Equality Impact Assessment forms – Public Engagements

[Advanced Higher Programme 2022-23 1](#_Toc526426169)



# **Equality impact assessment (EqIA) form - Advanced Higher Programme 2022 to 2023**

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| --- | --- |
| Title of work to be assessed | Advanced Higher Programme 2022 to 2023 |
| Assessment undertaken by | Tara Noonan, Jo Stevenson |
| Date of assessment submission | 23 June 2022 |
| Details of the work being assessed |  |
| 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 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.

Workshops will be delivered by staff from Reference Services and Public Programmes to school students working on their Advanced Highers studies.

* Might anyone else be affected indirectly?

Teachers will be involved in taking the students to the library and providing access to online offering.

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

Safeguarding policy.

## **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 |
| [School Information Dashboard - Secondary | Tableau Public](https://public.tableau.com/app/profile/sg.eas.learninganalysis/viz/SchoolInformationDashboard-Secondary/Introduction) | School leavers in year 2020 to 2021 in high deprivation areas have attainment level of 721 compared with 1346 in lowest deprivation areas across Scotland. This means we are likely engaging with pupils from low deprivation areas who are working at the highest level of academic achievement possible at school level. These figures are tariff scores that reflect highest level of qualification undertaken. More detailed explanation of tariff scores can be found in FAQ section 8.3. |
| [Census Data on Education](https://www.scotlandscensus.gov.uk/census-results/at-a-glance/education/) | The City of Edinburgh is the most qualified local authority area in Scotland. 41.4% of those aged 16 and over had a university degree, professional qualification, or higher. Therefore, it is important to target resources at those further afield to ensure pupils have more access to, and support in accessing, research materials. |
| [Report into workings of the Gender Equality Taskforce in Education](https://www.gov.scot/news/breaking-down-gender-barriers-in-the-classroom/#:~:text=At%20present%2C%20female%20pupils%20consistently,gender%20pay%20gap%20of%2015%25) | “68.6 per cent of females [were at] Scottish Credit and Qualifications Framework (SCQF) Level 6 or better, compared to 56 per cent for male school leavers”.  (Highers are SCQF level 6. No data was available for Advanced Highers).    “SQA data shows that in 2017 at Higher level young women were more likely to study art and design (82%), health and food technology (87%) and childcare and development (95%), while young men were more likely to study computing science (84%), physics (72%) and graphic communication (68%). This issue leads to gender segregation across jobs later in life.”. |

## **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?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | Very specific age group (16 to 18 year-olds) will be doing research for their Advanced Highers studies. These events may be the first time the students have any interaction with the National Library of Scotland (NLS). Other groups are not being invited to attend this specific workshop series due to its targeted nature.    Communications around what the Library does and how to locate resources are specifically tailored to new users and younger audiences by utilising Scottish Qualifications Authority (SQA) framework for skills development and by using clear language (no jargon). By considering the SQA guidelines, we ensure the content is familiar to pupils and teachers alike. For example, this means we will prioritise critical thinking skills and being able to find and identify appropriate sources.  Videos will be provided in a format understandable to teachers and pupils as we will use YouTube to distribute, which is a very familiar platform to working age adults and young people.  Teachers and Library staff will be interacting with pupils. Staff will be required to treat young people with respect and to listen to their queries and concerns to build a solid relationship that will open the door for future use of the NLS in later school or academic projects. |

### **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.

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | We can adjust in-person events to accommodate specific needs of individuals. Teachers have been asked to provide information on any accessibility requirements at time of booking. Adapted tours have been offered to teachers where this need has arisen.  Adjusting programming to allow those with accessibility requirements to participate equally with their peers (such as changing tour routes to ensure their suitability for wheelchair users).  We have chosen a space to run the workshops that has a disabled toilet nearby.  Online offering will be available to provide wider access to students unable to visit the library in person. We will also be able to provide closed captioning on video. Full transcription will also be provided.  Incorporating these aspects (closed captions, transcripts, altered routes, disabled toilets) as part of the programme, rather than added extras, will help to foster a sense of inclusion, rather than seeming to be ‘stuck on’ for those with disabilities.  We are unable to provide BSL interpretation for the in-person workshops due to lack of staff resource to do so. |

### **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?

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| --- | --- | --- | --- |
| 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 session. 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.    One of the subjects we’d like to share resources on will be LGBT+ e-Resources (Archives of Sexuality and Gender) so this will hopefully be a positive subject of inclusion for anyone with a personal interest or experience in this area. |

### **Pregnancy and Maternity**

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

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  | X | The workshops should not impact negatively upon those who are pregnant. If any attendees are pregnant, we can offer a portable stool for them to sit on during the tour if required, and we will draw attention to water fountain and toilets for their comfort (these facilities will be communicated to the whole group to avoid singling anyone out).    In terms of those who have children, we could either provide a video offering as an alternative or allow a child to sit in on the session depending on the individual’s requirements. |

### **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?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X |  | The Library has predominantly white staff and this may cause discomfort to those from other ethnic backgrounds.    Our programme is delivered in English, and we assume that our participants are fluent English speakers. There are no plans to deliver this programme in another language at present. This could represent problems for non-English speakers.    We will highlight resources that deal with themes of race, such as Struggles for Liberty, which may be triggering for some given the content (discussions of slavery). Our collections contain material to do with colonialism (such as India, Raj, and Empire). To best warn pupils about content, we can provide a content warning before highlighting this resource.    We will also be highlighting resources like Black Newspaper Collection, Caribbean Newspaper Archive, and African American Newspapers, which could be positive for those of Black or African American heritage to see historical voices from their communities represented in our collections.    Some items in our collections contain terms that are no longer culturally acceptable. The workshop facilitator will provide a general content warning about terms and explain how catalogue currently works. We want to acknowledge this problem and demonstrate that we are working to address it. |

### **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?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X | X | There is no immediately apparent difference in the impact of the programme in terms of sex. Members of both sexes are equally able to join the sessions and participate fully. The sessions were advertised to, and signed up for, by teachers so both sexes should be represented evenly as members of their class.    Girls outperform boys academically at school (as per research data highlighted above) so the likelihood is that our workshop will be more heavily attended by girls, considering that students must pass highers to take part in advanced higher-level study. Given the subject areas covered (predominantly humanities), it is furthermore likely that the students will be girls, as boys are significantly under-represented in these fields of study. To try to mitigate this, we have set up a mixed subject session that can cater to subjects not covered by focused workshops (such as Geography).    The programme has no in-built assumptions about what men and women can or can’t do.    To redress cultural marginalisation of women’s voices historically, we will seek to highlight resources written by or about women. |

### **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?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  | X | The Advanced Higher programme seeks to engage positively with people in the LGBTQ+ community by highlighting resources by or that deal directly with issues and histories relating to the community.    In terms of practicalities, we will advise on the availability of gender-neutral toilets and encourage the use pronouns. |

### **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?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The Advanced Higher programme has not been designed with any religious content in mind and should not have any impact on those from different religions (or none) as the sessions seek only to demonstrate where information can be found for further study.    Over 90% of Scotland’s population are either non-religious or describe themselves as Christian. Christian festivals are already inadvertently considered as these are accommodated by school holidays (around Christmas for example) but breaks for other religious festivals have not been built into the programme.    There is no food provision as part of our workshop so specific dietary requirements such as Kosher or Halal should not cause anyone disadvantage. There are many restaurants and cafes in the surrounding area that visitors could frequent upon leaving the session. |

### **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 | N/A |

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?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X | X | The workshops have been publicised to all secondary schools in Scotland, regardless of wealth or position on the index of deprivation. This encourages equal access to information about the programme.    Pupils at schools in low socio-economic status areas could be disadvantaged by the inability of schools to afford trips into the city to attend in person. For this reason, and to increase reach across Scotland, we have sought to build a digital aspect into our programme. This consists of a series of short videos available via YouTube that seek to replicate the information communicated in the workshops in a format viewable everywhere. This presupposes pupils will have access to YouTube via a device. During our research we have been assured by teachers that most schools will have iPads for pupils so this should not be an issue. The Library is unable to provide digital equipment to supplement this provision further.    There are lots of public transport links to the Library. |

### **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 |  | Online sessions and videos will be available for students situated outside of Edinburgh and Glasgow areas. This aims to address the imbalance in access to the Library via urban areas and those in more rural settings. |

### **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 workshops assume that pupils have some digital literacy skills, such as looking up the Library’s website, and seek to improve others such as ability to conduct successful searches via online catalogues. These sessions will be pitched at a low level of complexity.    Workshops will be held in person, but a digital equivalent will be provided for those who can’t access the library in person. These will be available via YouTube so should be easily accessible for students, without the need for advanced digital literacy or traditional computer skills, and they can also be viewed from both mobile and desktop devices. More information about young people and online activities can be found in [Growing Up in Scotland study](https://www.gov.scot/publications/life-age-14-initial-findings-growing-up-scotland-study/pages/6/). |

## **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?

Pupils will be asked to write three words at the beginning of the session that sum up how they feel about visiting the Library, and three at the end of their workshop. This will allow us to gauge the impact of the sessions in a light touch way. Teachers will be asked for more in-depth feedback after the sessions. As part of both sets of feedback, we will encourage participants to let us know if there is anything we could do during the sessions to make student visits more accessible, more comfortable or both.

We will also seek to gather feedback from teachers around the video series following its release. As part of this, we will ask teachers if they or students experienced difficulties in using the films. We can then use this feedback to amend the content or format for next academic year.

We can also ask teachers if there are any challenges for pupils from certain communities or with certain characteristics in taking part, whether digitally or in person. We also hope to find out how these videos are best used, whether that is embedded within class sessions or as part of self-learning outwith teaching hours.

* Who will carry this out?

This will be managed by Tara Noonan and Jo Stevenson.

* How often will this be carried out?

Once following on from either the in-person or digital sessions.

**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 | 08 September 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 | 23 August 2023 |