Equality Impact Assessment forms – Policies

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# National Library of Scotland logo

# Equality impact assessment (EqIA) form - Change the corporate font from Proxima Nova to Arial 12

|  |  |
| --- | --- |
| Title of work to be assessed | Policy decision made by LLT to change the corporate font from Proxima Nova to Arial 12 |
| Assessment undertaken by | Gill Hamilton, Director of Digital and Service Transformation |
| Date of assessment submission | 11 April 2023 |
| Details of the work being assessed | To improve accessibility of corporate documents and communications, it has been decided to change the corporate font to Arial 12. This is a more accessible font, and the font and font size 12 is recommended by government and other guidance.  |
| Who from EqIA Review group have you discussed this with? | E. Muniandy |

## Introduction: Timeline and purpose of the form

This equality impact assessment form must be completed **before** you have developed or revised the work in question. This form must inform your development or revision.

This task and form should not be completed by one person – it should be a team effort where possible.

The purpose of the assessment is to identify the following:

* Might anyone be denied or find it harder to access this work because of a characteristic they have?
* Will this work contribute to (a) eliminating discrimination and harassment, (b) advancing equality of opportunity and (c) fostering good relations between those with and without a protected characteristic? Or is there a chance it could detract from any of those? These are the three parts of the Equality Act (2010) duty, which we are legally obliged to adhere to.

## Step 1: Impact of the work to be assessed

* Who does the work affect, and in what way? Think about audiences, staff, partners.
* Might anyone else be affected indirectly?
* Are any other policies or projects affected by this work?

## Step 2: Identify some evidence

You must show what will inform your assessment (step 3).

The most basic evidence is Census data. You could use this to identify how many people in Scotland have a certain characteristic, and how many use the Library.

The Scottish Government's [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) can be used to source more detailed and specific evidence relating to different characteristics.

What evidence and research have the Library already conducted that may inform your assessment.

Does the analysis of the evidence gathered indicate possible adverse impact on any protected group? Is there any reason to believe that people could be affected differently by the policy or project, for example in terms of access to a service, or the ability to take advantage of an opportunity?

Ensure to include any research you are drawing on in order to complete this assessment in the table below:

|  |  |
| --- | --- |
| Resource | Information |
| [Accessible communications formats](https://www.gov.uk/government/publications/inclusive-communication/accessible-communication-formats) | Use of accessible fonts, 12 point |
| [Public sector website regulation guidance](https://www.gov.uk/guidance/accessibility-requirements-for-public-sector-websites-and-apps#meeting-accessibility-requirements) | Use of accessible fonts |
| [What are accessible fonts?](https://www.accessibility.com/blog/what-are-accessible-fonts) | Use of accessible fonts, 12 point |

## Step 3: Assess the impact

Please see [appendix 1](#Appendix1) for an outline of what is covered by these characteristics.

It may be helpful to look at the possible outcomes of this assessment before you start – see [step 4](#_Step_4:_Monitoring).

The following tables provide some prompting questions related to each characteristic, and space to identify whether there is a positive, negative or no effect on each part of the Equality Act (2010) duty with regards to that characteristic.

**A positive impact** is one where the policy, practice, process or service can improve access to your policies, practices, processes or services by removing barriers for equality groups and/or improve understanding between people who identify with a group and those who do not (for example people with a disability and those who are non-disabled).

**A negative impact** may indicate the potential for direct or indirect discrimination, both of which are unlawful.

**Please note you need not provide written answers to the prompting questions, they are there to guide you through the kind of considerations that need to be made for each characteristic.**

When there is a need of full assessment, please consider and identify whether there is a positive, negative or no effect in following areas:

* Eliminating unlawful discrimination, harassment and victimisation;
* Advancing equality of opportunity;
* Promoting good relations among and between different groups.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  |  |  |

### Age

Does the work impact on people of different ages differently?

* How might the work impact differently on children and young people, and older people?
* Could a 10 year-old and a 105 year-old easily use, attend this?
* Might age affect how the work is used, accessed or understood?
* How will the communication and engagement strategy take into account the differing needs of people of different ages?
* Does the work make blanket assumptions about age?
* Is there an opportunity to improve outcomes for a certain age group through this policy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on age. |

### Disability

Does the work impact on disabled people differently to non-disabled people?

* How might your work impact differently on disabled people?
* What barriers – physical or attitudinal – might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service, information or both disproportionately low by disabled people?
* Is there an opportunity for this work to improve outcomes for disabled people?
* Is this wheelchair accessible (lifts, doorways, height of written information, interactivity…)?
* Are there disabled toilets nearby?
* Have you assumed everyone attending will be able to hear and see?
* Have you assumed everyone attending will be able to walk?
* Has it been made clear in advance that anyone with specific needs can get in touch in advance, for example audio-description or subtitles required?
* Does this require people to declare if they have a disability? For example, they need a key to use the accessible toilet.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | Removes a less accessible font from corporate internal and external comms, publications, presentations. For staff who may find the font size too small for their day-to-day work, exceptions may be made to exclude them from the group policy that automatically applies Arial 12 to all Office 365 applications. |

### Gender Reassignment

Does this work impact on transgender and cisgender people differently?

* How can you ensure that your work does not discriminate against transgender people – especially in terms of dignity?
* Are there any opportunities for advancing equality for transgender people through your policy?
* Does your policy present opportunities to tackle discrimination and harassment towards transgender people?
* Are there gender-neutral toilets in the building? How are you communicating their existence and location?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on gender reassignment. |

### Pregnancy and Maternity

Does this work impact on people because of maternity and pregnancy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on pregnancy and maternity. |

### Race

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service or information?
* Have you considered different venues and places that you might need to use to advertise your policy or service?
* Are there any particular communities for whom take up of the service or information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy or information? Consider that not everybody will be able to understand English, either written or spoken.
* What opportunities does your policy present to tackle discrimination, and to advance equality of opportunity and help develop community cohesion?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on race. |

### Sex

Does this work impact on men and women in different ways?

* Will men and women be affected by this policy equally, or are there differences, in which case, are there actions needed that can be taken to redress the balance?
* Is it easier for men or women to find out about the work?
* Does the work have any in-built stereotypes about what men and women can and can't do, and does it seek to dismantle those?
* Does the work recognise the particular issues faced by certain groups of men and women, for example the additional barriers to employment faced by minority ethnic women?
* Is the space pushchair accessible?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on sex. |

### Sexual Orientation

Does this workpeople with different sexual orientations differently?

* Might your policy impact differently on people in the LGBTQ+ community in comparison to heterosexual people?
* Does your policy present opportunities to advance equality for lesbian, gay or bisexual people and to tackle discrimination and harassment?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on sexual orientation. |

### Religion or Belief

Does this work impact on people of different religions and beliefs differently?

* Might your work impact differently on people of different religions and beliefs, and those with no religion?
* Is the take up of or access to your policy, service or information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement or communication strategy take into account different religious communities?
* Might different religions practices or observance need to be taken into account in the design of your work, or when consulting, for example, consider the potential impact of Ramadan or the Jewish Sabbath, dietary requirements at events, and so on?
* Does your work present an opportunity to tackle discrimination and to advance equality of opportunity and increase community cohesion between those of different faiths (and none)?
* Is this event on a religious holiday?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on religion or belief. |

### Marriage and Civil Partnership

Does this work impact on people because of their marriage or civil partnership status?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on marriage and civil partnership. |

The following groups are not covered by the Equality Act (2010) but are covered in the Fairer Scotland Duty. We are not legally obliged to assess our work against this Duty but considering the impact of our work on these groups means we might reach more people and are addressing access issues pertinent to Scotland.

### Households with low or no income or wealth

How does this work impact on people with little or no income or wealth compared to those with more income or wealth?

* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on households with low or no income or wealth. |

### Rural or island location

Does this work impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt?

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on rural or island location. |

### Digital literacy and access

Does this work impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access?

* Is this work only available online?
* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Change does not impact based on digital literacy/access. |

## Step 4: Monitoring

* How will this work be monitored, evaluated to check progress on any equality issues that may arise or have arisen in the EqIA?

We believe this does not require monitoring as is a positive change to improve the accessibility of corporate documents and communications. Issues arising from the change will be advised via IT Helpdesk and feedback from the comms about the change.

* Who will carry this out?

Head of Media and External Relations.

* How often will this be carried out?

As required.

## Step 5: Publishing

Publish screening form on website.

Part of our Equality Act (2010) duty is to make our EqIAs publicly available.

## Sign off

### Stage 1: For the EDI officer to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E.Muniandy  |
| Date | 12 April 2023 |

### Stage 2: For the Equalities Review Group to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 18 May 2023  |

## Appendix 1: definition, scope of some of the protected characteristics

* Disability. Bear in mind this is broad. It can be a range of conditions that have a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities, and can be mental (such as a learning disability or depression) or physical (such as sight difficulties, hearing difficulties, epilepsy, MS), and disability can be hidden.
* Gender re-assignment. This refers to a person's internal self-perception of their gender. It refers to a whole range of people who find their gender identity or gender expression differs in some way from the gender assumption made by others about them when they were born. In law, gender reassignment applies to people who are undergoing, propose to undergo or have undergone a process of changing gender.
* Race. This includes colour, ethnic, or national origins. This includes Gypsies, Travellers, refugees and asylum seekers. Consider not only visible but also non-visible ethnicities such as Eastern European people.
* Religion or belief. Religion is “any religion and a reference to religion includes reference to a lack of religion”, and belief is any religious or philosophical belief, including lack of belief. Case law has shown that environmentalism is considered a belief system.



# Equality impact assessment (EqIA) form - Cultural Restitution and Spoliation Policy

|  |  |
| --- | --- |
| Title of work to be assessed | Cultural Restitution and Spoliation Policy  |
| Assessment undertaken by | Alison Stevenson |
| Date of assessment submission | 10 February 2023 |
| Details of the work being assessed | [Cultural Restitution and Spoilation Policy.docx](https://natlibscotland.sharepoint.com/%3Aw%3A/s/CR/ERgZ3nFCy_lIke5toTSsmkABBgoifORmTlLKpnvWh0EeRw?e=5EdKal) The Library’s decision making in this area is underpinned by this legislative framework and by the [Deaccessioning and Disposals Policy](https://natlibscotland.sharepoint.com/%3Aw%3A/s/llt-LLT/EfiFXBu9yKFPq63Z8173Oq0BRmpWLxc9jvs3AOSTIdtj3g?e=c5H0Ld) which forms part of the Library’s suite of Collection Management Policies. An EqIA was previously completed for the Collection Management Policy Framework. |
| Who from EqIA Review group have you discussed this with? | E. Muniandy |

## Introduction: Timeline and purpose of the form

This equality impact assessment form must be completed **before** you have developed or revised the work in question. This form must inform your development or revision.

This task and form should not be completed by one person – it should be a team effort where possible.

The purpose of the assessment is to identify the following:

* Might anyone be denied or find it harder to access this work because of a characteristic they have?
* Will this work contribute to (a) eliminating discrimination and harassment, (b) advancing equality of opportunity and (c) fostering good relations between those with and without a protected characteristic? Or is there a chance it could detract from any of those? These are the three parts of the Equality Act (2010) duty, which we are legally obliged to adhere to.

## Step 1: Impact of the work to be assessed

* Who does the work affect, and in what way? Think about audiences, staff, partners.

The Library aims to respond with sensitivity and respect to claims around ownership and cultural restitution of items in the collection, while at the same time maintaining its responsibility to preserve the documentary heritage of Scotland for future generations. The National Library of Scotland’s founding Act stipulates the limited circumstances in which items can be permanently transferred into different ownership. The Library’s decision making is underpinned by this legislative framework and by the [Deaccessioning and Disposals Policy](https://natlibscotland.sharepoint.com/%3Aw%3A/s/llt-LLT/EfiFXBu9yKFPq63Z8173Oq0BRmpWLxc9jvs3AOSTIdtj3g?e=c5H0Ld).

In 2023 the Library created a Cultural Restitution and Spoliation Policy which is the subject of this assessment. The organisation has had very limited experience working with potential claimants. As the Library researches and assess claims it is expected that the policy will evolve in response to the knowledge and experience gained.

The policy affects those who may have a claim to ownership over items in the National Library collections.

* Might anyone else be affected indirectly?

If as a result of claims made under this policy the Library transfers ownership to another organisation or individual there may be consequences around access. In the case of repatriation this might be reduced public access in Scotland but might also be increased public access in another part of the world.

As a national heritage organisation, the Library’s policy in this area may influence policy development by other organisations.

* Are any other policies or projects affected by this work?

This policy fills a gap which would otherwise exist in the Library suite of Collection Management Policies.

## Step 2: Identify some evidence

You must show what will inform your assessment (step 3).

The most basic evidence is Census data. You could use this to identify how many people in Scotland have a certain characteristic, and how many use the Library.

The Scottish Government's [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) can be used to source more detailed and specific evidence relating to different characteristics.

What evidence and research have the Library already conducted that may inform your assessment.

Does the analysis of the evidence gathered indicate possible adverse impact on any protected group? Is there any reason to believe that people could be affected differently by the policy or project, for example in terms of access to a service, or the ability to take advantage of an opportunity?

Ensure to include any research you are drawing on in order to complete this assessment in the table below:

|  |  |
| --- | --- |
| Resource | Information |
|  |  |

## Step 3: Assess the impact

Please see [appendix 1](#Appendix1) for an outline of what is covered by these characteristics.

It may be helpful to look at the possible outcomes of this assessment before you start – see [step 4](#_Step_4:_Monitoring).

The following tables provide some prompting questions related to each characteristic, and space to identify whether there is a positive, negative or no effect on each part of the Equality Act (2010) duty with regards to that characteristic.

**A positive impact** is one where the policy, practice, process or service can improve access to your policies, practices, processes or services by removing barriers for equality groups and/or improve understanding between people who identify with a group and those who do not (for example people with a disability and those who are non-disabled).

**A negative impact** may indicate the potential for direct or indirect discrimination, both of which are unlawful.

**Please note you need not provide written answers to the prompting questions, they are there to guide you through the kind of considerations that need to be made for each characteristic.**

When there is a need of full assessment, please consider and identify whether there is a positive, negative or no effect in following areas:

* Eliminating unlawful discrimination, harassment and victimisation;
* Advancing equality of opportunity;
* Promoting good relations among and between different groups.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  |  |  |

### Age

Does the work impact on people of different ages differently?

* How might the work impact differently on children and young people, and older people?
* Could a 10 year-old and a 105 year-old easily use, attend this?
* Might age affect how the work is used, accessed or understood?
* How will the communication and engagement strategy take into account the differing needs of people of different ages?
* Does the work make blanket assumptions about age?
* Is there an opportunity to improve outcomes for a certain age group through this policy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The policy is intended for use by adults.  |

### Disability

Does the work impact on disabled people differently to non-disabled people?

* How might your work impact differently on disabled people?
* What barriers – physical or attitudinal – might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service, information or both disproportionately low by disabled people?
* Is there an opportunity for this work to improve outcomes for disabled people?
* Is this wheelchair accessible (lifts, doorways, height of written information, interactivity…)?
* Are there disabled toilets nearby?
* Have you assumed everyone attending will be able to hear and see?
* Have you assumed everyone attending will be able to walk?
* Has it been made clear in advance that anyone with specific needs can get in touch in advance, for example audio-description or subtitles required?
* Does this require people to declare if they have a disability? For example, they need a key to use the accessible toilet.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The policy does not impact on disabled people differently to non-disabled people. The written policy adheres to accessibility guidelines. |

### Gender Reassignment

Does this work impact on transgender and cisgender people differently?

* How can you ensure that your work does not discriminate against transgender people – especially in terms of dignity?
* Are there any opportunities for advancing equality for transgender people through your policy?
* Does your policy present opportunities to tackle discrimination and harassment towards transgender people?
* Are there gender-neutral toilets in the building? How are you communicating their existence and location?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This work does not impact on transgender and cisgender people differently. |

### Pregnancy and Maternity

Does this work impact on people because of maternity and pregnancy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This work does not impact on people because of maternity and pregnancy.  |

### Race

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service or information?
* Have you considered different venues and places that you might need to use to advertise your policy or service?
* Are there any particular communities for whom take up of the service or information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy or information? Consider that not everybody will be able to understand English, either written or spoken.
* What opportunities does your policy present to tackle discrimination, and to advance equality of opportunity and help develop community cohesion?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | Cultural restitution claims do not necessarily revolve around race but in the UK, they do often involve legacies of colonialism, racism and slavery. This policy presents a route for individual and communities to make ownerships claims based on legal, intellectual or ethical grounds thus creating the potential to put right previous injustices committed as result of racial or cultural discrimination. This policy also defines the routes for claims from anyone (or from any one or more of their heirs) who lost possession of a cultural object during the Nazi era where such an object is now in the possession of the National Library of Scotland. |

### Sex

Does this work impact on men and women in different ways?

* Will men and women be affected by this policy equally, or are there differences, in which case, are there actions needed that can be taken to redress the balance?
* Is it easier for men or women to find out about the work?
* Does the work have any in-built stereotypes about what men and women can and can't do, and does it seek to dismantle those?
* Does the work recognise the particular issues faced by certain groups of men and women, for example the additional barriers to employment faced by minority ethnic women?
* Is the space pushchair accessible?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This policy does not impact on men and women in different ways. |

### Sexual Orientation

Does this workpeople with different sexual orientations differently?

* Might your policy impact differently on people in the LGBTQ+ community in comparison to heterosexual people?
* Does your policy present opportunities to advance equality for lesbian, gay or bisexual people and to tackle discrimination and harassment?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This policy does not impact people with different sexual orientations differently.  |

### Religion or Belief

Does this work impact on people of different religions and beliefs differently?

* Might your work impact differently on people of different religions and beliefs, and those with no religion?
* Is the take up of or access to your policy, service or information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement or communication strategy take into account different religious communities?
* Might different religions practices or observance need to be taken into account in the design of your work, or when consulting, for example, consider the potential impact of Ramadan or the Jewish Sabbath, dietary requirements at events, and so on?
* Does your work present an opportunity to tackle discrimination and to advance equality of opportunity and increase community cohesion between those of different faiths (and none)?
* Is this event on a religious holiday?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | This policy defines the routes for claims from anyone (or from any one or more of their heirs) who lost possession of a cultural object during the Nazi era where such an object is now in the possession of the National Library of Scotland. The policy also provides a formal route for cultural restitution based on belief systems from indigenous cultures which are not necessarily religions. |

### Marriage and Civil Partnership

Does this work impact on people because of their marriage or civil partnership status?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This policy does not impact on people because of their marriage or civil partnership status. |

The following groups are not covered by the Equality Act (2010) but are covered in the Fairer Scotland Duty. We are not legally obliged to assess our work against this Duty but considering the impact of our work on these groups means we might reach more people and are addressing access issues pertinent to Scotland.

### Households with low or no income or wealth

How does this work impact on people with little or no income or wealth compared to those with more income or wealth?

* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This policy does not impact on people with little or no income or wealth compared to those with more income or wealth.  |

### Rural or island location

Does this work impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt?

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This policy does not impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt. |

### Digital literacy and access

Does this work impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access?

* Is this work only available online?
* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This policy does not impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access.  |

## Step 4: Monitoring

* How will this work be monitored, evaluated to check progress on any equality issues that may arise or have arisen in the EqIA?

Annual report by Director for Collections, Access and Research to National Librarian summarising cultural restitution claims made and the results.

* Who will carry this out?

Director for Collections, Access and Research.

* How often will this be carried out?

Annually.

## Step 5: Publishing

Publish screening form on website.

Part of our Equality Act (2010) duty is to make our EqIAs publicly available.

## Sign off

### Stage 1: For the EDI officer to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 16 February 2023  |

### Stage 2: For the Equalities Review Group to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 17 May 2023 |

## Appendix 1: definition, scope of some of the protected characteristics

* Disability. Bear in mind this is broad. It can be a range of conditions that have a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities, and can be mental (such as a learning disability or depression) or physical (such as sight difficulties, hearing difficulties, epilepsy, MS), and disability can be hidden.
* Gender re-assignment. This refers to a person's internal self-perception of their gender. It refers to a whole range of people who find their gender identity or gender expression differs in some way from the gender assumption made by others about them when they were born. In law, gender reassignment applies to people who are undergoing, propose to undergo or have undergone a process of changing gender.
* Race. This includes colour, ethnic, or national origins. This includes Gypsies, Travellers, refugees and asylum seekers. Consider not only visible but also non-visible ethnicities such as Eastern European people.
* Religion or belief. Religion is “any religion and a reference to religion includes reference to a lack of religion”, and belief is any religious or philosophical belief, including lack of belief. Case law has shown that environmentalism is considered a belief system.



# Equality impact assessment (EqIA) form - Hybrid Working Policy

|  |  |
| --- | --- |
| Title of work to be assessed | Hybrid Working Policy |
| Assessment undertaken by | Janet Stewart  |
| Date of assessment submission | 26 October 2022 |
| Details of the work being assessed | The purpose of this policy is to provide information on the Library’s approach to Hybrid Working and sets out the key principles that the National Library of Scotland will adhere to. |
| Who from EqIA Review group have you discussed this with? | E. Muniandy |

## Introduction: Timeline and purpose of the form

This equality impact assessment form must be completed **before** you have developed or revised the work in question. This form must inform your development or revision.

This task and form should not be completed by one person – it should be a team effort where possible.

The purpose of the assessment is to identify the following:

* Might anyone be denied or find it harder to access this work because of a characteristic they have?
* Will this work contribute to (a) eliminating discrimination and harassment, (b) advancing equality of opportunity and (c) fostering good relations between those with and without a protected characteristic? Or is there a chance it could detract from any of those? These are the three parts of the Equality Act (2010) duty, which we are legally obliged to adhere to.

## Step 1: Impact of the work to be assessed

* Who does the work affect, and in what way? Think about audiences, staff, partners.

The Policy applies to all employees, including agency staff and interns where the nature of their work allows them to undertake elements of the work out with the National Library of Scotland.

* Might anyone else be affected indirectly?

/

* Are any other policies or projects affected by this work?

Health & Safety – Display Screen Equipment (DSE) Assessment.

## Step 2: Identify some evidence

You must show what will inform your assessment (step 3).

The most basic evidence is Census data. You could use this to identify how many people in Scotland have a certain characteristic, and how many use the Library.

The Scottish Government's [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) can be used to source more detailed and specific evidence relating to different characteristics.

What evidence and research have the Library already conducted that may inform your assessment.

Does the analysis of the evidence gathered indicate possible adverse impact on any protected group? Is there any reason to believe that people could be affected differently by the policy or project, for example in terms of access to a service, or the ability to take advantage of an opportunity?

Ensure to include any research you are drawing on in order to complete this assessment in the table below:

|  |  |
| --- | --- |
| Resource | Information |
| Staff Profile  | Information relating to staff in respect of the protected characteristics. |

## Step 3: Assess the impact

Please see [appendix 1](#Appendix1) for an outline of what is covered by these characteristics.

It may be helpful to look at the possible outcomes of this assessment before you start – see [step 4](#_Step_4:_Monitoring).

The following tables provide some prompting questions related to each characteristic, and space to identify whether there is a positive, negative or no effect on each part of the Equality Act (2010) duty with regards to that characteristic.

**A positive impact** is one where the policy, practice, process or service can improve access to your policies, practices, processes or services by removing barriers for equality groups, improve understanding between people who identify with a group and those who do not (for example people with a disability and those who are non-disabled) or both.

**A negative impact** may indicate the potential for direct or indirect discrimination, both of which are unlawful.

**Please note you need not provide written answers to the prompting questions, they are there to guide you through the kind of considerations that need to be made for each characteristic.**

When there is a need of full assessment, please consider and identify whether there is a positive, negative or no effect in following areas:

* Eliminating unlawful discrimination, harassment and victimisation;
* Advancing equality of opportunity;
* Promoting good relations among and between different groups.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  |  |  |

### Age

Does the work impact on people of different ages differently?

* How might the work impact differently on children and young people, and older people?
* Could a 10 year-old and a 105 year-old easily use, attend this?
* Might age affect how the work is used, accessed or understood?
* How will the communication and engagement strategy take into account the differing needs of people of different ages?
* Does the work make blanket assumptions about age?
* Is there an opportunity to improve outcomes for a certain age group through this policy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The criteria for staff being able to work from home is based on the nature of the work.    The staff profile indicates that there is no disproportionate greater percentage of older staff unable to work from home than those able to do so.    There may be instances where a younger member of staff where this is their first job and where there is the provision to work from home, would benefit initially from attending the workplace on a more regular basis to have face to face support to hand, particularly when a complex piece of work is being demonstrated and to integrate more quickly into the Team and wider Library. |

### Disability

Does the work impact on disabled people differently to non-disabled people?

* How might your work impact differently on disabled people?
* What barriers – physical or attitudinal – might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service, information or both disproportionately low by disabled people?
* Is there an opportunity for this work to improve outcomes for disabled people?
* Is this wheelchair accessible (lifts, doorways, height of written information, interactivity…)?
* Are there disabled toilets nearby?
* Have you assumed everyone attending will be able to hear and see?
* Have you assumed everyone attending will be able to walk?
* Has it been made clear in advance that anyone with specific needs can get in touch in advance, for example audio-description or subtitles required?
* Does this require people to declare if they have a disability? For example, they need a key to use the accessible toilet.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | The criteria for staff being able to work from home is based on the nature of the work. The staff profile indicates that there is no disproportionate greater percentage of disabled staff unable to work from home due to the nature of the work, than those able to do so. This is based on an estimate as not all posts eligible to working from home (WFH) may do so. It is not compulsory for staff who are eligible to work from home to do so as staff may find working from home detrimental to their mental wellbeing. Where through the completion of the Display screen equipment (DSE) Assessment it is identified that staff with a disability will require specialised equipment, this will be provided where reasonable. Staff with the ability to work from home may benefit from less travel to and from work where this is challenging, time consuming or both. |

### Gender Reassignment

Does this work impact on transgender and cisgender people differently?

* How can you ensure that your work does not discriminate against transgender people – especially in terms of dignity?
* Are there any opportunities for advancing equality for transgender people through your policy?
* Does your policy present opportunities to tackle discrimination and harassment towards transgender people?
* Are there gender-neutral toilets in the building? How are you communicating their existence and location?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The criteria for staff being able to work from home is based on the nature of the work. This may aid staff who are transitioning as they may be able to work from home for a period while they are going through treatment or require a period of recovery. |

### Pregnancy and Maternity

Does this work impact on people because of maternity and pregnancy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | The criteria for staff being able to work from home is based on the nature of the work. This may be beneficial for staff who are pregnant as it can result in more flexibility in their work pattern when working at home, also less travel to and from work where this is challenging, particularly if there are pregnancy related health issues. The member of staff may be able to return to work earlier where there is some flexibility in where and when the work can be undertaken. This may be beneficial for staff who are receiving In vitro fertilisation (IVF) Treatment for example, where privacy at home would be preferable when taking medications. |

### Race

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service or information?
* Have you considered different venues and places that you might need to use to advertise your policy or service?
* Are there any particular communities for whom take up of the service or information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy or information? Consider that not everybody will be able to understand English, either written or spoken.
* What opportunities does your policy present to tackle discrimination, and to advance equality of opportunity and help develop community cohesion?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The criteria for staff being able to work from home is based on the nature of the work. |

### Sex

Does this work impact on men and women in different ways?

* Will men and women be affected by this policy equally, or are there differences, in which case, are there actions needed that can be taken to redress the balance?
* Is it easier for men or women to find out about the work?
* Does the work have any in-built stereotypes about what men and women can and can't do, and does it seek to dismantle those?
* Does the work recognise the particular issues faced by certain groups of men and women, for example the additional barriers to employment faced by minority ethnic women?
* Is the space pushchair accessible?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The criteria for staff being able to work from home is based on the nature of the work. The staff profile indicates that there is no disproportionate higher percentage of either sex unable to work from home than those able to do so. This is based on an estimate as not all posts eligible to work from home may do so. |

### Sexual Orientation

Does this workpeople with different sexual orientations differently?

* Might your policy impact differently on people in the LGBTQ+ community in comparison to heterosexual people?
* Does your policy present opportunities to advance equality for lesbian, gay or bisexual people and to tackle discrimination and harassment?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The criteria for staff being able to work from home is based on the nature of the work. |

### Religion or Belief

Does this work impact on people of different religions and beliefs differently?

* Might your work impact differently on people of different religions and beliefs, and those with no religion?
* Is the take up of or access to your policy, service or information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement or communication strategy take into account different religious communities?
* Might different religions practices or observance need to be taken into account in the design of your work, or when consulting, for example, consider the potential impact of Ramadan or the Jewish Sabbath, dietary requirements at events, and so on?
* Does your work present an opportunity to tackle discrimination and to advance equality of opportunity and increase community cohesion between those of different faiths (and none)?
* Is this event on a religious holiday?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | The criteria for staff being able to work from home is based on the nature of the work. It would be beneficial for staff with religious practices to work from home, for example during Ramadan where the impact of diet could be more manageable. |

### Marriage and Civil Partnership

Does this work impact on people because of their marriage or civil partnership status?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The criteria for staff being able to work from home is based on the nature of the work. |

The following groups are not covered by the Equality Act (2010) but are covered in the Fairer Scotland Duty. We are not legally obliged to assess our work against this Duty but considering the impact of our work on these groups means we might reach more people and are addressing access issues pertinent to Scotland.

### Households with low or no income or wealth

How does this work impact on people with little or no income or wealth compared to those with more income or wealth?

* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | The National Library of Scotland pay staff the Real Living Wage and are accredited with the Living Wage Foundation. However, given the recent increases to the cost of living, more staff may struggle financially. The Policy can reduce costs on travel where applicable. Staff may also choose to work in the office during the colder months to save on heating and lighting. There may be some additional expense to ensure that adequate broadband is available at home. Shared housing could make it difficult for some people to work at home. There is a higher number of staff on the lower pay points who due to the nature of their role are unable to work from home. |

### Rural or island location

Does this work impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt?

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | The policy allows the recruitment of staff and workers from outwith reasonable travelling distance to work. Can raise awareness of the work of the National Library of Scotland from rural areas outwith the central belt and island locations.  |

### Digital literacy and access

Does this work impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access?

* Is this work only available online?
* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X |  | The criteria for staff being able to work from home is based on the nature of the work. Staff would be required to have a reasonable level of digital literacy to enable them to work productively from home.  |

## Step 4: Monitoring

* How will this work be monitored, evaluated to check progress on any equality issues that may arise or have arisen in the EqIA?

Report to managers confirming staff working from home and invite any feedback on process or challenges within first 6 months.

Include in Staff Survey - annually.

Feedback from TU - ongoing ad hoc basis.

* Who will carry this out?

HR & Organisational Development (OD).

* How often will this be carried out?

Report to managers and Staff Survey on an annual basis.

Feedback from trade union ongoing.

## Step 5: Publishing

Publish screening form on website.

Part of our Equality Act (2010) duty is to make our EqIAs publicly available.

## Sign off

### Stage 1: For the EDI officer to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 02 November 2022  |

### Stage 2: For the Equalities Review Group to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 02 December 2022  |

## Appendix 1: definition, scope of some of the protected characteristics

* Disability. Bear in mind this is broad. It can be a range of conditions that have a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities, and can be mental (such as a learning disability or depression) or physical (such as sight difficulties, hearing difficulties, epilepsy, MS), and disability can be hidden.
* Gender re-assignment. This refers to a person's internal self-perception of their gender. It refers to a whole range of people who find their gender identity or gender expression differs in some way from the gender assumption made by others about them when they were born. In law, gender reassignment applies to people who are undergoing, propose to undergo or have undergone a process of changing gender.
* Race. This includes colour, ethnic, or national origins. This includes Gypsies, Travellers, refugees and asylum seekers. Consider not only visible but also non-visible ethnicities such as Eastern European people.
* Religion or belief. Religion is “any religion and a reference to religion includes reference to a lack of religion” and belief is any religious or philosophical belief, including lack of belief. Case law has shown that environmentalism is considered a belief system.



# Equality impact assessment (EqIA) form - Password policy

|  |  |
| --- | --- |
| Title of work to be assessed | Password policy |
| Assessment undertaken by | Associate Director of Digital (initial assessment) |
| Date of assessment submission | 22 December 2020  |
| Details of the work being assessed | Due to growing worldwide cyber threats, this policy outlines the authentication standard for systems within the National Library of Scotland to ensure resources and data are secure from external and internal threats. As more systems are becoming cloud-based, hosted or external facing, this becomes even more prevalent due to the increased risk and ease of attacks. The policy is a requirement for Cyber Essentials accreditation. |
| Who from EqIA Review group have you discussed this with? | E. Muniandy |

## Introduction: Timeline and purpose of the form

This equality impact assessment form must be completed **before** you have developed or revised the work in question. This form must inform your development or revision.

This task and form should not be completed by one person – it should be a team effort where possible.

The purpose of the assessment is to identify the following:

* Might anyone be denied or find it harder to access this work because of a characteristic they have?
* Will this work contribute to (a) eliminating discrimination and harassment, (b) advancing equality of opportunity and (c) fostering good relations between those with and without a protected characteristic? Or is there a chance it could detract from any of those? These are the three parts of the Equality Act (2010) duty, which we are legally obliged to adhere to.

## Step 1: Impact of the work to be assessed

* Who does the work affect, and in what way? Think about audiences, staff, partners.

This policy impacts National Library of Scotland staff. As employees, staff must understand and take responsibility for securely maintaining and managing Library passwords. The consequences otherwise are that the National Library of Scotland may be placed at risk of cyber crime or subject to malicious activity.

If staff choose to use personal devices (phones) to access Library systems, services, data and information the National Library of Scotland shall place controls on their device that enables Library data to be removed from their device in the event of loss or theft.

* Might anyone else be affected indirectly?

Non-staff such as IT contractors requiring authenticated access to Library system, services, data and so on.

* Are any other policies/projects affected by this work?

This is a policy.

## Step 2: Identify some evidence

You must show what will inform your assessment (step 3).

The most basic evidence is Census data. You could use this to identify how many people in Scotland have a certain characteristic, and how many use the Library.

The Scottish Government's [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) can be used to source more detailed and specific evidence relating to different characteristics.

What evidence and research have the Library already conducted that may inform your assessment.

Does the analysis of the evidence gathered indicate possible adverse impact on any protected group? Is there any reason to believe that people could be affected differently by the policy or project, for example in terms of access to a service, or the ability to take advantage of an opportunity?

Ensure to include any research you are drawing on in order to complete this assessment in the table below:

|  |  |
| --- | --- |
| Resource | Information |
|  |  |

## Step 3: Assess the impact

Please see [appendix 1](#Appendix1) for an outline of what is covered by these characteristics.

It may be helpful to look at the possible outcomes of this assessment before you start – see [step 4](#_Step_4:_Monitoring).

The following tables provide some prompting questions related to each characteristic, and space to identify whether there is a positive, negative or no effect on each part of the Equality Act (2010) duty with regards to that characteristic.

**A positive impact** is one where the policy, practice, process or service can improve access to your policies, practices, processes or services by removing barriers for equality groups, improve understanding between people who identify with a group and those who do not (for example people with a disability and those who are non-disabled) or both.

**A negative impact** may indicate the potential for direct or indirect discrimination, both of which are unlawful.

**Please note you need not provide written answers to the prompting questions, they are there to guide you through the kind of considerations that need to be made for each characteristic.**

When there is a need of full assessment, please consider and identify whether there is a positive, negative or no effect in following areas:

* Eliminating unlawful discrimination, harassment and victimisation;
* Advancing equality of opportunity;
* Promoting good relations among and between different groups.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  |  |  |

### Age

Does the work impact on people of different ages differently?

* How might the work impact differently on children and young people, and older people?
* Could a 10 year-old and a 105 year-old easily use, attend this?
* Might age affect how the work is used, accessed or understood?
* How will the communication and engagement strategy take into account the differing needs of people of different ages?
* Does the work make blanket assumptions about age?
* Is there an opportunity to improve outcomes for a certain age group through this policy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This is a policy for all Library staff and for accreditation purposes. |

### Disability

Does the work impact on disabled people differently to non-disabled people?

* How might your work impact differently on disabled people?
* What barriers – physical or attitudinal – might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service, information or both disproportionately low by disabled people?
* Is there an opportunity for this work to improve outcomes for disabled people?
* Is this wheelchair accessible (lifts, doorways, height of written information, interactivity…)?
* Are there disabled toilets nearby?
* Have you assumed everyone attending will be able to hear and see?
* Have you assumed everyone attending will be able to walk?
* Has it been made clear in advance that anyone with specific needs can get in touch in advance, for example audio-description or subtitles required?
* Does this require people to declare if they have a disability? For example, they need a key to use the accessible toilet.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Staff with disabilities may not be able to access, read or understand the policy document. Staff with physical disabilities will have been assessed to ensure they have the equipment and facilities so that they may use Library documents. Staff with cognitive disabilities may have been assessed to ensure support is provided in assisting them in reading and understanding Library documents. IT Support provides support to staff to assist them in the use of Library systems, services and policies. HR provides training services. Line managers provide support. |

### Gender Reassignment

Does this work impact on transgender and cisgender people differently?

* How can you ensure that your work does not discriminate against transgender people – especially in terms of dignity?
* Are there any opportunities for advancing equality for transgender people through your policy?
* Does your policy present opportunities to tackle discrimination and harassment towards transgender people?
* Are there gender-neutral toilets in the building? How are you communicating their existence/location?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This is a policy for all Library staff and for accreditation purposes. |

### Pregnancy and Maternity

Does this work impact on people because of maternity and pregnancy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This is a policy for all Library staff and for accreditation purposes. |

### Race

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service or information?
* Have you considered different venues and places that you might need to use to advertise your policy or service?
* Are there any particular communities for whom take up of the service or information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy or information? Consider that not everybody will be able to understand English, either written or spoken.
* What opportunities does your policy present to tackle discrimination, and to advance equality of opportunity and help develop community cohesion?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This is a policy for all Library staff and for accreditation purposes. |

### Sex

Does this work impact on men and women in different ways?

* Will men and women be affected by this policy equally, or are there differences, in which case, are there actions needed that can be taken to redress the balance?
* Is it easier for men or women to find out about the work?
* Does the work have any in-built stereotypes about what men and women can and can't do, and does it seek to dismantle those?
* Does the work recognise the particular issues faced by certain groups of men and women, for example the additional barriers to employment faced by minority ethnic women?
* Is the space pushchair accessible?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This is a policy for all Library staff and for accreditation purposes. |

### Sexual Orientation

Does this workpeople with different sexual orientations differently?

* Might your policy impact differently on people in the LGBTQ+ community in comparison to heterosexual people?
* Does your policy present opportunities to advance equality for lesbian, gay or bisexual people and to tackle discrimination and harassment?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This is a policy for all Library staff and for accreditation purposes. |

### Religion or Belief

Does this work impact on people of different religions and beliefs differently?

* Might your work impact differently on people of different religions and beliefs, and those with no religion?
* Is the take up of or access to your policy, service or information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement or communication strategy take into account different religious communities?
* Might different religions practices or observance need to be taken into account in the design of your work, or when consulting, for example, consider the potential impact of Ramadan or the Jewish Sabbath, dietary requirements at events, and so on?
* Does your work present an opportunity to tackle discrimination and to advance equality of opportunity and increase community cohesion between those of different faiths (and none)?
* Is this event on a religious holiday?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This is a policy for all Library staff and for accreditation purposes. |

### Marriage and Civil Partnership

Does this work impact on people because of their marriage or civil partnership status?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This is a policy for all Library staff and for accreditation purposes. |

The following groups are not covered by the Equality Act (2010) but are covered in the Fairer Scotland Duty. We are not legally obliged to assess our work against this Duty but considering the impact of our work on these groups means we might reach more people and are addressing access issues pertinent to Scotland.

### Households with low or no income or wealth

How does this work impact on people with little or no income or wealth compared to those with more income or wealth?

* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This is a policy for all Library staff and for accreditation purposes. |

### Rural or island location

Does this work impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt?

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This is a policy for all Library staff and for accreditation purposes. |

### Digital literacy and access

Does this work impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access?

* Is this work only available online?
* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Staff with lower digital literacy may not be able to open the document to read. Likewise, they may not understand how to set complex passwords. However, Library employees are required to have a minimum level of digital literacy to perform their duties, and IT Support provides support to staff with lower levels of literacy. |

## Step 4: Monitoring

* How will this work be monitored, evaluated to check progress on any equality issues that may arise or have arisen in the EqIA?

The EqIA will be reviewed when the policy is next scheduled for review.

* Who will carry this out?

Associate Director of Digital.

* How often will this be carried out?

Once every two years.

## Step 5: Publishing

Publish screening form on website.

Part of our Equality Act (2010) duty is to make our EqIAs publicly available.

## Sign off

### Stage 1: For the EDI officer to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 05 January 2023  |

### Stage 2: For the Equalities Review Group to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 06 February 2023  |

## Appendix 1: definition, scope of some of the protected characteristics

* Disability. Bear in mind this is broad. It can be a range of conditions that have a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities, and can be mental (such as a learning disability or depression) or physical (such as sight difficulties, hearing difficulties, epilepsy, MS), and disability can be hidden.
* Gender re-assignment. This refers to a person's internal self-perception of their gender. It refers to a whole range of people who find their gender identity or gender expression differs in some way from the gender assumption made by others about them when they were born. In law, gender reassignment applies to people who are undergoing, propose to undergo or have undergone a process of changing gender.
* Race. This includes colour, ethnic, or national origins. This includes Gypsies, Travellers, refugees and asylum seekers. Consider not only visible but also non-visible ethnicities such as Eastern European people.
* Religion or belief. Religion is “any religion and a reference to religion includes reference to a lack of religion”’ and belief is any religious or philosophical belief, including lack of belief. Case law has shown that environmentalism is considered a belief system.



# Equality impact assessment (EqIA) form - The Library’s Collection Development Policy

|  |  |
| --- | --- |
| Title of work to be assessed | The Library’s Collection Development Policy[https://www.nls.uk/media/pg1apzfw/2019-collection-development-policy.pdf](https://www.nls.uk/media/pg1apzfw/2019-collection-development-policy.pdf%20) The policy was last updated in 2019 and will be reviewed and updated in 2022 or 2023. Previous EqIA completed for 2019 policy review and update can be accessed in [EqIA 2019](https://natlibscotland.sharepoint.com/sites/CR/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FCR%2FShared%20Documents%2FGeneral%2FPolicies%2FCollections%20Development%20Policies%2FCollection%20development%20policies%2FCollection%20Development%20Policy%202019%20EAI%2Epdf&parent=%2Fsites%2FCR%2FShared%20Documents%2FGeneral%2FPolicies%2FCollections%20Development%20Policies%2FCollection%20development%20policies&p=true&ga=1). |
| Assessment undertaken by | Chris Taylor and Alison Stevenson. |
| Date of assessment submission | Initial EqIA submitted in August 2022 prior to redrafting the Collection Development Policy. Updates to EqIA provided in March 2023 following preparation of new Collection Development Policy for submission to LLT. |
| Details of the work being assessed |  |
| Who from EqIA Review group have you discussed this with? | E. Mundiany |

## Introduction: Timeline and purpose of the form

This equality impact assessment form must be completed **before** you have developed or revised the work in question. This form must inform your development or revision.

This task and form should not be completed by one person – it should be a team effort where possible.

The purpose of the assessment is to identify the following:

* Might anyone be denied or find it harder to access this work because of a characteristic they have?
* Will this work contribute to (a) eliminating discrimination and harassment, (b) advancing equality of opportunity and (c) fostering good relations between those with and without a protected characteristic? Or is there a chance it could detract from any of those? These are the three parts of the Equality Act (2010) duty, which we are legally obliged to adhere to.

## Step 1: Impact of the work to be assessed

* Who does the work affect, and in what way? Think about audiences, staff, partners.

The Collection Development Policy is part of a suite of policies which cover the broad area of Collections Management. These policies act as a compass for those who wish to know more about how we develop, manage and preserve our collections.

The Collection Development Policy sets out the framework and ethos for how we select and assess material, what we collect, and how we acquire it. It functions as a code of conduct and describes our current best practice, as well as what we aspire to do as a forward-thinking Library. Collection development is one of the Library’s statutory obligations under the National Library of Scotland Act 2012.

The policy is a resource and will function effectively as such for a range of people. Our target audience for the policy is comprised of:

Library staff – We want the policy to act as a resource for all staff, providing information, guidance and a framework for staff decision-making, working practices and behaviour. It provides a foundation for new colleagues who wish to learn more about collection development. Equally, the policy will support familiarisation and continued learning for colleagues as they grow within their roles or take up promotions and secondment opportunities.

Sector colleagues – Reflecting our values of openness, trust and inspiration, we will freely and openly share our knowledge and examples of best practice. The policy may affect the collection development decisions taken by other libraries and archives in the UK and internationally. Collaborative collection development is an important concept, particularly in Scotland, especially when resources are under pressure. The Legal Deposit Libraries, Scottish Confederation of University and Research Libraries, Scottish public libraries, and the Scottish archival network are directly affected.

Accreditation and other professional bodies – We are confident in our practices and standards and can demonstrate that our workforce is skilled and knowledgeable. There are collection development policy requirements for Archives Accreditation, for example. This will reinforce and broaden the Library's reputation as an organisation that is trusted, responsible, accountable and skilled. It helps us to explain why we collect some things, and not others.

Stakeholders – The Scottish Government, the Library Board, the Library’s auditors will see our collecting framework. We are accountable to them.

Partners – The Library's network of partners spans disciplines and geographical boundaries. Our collections form the core of who we are. The policy will effectively communicate our identity to current and prospective partners, for example, BBC, Scottish Enterprise, University Of The Highlands And Islands (UHI) Skye, University of Glasgow, the other Scottish national collections organisations.

Donors, sellers and publishers – Individuals and organisations who help us grow our collections should be able to see our values, ethics and expertise clearly reflected in the policy.

Library users - the choices we make around collection development affect the collections that are available for people to access and use. Making information about our approach to collections development openly accessible to Library users is beneficial to everyone because it supports a wider understanding of what guides our choices around collection development. It is also the foundation for collaborative collection development in partnership with communities.

ACTION from EqIA: Given that we have identified these audiences for this policy it is incumbent on the Library to make the policy accessible to them. That means both the basic actions of making the policy document discoverable and readable online while ensuring it functions correctly with the standard accessibility tools for those with vision disabilities. It also means considering how we engage and talk about the policy with the audiences above, for example, running in-house events staff, updating the Library website content for donors, tailored information on collection development for specific communities whose content we wish to acquire.

The impact of the Collection Development Policy is that it, in combination with availability of content to acquire and resources to complete the acquisition (financial, people, systems, spaces and so on), determines what collections the Library holds. For example, the Library has a responsibility to comprehensively collect and preserve all the national published outputs of print, non-digital media and electronic publications, as well as nationally significant archives. This inevitably means the collections will include racist, sexist, ableist, homophobic, sectarian and otherwise bigoted material which if presented to users of the Library without appropriate warning could cause considerable offence and constitute harassment.

ACTION from the EqIA: Ensure appropriate warnings are in place for users with regard to the above. Update March 2023: the Library published a ‘Harmful Language Statement’ and this is referred to in the updated Collection Development Policy. The Library has created a Sensitivity Appraisal Framework. Library Leadership Team (LLT) has approved its use to improve consistency and transparency to the communication of the presence of sensitivities in collection materials to the public and to the application of access controls. This includes culturally sensitive content in the collections. This framework is referred to in the updated Collection Development Policy. The Sensitivity Framework will be presented to the Library Board in June 2023.

The Collection Development Policy is where the Library formally articulates our commitment to building a collection that is diverse and representative. We recognise the importance of reflecting Scottish culture and society. The evidence in section 2 below underpins and drives our efforts to collect materials by and representing the experiences of diverse communities in Scotland.

ACTION from the EqIA: By looking at our collecting processes with a critical eye, we will start to address the historic biases of the Library and the silences in the collections. We will actively review this approach on an ongoing basis to ensure our Collection Development Policy is relevant for individuals and communities of the 21st century. Actions which stem from the ambitions set out in the Collection Development Policy are formulated within annual operational plans, for example for 2022 and 2023 the goals to collect material from at least four communities currently underrepresented within the collections and to review legal deposit collecting from 100 identified Equality, diversity, inclusion (EDI) focussed organisations. Update from March 2023:

In 2022 to 2023 the Library’s collection development in terms of items from and documenting diverse lives and communities with specific reference to protected characteristics included:

Acquisition by purchase, web archive and legal deposit of work by Glasgow and Scottish authors Safina Mazhar and Yasmin Hanif which centre black, Asian, and minority ethnic characters. Acquisition of a series of adult romance and sports romance books by American author Avery Cockburn (the pen name of Jeri Smith-Ready) that follow the exploits of fictional Glasgow LGBT football team the Warriors. Acquisition by purchase of evidence of nightclub culture in Scotland, and particularly the Scottish rave and electronic dance music club scene (over 300 flyers and posters that document the scene from the mid-1990s). A series of interviews with members of Scottish South Asian community involved in broadcasting and performance were recorded and added to the collections. New zine intake, by purchase and donation, is particularly connected to LGBTQ+ communities, for example in Q2, ‘Queer Intimacy’ by Tom Hutton which is a photo essay by Tom Hutton that documents him and his flatmates during the Covid lockdowns. Work has started to collect the websites of Scottish restaurants, cafes, takeaways, and other similar food and drink venues with the collection reflecting the diversity in this industry. Television programmes from the ‘Trusadh’ and ‘Uaigneas’ series on Gaelic language speaking people who have experience of Down's syndrome, bipolar disorder, or Alzheimer's. Short documentary from 2009 on a multi-generational Traveller family. 27 films donated by Ando Glaso covering contemporary experiences of Roma community in Glasgow. Acquisition by purchase of recent publications including from a Scottish queer, autistic woman on knitting and a number of titles from the African Minds publisher including ‘Out of Place’ explores the othering of Muslim women of colour. Acquisition through legal deposit of publications telling the ‘Alternative historiographies of the digital humanities’ (including Black scholars and disciplinary gatekeeping) and ‘Colonising disability’ - how disabled people navigated a wide range of experiences from 'freak shows' in Britain, to missions in India, to immigration systems in Australia, including exploring how they mobilised to resist discrimination and constitute their own identities. Again, through legal deposit of a novel for young adults about a ‘the messiness of fluid identity’ (‘We are totally normal’ by Naomi Kanakia) and many other similar texts which reflect the increasing numbers of Young Adults works in which the main character is person of colour, from the LGBTQIA+ community, or disabled. Again, through legal deposit a publishing model ((harvesting content through poetry competitions for 7 to 11 year-olds) and has resulted in 100 books of children's writing from one publisher (Young Writers) alone and 7000 in the collection in total. Purchase of first edition of Jane Porter's 1803 novel ‘Thaddeus of Warsaw’ – is both example of recuperating the place of female novelists in the history of the Scottish novel and the acquisition of a rare edition of a novel which tells the story of the hardship the hardships faced by migrants in Britain two hundred years ago. ‘Tape Letters Scotland’ project from South East Integration Network (SEIN) Glasgow which highlights the practice of recording and sending messages on cassettes as an unorthodox method of communication by Pakistanis who migrated to and settled in Scotland between 1960 to1980 will run in 2023 and 24 with NLS as collecting organisation for original material found where owners willing to donate.

For 2023 and 2024 the operation plan recognises that in terms of addressing ‘silences’ in the collections acquisition is one key strand of work but that prioritised processing of acquisitions (that is preparing for reading room use, cataloguing, sensitivity checking), digitisation as appropriate and promotion are equally vital. Nevertheless, in terms of collection development updating the Collection Development Policy has prompted recognition of two specific areas where action can be taken: more formally expressing the Library’s commitment to collection Scottish-published Braille materials and broadening expectations around music collections (published, archival, recordings). Within the context of a distributed national collection and collaborative collecting with other organisations the Library aims to support collecting of Scottish contemporary popular music in diverse genres including those which have been described as ‘music of a black origin’.

* Might anyone else be affected indirectly?

As a cultural heritage organisation, the choices we make in 2022 and onwards to acquire or not to acquire material affect the opportunity for the public to access that material in the future.

* Are any other policies or projects affected by this work?

The Collection Development Policy affects both the broader Collection Management Policy and more specific policies governing activities like Disposal and the management of deposited collections. The collections we hold influence our Audience engagement, research, and access practises.

Our staff may work to finely detailed internal documents about collecting practices and profiles which can be made available on request. These collecting profiles are based on this policy document.

## Step 2: Identify some evidence

You must show what will inform your assessment (step 3).

The most basic evidence is Census data. You could use this to identify how many people in Scotland have a certain characteristic, and how many use the Library.

The Scottish Government's [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) can be used to source more detailed and specific evidence relating to different characteristics.

What evidence and research have the Library already conducted that may inform your assessment.

Does the analysis of the evidence gathered indicate possible adverse impact on any protected group? Is there any reason to believe that people could be affected differently by the policy or project, for example in terms of access to a service, or the ability to take advantage of an opportunity?

Ensure to include any research you are drawing on in order to complete this assessment in the table below:

|  |  |
| --- | --- |
| Resource | Information |
| <http://www.equalityevidence.scot/> on Age | Scotland's population is ageing. The increase in the population of older age groups has been much higher than younger age groups over the last 20 years. The population aged 0 to 15 years has seen the largest percentage decrease due to fewer births every year since 2009. |
| <http://www.equalityevidence.scot/> on Disability | About a third of adults are disabled. 32% of adults had a long-term limiting mental or physical health condition or disability in 2017.In 2017, 34% of women were disabled and 29% of men were disabled. Pupils with additional support needs had lower attainment.* School leavers with additional support needs in school year 2019,2020, continued to have lower attainment, with 90.8 per cent of pupils with an additional support need achieving one or more passes at Scottish Credit and Qualifications Framework (SCQF) Level 4 or better compared to 98.5 per cent for those with no additional support needs.

The proportion of entrants to Higher Education who reported a disability has been increasing with each year up to 12% in year 2019, 2020. In 2018 there were around 1 million Deaf people in Scotland. In 2010 there were around 34,500 blind or partially sighted people in Scotland. [Key information and statistics on sight loss in the UK](https://www.rnib.org.uk/professionals/health-social-care-education-professionals/knowledge-and-research-hub/key-information-and-statistics-on-sight-loss-in-the-uk/) |
| <http://www.equalityevidence.scot/> on Gender | 51% of population are women and 49% men. |
| <http://www.equalityevidence.scot/> on Religion | About half of adults belong to no religion. * In 2018, Christian (Church of Scotland, Roman Catholic and Other Christian) represented 46% of the adult population.
* Over the past decade there has been an increase in the proportion of adults reporting not belonging to a religion, from 40% in 2009 to just over a half of adults (50%) in 2018.
* There has also been a corresponding decrease in the proportion reporting belonging to 'Church of Scotland', from 32% to 23%.
 |
| <http://www.equalityevidence.scot/> on Sexual Orientation | Around 95% of adults identified as straight.* Around 3% of adults self-identified as lesbian, gay, bisexual or other.
* 95% of adults self-identified as straight or heterosexual.
 |
| <http://www.equalityevidence.scot/> on Transgender | Around 1% of the population are trans. |

## Step 3: Assess the impact

Please see [appendix 1](#Appendix1) for an outline of what is covered by these characteristics.

It may be helpful to look at the possible outcomes of this assessment before you start – see [step 4](#_Step_4:_Monitoring).

The following tables provide some prompting questions related to each characteristic, and space to identify whether there is a positive, negative or no effect on each part of the Equality Act (2010) duty with regards to that characteristic.

**A positive impact** is one where the policy, practice, process or service can improve access to your policies, practices, processes or services by removing barriers for equality groups, improve understanding between people who identify with a group and those who do not (for example people with a disability and those who are non-disabled) or both.

**A negative impact** may indicate the potential for direct or indirect discrimination, both of which are unlawful.

**Please note you need not provide written answers to the prompting questions, they are there to guide you through the kind of considerations that need to be made for each characteristic.**

When there is a need of full assessment, please consider and identify whether there is a positive, negative or no effect in following areas:

* Eliminating unlawful discrimination, harassment and victimisation;
* Advancing equality of opportunity;
* Promoting good relations among and between different groups.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  |  |  |

### Age

Does the work impact on people of different ages differently?

* How might the work impact differently on children and young people, and older people?
* Could a 10 year-old and a 105 year-old easily use, attend this?
* Might age affect how the work is used, accessed or understood?
* How will the communication and engagement strategy take into account the differing needs of people of different ages?
* Does the work make blanket assumptions about age?
* Is there an opportunity to improve outcomes for a certain age group through this policy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | We are committed to building a collection that is diverse and representative. We recognise the importance of reflecting Scottish culture and society. That includes reflecting the experiences of all ages. The Policy is a public expression of that commitment. Therefore, the Policy should have a positive impact in terms of ensuring that the collections which could supporting understanding between people of different ages are acquired and made accessible to the public. The Collection Development Policy guides what the Library collects in 2023 and therefore what is available for today’s newborn baby to enjoy throughout their lives, and for example, in their 80s in 2102. We recognise the importance of reflecting Scottish culture and society. We also recognise the Library’s responsibility to comprehensively collect and preserve all the national published outputs of print, non-digital media and electronic publications, as well as nationally significant archives. This inevitably means the collections will include ageist material which if presented to users of the Library without appropriate warning could constitute harassment. Some collection content may not be suitable for children or require interpretation (that is of an adult nature). |

### Disability

Does the work impact on disabled people differently to non-disabled people?

* How might your work impact differently on disabled people?
* What barriers – physical or attitudinal – might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service, information or both disproportionately low by disabled people?
* Is there an opportunity for this work to improve outcomes for disabled people?
* Is this wheelchair accessible (lifts, doorways, height of written information, interactivity…)?
* Are there disabled toilets nearby?
* Have you assumed everyone attending will be able to hear and see?
* Have you assumed everyone attending will be able to walk?
* Has it been made clear in advance that anyone with specific needs can get in touch in advance, for example audio-description or subtitles required?
* Does this require people to declare if they have a disability? For example, they need a key to use the accessible toilet.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | We are committed to building a collection that is diverse and representative. We recognise the importance of reflecting Scottish culture and society. That includes reflecting the experiences of disability. The Policy is a public expression of that commitment. Therefore, the Policy should have a positive impact in terms of ensuring that the collections which could support greater understanding between disabled people and able-bodied people are acquired and made accessible to the public. There is also a considerable amount of content acquired about research regarding disability, We recognise the importance of reflecting Scottish culture and society. We also recognise the Library’s responsibility to comprehensively collect and preserve all the national published outputs of print, non-digital media and electronic publications, as well as nationally significant archives. This inevitably means the collections will include ableist material which if presented to users of the Library without appropriate warning could constitute harassment. Not all collections are currently available and accessible to all people due to geographic barriers, legal restrictions, limited support for specific access requirements, or fragile physical condition. Nevertheless, the Library may acquire such material for the purpose of long-term preservation and public access (albeit limited in the ways referred to). This policy makes clear that inability to support specific access needs for disabled people with for example, wheelchair accessible reading rooms, subtitled moving image or audio described photograph collections will not prevent the acquisitions of such collections. The policy outlines the fact that if the acquisition of content in an alternative format is necessary for access by an individual user or category of users, then we will consider acquiring alternative formats if possible. We provide equipment and facilities to enable access. We use digital formats to improve accessibility, for example through screen readers, but in certain circumstances we may acquire accessible physical format copies, such as large print books. ACTION from EqIA: The review and revision of the policy will prompt the Library to review the practises around publications in Braille and large print, as well as to monitor how accessibility for eResources is considered and valued during collaborative purchasing work through Scottish Higher Education Digital Library (SHEDL) and JISC. Update March 2023: Library staff met with [Sight Scotland](https://sightscotland.org.uk/) and as a result our understanding of Scottish Braille publishing has improved has understanding recommended routes to provide collection access to people with visual disabilities. The evidence gathering in section 2 above will underpin how the Library prioritises resources to improve access to collections for those with a disability. |

### Gender Reassignment

Does this work impact on transgender and cisgender people differently?

* How can you ensure that your work does not discriminate against transgender people – especially in terms of dignity?
* Are there any opportunities for advancing equality for transgender people through your policy?
* Does your policy present opportunities to tackle discrimination and harassment towards transgender people?
* Are there gender-neutral toilets in the building? How are you communicating their existence and location?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | We are committed to building a collection that is diverse and representative. We recognise the importance of reflecting Scottish culture and society including transgender people. The Policy is a public expression of that commitment. The Policy should have a positive impact in terms of ensuring that the collections which could support greater understanding between transgender and cisgender people are acquired and made accessible to the public. We recognise the importance of reflecting Scottish culture and society. We also recognise the Library’s responsibility to comprehensively collect and preserve all the national published outputs of print, non-digital media and electronic publications, as well as nationally significant archives. This inevitably means the collections will include material which if presented to users of the Library without appropriate warning could constitute harassment.One potential impact of the Collection Development Policy and the acquisition of collections it guides over decades is that the Library is likely to have acquired or acquire in the future works by creatives who at a later date change their name in support of their gender reassignment. If the Library takes not action in response the organisation would be ‘deadnaming’ the person. Decision around how an author or creators name is recorded in the Library’s collection management systems (and presented publicly) are Collection Management rather than Collection Development and therefore one for the Metadata Steering Group to grapple with I suggest. We are committed to never changing the record of published title of a work, even when it contains harmful language (for example – note title contains racist language-[https://search.nls.uk/permalink/f/mp49cm/44NLS\_ALMA21444919410004341](https://search.nls.uk/primo-explore/fulldisplay?docid=44NLS_ALMA21444919410004341&vid=44NLS_VU1&search_scope=SCOPE1&tab=default_tab&lang=en_US&context=L)) and we may take a similar position on continuing to hold of the name under which an item was originally published. In terms of potentially removing an item from the collections this would be under the Disposal Policy. In terms of potentially restricting public access to the collection item this would come under the Sensitivity Framework either as ‘Personal Data’ or ‘Private Information’. |

### Pregnancy and Maternity

Does this work impact on people because of maternity and pregnancy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | x | We are not aware of an impact. |

### Race

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service or information?
* Have you considered different venues and places that you might need to use to advertise your policy or service?
* Are there any particular communities for whom take up of the service or information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy or information? Consider that not everybody will be able to understand English, either written or spoken.
* What opportunities does your policy present to tackle discrimination, and to advance equality of opportunity and help develop community cohesion?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| x | x |  | We are committed to building a collection that is diverse and representative. We recognise the importance of reflecting Scottish culture and society. The Policy is a public expression of that commitment. The Policy should have a positive impact in terms of ensuring that the collections which could support greater understanding between people of different ethnicities are acquired and made accessible to the public. We recognise the importance of reflecting Scottish culture and society. We also recognise the Library’s responsibility to comprehensively collect and preserve all the national published outputs of print, non-digital media and electronic publications, as well as nationally significant archives. This inevitably means the collections will include racist material which if presented to users of the Library without appropriate warning could constitute harassment. |

### Sex

Does this work impact on men and women in different ways?

* Will men and women be affected by this policy equally, or are there differences, in which case, are there actions needed that can be taken to redress the balance?
* Is it easier for men or women to find out about the work?
* Does the work have any in-built stereotypes about what men and women can and can't do, and does it seek to dismantle those?
* Does the work recognise the particular issues faced by certain groups of men and women, for example the additional barriers to employment faced by minority ethnic women?
* Is the space pushchair accessible?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| x | x |  | We are committed to building a collection that is diverse and representative. We recognise the importance of reflecting Scottish culture and society. The Policy is a public expression of that commitment. The Policy should have a positive impact in terms of ensuring that the collections which could support greater understanding of the particular issues faced by certain groups of men and women are acquired and made accessible to the public. We recognise the importance of reflecting Scottish culture and society. We also recognise the Library’s responsibility to comprehensively collect and preserve all the national published outputs of print, non-digital media and electronic publications, as well as nationally significant archives. This inevitably means the collections will include sexist material which if presented to users of the Library without appropriate warning could constitute harassment. |

### Sexual Orientation

Does this workpeople with different sexual orientations differently?

* Might your policy impact differently on people in the LGBTQ+ community in comparison to heterosexual people?
* Does your policy present opportunities to advance equality for lesbian, gay or bisexual people and to tackle discrimination and harassment?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | We are committed to building a collection that is diverse and representative. We recognise the importance of reflecting Scottish culture and society. The Policy is a public expression of that commitment. The Policy should have a positive impact in terms of ensuring that the collections which could support greater understanding between people of different sexual orientations are acquired and made accessible to the public. We recognise the importance of reflecting Scottish culture and society. We also recognise the Library’s responsibility to comprehensively collect and preserve all the national published outputs of print, non-digital media and electronic publications, as well as nationally significant archives. This inevitably means the collections will include homophobic material which if presented to users of the Library without appropriate warning could constitute harassment. |

### Religion or Belief

Does this work impact on people of different religions and beliefs differently?

* Might your work impact differently on people of different religions and beliefs, and those with no religion?
* Is the take up of or access to your policy, service or information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement or communication strategy take into account different religious communities?
* Might different religions practices or observance need to be taken into account in the design of your work, or when consulting, for example, consider the potential impact of Ramadan or the Jewish Sabbath, dietary requirements at events, and so on?
* Does your work present an opportunity to tackle discrimination and to advance equality of opportunity and increase community cohesion between those of different faiths (and none)?
* Is this event on a religious holiday?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | We are committed to building a collection that is diverse and representative. We recognise the importance of reflecting Scottish culture and society. The Policy is a public expression of that commitment. The Policy should have a positive impact in terms of ensuring that the collections which could support greater understanding between people of different religions or beliefs are acquired and made accessible to the public. We recognise the importance of reflecting Scottish culture and society. We also recognise the Library’s responsibility to comprehensively collect and preserve all the national published outputs of print, non-digital media and electronic publications, as well as nationally significant archives. This inevitably means the collections will include material which if presented to users of the Library without appropriate warning could constitute harassment. |

### Marriage and Civil Partnership

Does this work impact on people because of their marriage or civil partnership status?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | We are not aware of an impact. |

The following groups are not covered by the Equality Act (2010) but are covered in the Fairer Scotland Duty. We are not legally obliged to assess our work against this Duty but considering the impact of our work on these groups means we might reach more people and are addressing access issues pertinent to Scotland.

### Households with low or no income or wealth

How does this work impact on people with little or no income or wealth compared to those with more income or wealth?

* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | The policy guides the acquisition of collections which are then preserved and made publicly accessible to the public without charge.  |

### Rural or island location

Does this work impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt?

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | This policy will be available online. Print copies can be posted on request. We are committed to building a collection that is diverse and representative. We recognise the importance of reflecting Scottish culture and society including the experience of those living in rural or island locations. The Policy is a public expression of that commitment. The policy covers the acquisition of both physical collections (which are primarily made available to the public in the Edinburgh reading rooms) and digital collections (some of which are only accessible on-site in Edinburgh and Glasgow and some of which are available online and therefore in rural or island locations). * One potential impact of the Collection Development Policy and the acquisition of collections it guides over decades is that the Library has acquired collections particularly tied to specific rural locations (for examples maps and estate papers). The impact on these rural locations could be a mix of positive (the collections are preserved and made publicly accessible) and negative (unless digitised or consulted via the virtual reading room service the access is limited to those who can travel to Edinburgh). The Cultural Restitution Policy provides a process for consideration of ethical ownership claims which could result in:
* The transfer of legal ownership to a claimant which could be a community organisation in the rural area.
* Providing the claimant or proposed new custodian with a surrogate (physical, digital or both).
* Making a digital version freely available over the Library’s website.
* Providing opportunities to view the item: in one of the Library’s reading rooms; as part of a physical exhibition in the Library; via a live virtual reading service.
* Lending the item for one or more exhibitions (which may or may not be organised by the claimant or proposed new custodian) outside the Library’s buildings.
* Transferring the item to the claimant or proposed new custodian or to another organisation on long-term deposit, the period of which will be agreed in advance between both parties.
* Acknowledging, if appropriate, the item’s provenance within its catalogue entry.
 |

### Digital literacy and access

Does this work impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access?

* Is this work only available online?
* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | This policy will be available online. A printed copy can be provided on request. The policy covers the acquisition of both physical collections and digital collections. The Library supports on-site access to the digital collections through the provision of free access to computer facilities in Edinburgh and Glasgow and the provision of guidance as to how to find and access the various types of digital collections. Although some collections are only accessible through access to the internet and computing the Library provides suitable facilities for access in Glasgow and Edinburgh along with staff guidance on how to navigate the collections. Access to the digital collections is no worse for those with lower digital literacy and access that access the physical collections which must be consulted on site. |

## Step 4: Monitoring

* How will this work be monitored, evaluated to check progress on any equality issues that may arise or have arisen in the EqIA?

Annual review of progress to Library Leadership Team based on actions identified about and related actions recorded in annual operational plans.

* Who will carry this out?

Collections, Access and Research management team with support from Collections Management colleagues.

* How often will this be carried out?

Annually.

## Step 5: Publishing

Publish screening form on website.

Part of our Equality Act (2010) duty is to make our EqIAs publicly available.

## Sign off

### Stage 1: For the EDI officer to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 25 May 2023 |

### Stage 2: For the Equalities Review Group to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 18 May 2023 |

## Appendix 1: definition, scope of some of the protected characteristics

* Disability. Bear in mind this is broad. It can be a range of conditions that have a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities, and can be mental (such as a learning disability or depression) or physical (s such as sight difficulties, hearing difficulties, epilepsy, MS), and disability can be hidden.
* Gender re-assignment. This refers to a person's internal self-perception of their gender. It refers to a whole range of people who find their gender identity or gender expression differs in some way from the gender assumption made by others about them when they were born. In law, gender reassignment applies to people who are undergoing, propose to undergo or have undergone a process of changing gender.
* Race. This includes colour, ethnic, or national origins. This includes Gypsies, Travellers, refugees and asylum seekers. Consider not only visible but also non-visible ethnicities such as Eastern European people.
* Religion or belief. Religion is “any religion and a reference to religion includes reference to a lack of religion”, and belief is any religious or philosophical belief, including lack of belief. Case law has shown that environmentalism is considered a belief system.