Equality Impact Assessment forms – Events and Exhibitions

[Ned Bigham: Ossianic Ballads event 1](#_Toc249465003)



# **Equality impact assessment (EqIA) form - Ned Bigham: Ossianic Ballads event**

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| --- | --- |
| Title of work to be assessed | Ned Bigham: Ossianic Ballads event  |
| Assessment undertaken by | Kenny Redpath and Emma Cairns |
| Date of assessment submission | 6 September 2023 |
| Details of the work being assessed | This assessment will cover our first Saturday afternoon concert with Ned Bigham. There will be a rehearsal in the morning of Saturday 23 September followed by a Live streamed performance at 2pm the same day.  |
| Who from EqIA Review group have you discussed this with? |  |

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

For detailed guidelines on how to work on an EqIA form please read and follow **Equality Impact Assessment Guidance**.

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

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

Attendees from the public: This is hopefully a way for a new audience to engage with the Library, not just hearing lovely music but hopefully visit the exhibition that the performance ties in with.

The event is being live-streamed, so will include attendees who are not present in person. It is possible, though currently unconfirmed, that as part of the live-stream we will host a watch-party with Sabhal Mòr Ostaig in Skye. As part of this, we hope to engage with a different audience than normally attend our series of talks online.

Staff: Although the staff have done live streamed events before, we have never done a performance of this kind and will come with challenges but also an exciting addition to the programme, especially a weekend event.

Partners: This will be a first for the performers and hopefully they get a great feeling for the Library as a possible venue that might lead to more events in the future. We are working with Sabhal Mòr Ostaig as part of the delivery for this event, which will be introduced by two of their professors.

* Might anyone else be affected indirectly?

No.

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

This performance is part of the events programme for the Library's exhibition, Sgeul/Story: Folktales of the Scottish Highlands.

## **Step 2: Identify some evidence**

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

The most basic evidence is Census data. 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. - link to Insights Hub

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

|  |  |
| --- | --- |
| Resource that informs your assessment | Information provided by the resource |
| Previous events | We have a limited amount of data about who attends our events in the Boardroom from feedback forms we send out after the events in that venue. However, as this is a first it will be interesting to see the demographics of this audience especially as we hope to have better resource to capture data in place for this event.  It will be good to compare on-line numbers to past on-line events. |

## **Step 3: Assess the impact**

It may be helpful to look at the possible outcomes of this assessment before you start – see step 4.

**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 groups.

**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.**

### **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 event is open to all ages, so we do not anticipate any impact relating to age. The event will take place at the weekend at an ideal time for school children to attend. |

### **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 or information 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 |  | For the on-site event the Library has full disabled access to the events space. Disabled toilets are available on the same level as the venue. There is a working loop system in the events space. A pamphlet is available on the day which will inform the audience of what is happening on stage at what time. Live British Sign Language (BSL) interpretation will not be available, which will limit access to the event for people who would find BSL helpful. For the online event, we are unable to provide live-captioning due to budgeting restraints, and as such the event may not be accessible to people who would find captions helpful. |

### **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 | Gender neutral toilets are available close by, and these will be signposted to all participants at the beginning of the events. No one will be singled out.  To avoid any assumption of gender and foster a welcoming environment, staff will role model by sharing their pronouns. |

### **Pregnancy and Maternity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | No direct impact foreseen. |

### **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 and 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/information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy and 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 |  |  | Not everyone will have knowledge of Ossianic Ballads and exactly what the event is about. The singing part is in Gaelic so many people may not understand what is being sung. We will have a printed brochure for those to explain what is being said and sung, this will be in Scots and English. |

### **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 | There is no immediately apparent difference in the impact of the event in terms of 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 | No direct impact foreseen. |

### **Religion or Belief**

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

* Might your work impact people differently depend on their religion and beliefs as well as 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 and 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 event has been put together without any religious content in mind however this event falls outside of Islamic prayer times on this day (Dhuhr at 01:06pm and Asr at 04:17pm), and if attendees arrive early or stay after the event, there is space for prayer in our Contemplation Space, which is signposted in the building and can be pointed out by staff. There are no major religious holidays on this day.  |

### **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 | No direct impact foreseen.  |

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 |  | This is a charged ticketed event and so not possible for everyone to attend on site however the event is being live streamed and is free to view via YouTube.  |

### **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 |  |  | Yes, both on the day live then on the Libraries YouTube channel we are trying to set up a live-stream with SmO. |

### **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 |  | No direct impact foreseen although attendees need to book tickets online, have a bank account, know how to read email or social media, or know how to use YouTube to access the event. |

## **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?

There will be a post event meeting to see how it all went.

A feedback form will go to all attendees.

Staff experience will be gathered.

* Who will carry this out?
	+ Head of Public Programmes.
	+ Events team.
	+ Security Manager.
	+ Visitor Services manager.
	+ Digital engagement team.
* How often will this be carried out?

After every event of this kind.

**Step 5: Publishing**

Publish screening form on website. EqIAs will be published in 6-month cycles. 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 | 6 September 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 | 4 October 2023 |