Equality Impact Assessment forms – Services

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# **Equality impact assessment (EqIA) form - Proposed changes to George IV Bridge building opening hours**

|  |  |
| --- | --- |
| Title of work to be assessed | Proposed changes to George IV Bridge building opening hours |
| Assessment undertaken by | Alison Stevenson |
| Date of assessment submission | 08 November 2023 |
| Details of the work being assessed | Proposal of three simultaneous changes to opening hours at George IV Bridge building:* Reading Room opening hours - change opening times for the Special Collections and General Reading Rooms to 10am.
* Membership desk hours - change operating hours of George IV Bridge building membership desk to open at 10am and close at 5pm.
* Public building opening hours - George IV Bridge public building opening hours to 10am.
 |
| 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 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.

Those who use the National Library of Scotland (NLS) George IV Bridge building between the hours of 9:30am and 10am.

Those staff whose roles are involved in opening the NLS George IV Bridge building to the public between 9:30am and 10am.

Café contractors who open the George IV Bridge café for business between 9:30am and 10am.

* Might anyone else be affected indirectly?

Library teams who occasionally need access to George IV Bridge building spaces when the public are not in the building (for example engagement for filming purposes).

Library teams who rely on Reader Services and Visitor Services teams for collection facing or engagement work which can only be done by them when not scheduled to be staffing a service point.

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

No.

## **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.

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 |
| / |  |

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

It may be helpful to look at the possible outcomes of this assessment before you start – see [Step 4: Monitoring](#_Step_4:_Monitoring_1).

**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 |  | X | We do not hold data about the age profile of those who use the George IV Bridge building between 9:30am and 10am. The NLS staff time across Reader Services and Visitor Services that this change would release for other activities would in part be directed toward audience engagement activities. This includes broadening and diversifying NLS audiences by age. Therefore, a potentially positive impact. |

### **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 | No specific negative impacts identified. The NLS staff time across Reader Services and Visitor Services that this change would release for other activities would in part be directed toward audience engagement activities. This includes broadening and diversifying NLS audiences. Therefore, a potentially positive impact. |

### **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 | No specific negative impacts identified. The NLS staff time across Reader Services and Visitor Services that this change would release for other activities would in part be directed toward audience engagement activities. This includes broadening and diversifying NLS audiences. Therefore, a potentially positive impact. |

### **Pregnancy and Maternity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | No specific impacts identified. |

### **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 |  | X | No specific negative impacts identified. The NLS staff time across Reader Services and Visitor Services that this change would release for other activities would in part be directed toward audience engagement activities. This includes broadening and diversifying NLS audiences. Therefore, a potentially positive impact. |

### **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 | No specific impacts identified. |

### **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 | No specific negative impacts identified. The NLS staff time across Reader Services and Visitor Services that this change would release for other activities would in part be directed toward audience engagement activities. This includes broadening and diversifying NLS audiences. Therefore, a potentially positive impact. |

### **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 | No specific negative impacts identified. The NLS staff time across Reader Services and Visitor Services that this change would release for other activities would in part be directed toward audience engagement activities. This includes broadening and diversifying NLS audiences. Therefore, a potentially positive impact. |

### **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 specific impacts identified. |

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 | X | The proposal is for a small reduction in overall opening hours to the George IV Bridge building public spaces. For people with little or no income or wealth the Library services providing free access to a warm space, power to charge devices, free wi-fi and free access to collections are more likely to be affected by this than those with more income or wealth who may have other options for somewhere to work, study, relax during these times of the day. The NLS staff time across Reader Services and Visitor Services that this change would release for other activities would in part be directed toward audience engagement activities. This includes broadening and diversifying NLS audiences. Therefore, a potentially positive impact. |

### **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 | No specific impacts identified. |

### **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 | The proposal is for a small reduction in overall opening hours to the George IV Bridge building public spaces. This includes to the PCs in the Reading Rooms which are accessible to anyone who is a member or has a Fast Pass for the day. For people with limited access to the internet and computing this would be a negative impact. |

## **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 impacts of this change – negative and positive - will be difficult to assess in isolation from other changes being made by the Library to encourage wider use of the Reading Rooms (for example Fast Pass, updates to collections on the open shelves in the General Reading Room) and the public spaces at George IV Bridge building (for example staging of the Renaissance exhibition, audience-led planning of George IV Bridge events programme). Therefore, overall visitor numbers to George IV Bridge building will be used as an imperfect assay of impact along with audience segmentation data. Any comments or complaints received will also be used as way to track issues that arise.

* Who will carry this out?

Library Leadership Team looks regularly at overall visitor numbers and break down of usage of Reading Rooms, Exhibitions, Shop and Cafe.

The Head of Visitor Services and Head of Reader Services will track any associated complaints or feedback.

* How often will this be carried out?

Statistics are recorded and looked at quarterly. Complaints and feedback considered at the time of submission.

## **Step 5: Publishing**

Publish screening form on website. EqIAs will be published in six-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 | 22 November 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 | 16 January 2024 |



# **Equality impact assessment (EqIA) form - Contemplation Space**

|  |  |
| --- | --- |
| Title of work to be assessed | Contemplation Space |
| Assessment undertaken by | EDI Officer and EDI Assistant |
| Date of assessment submission | January 2024 |
| Details of the work being assessed | Establishing Contemplation space in the Library to offer the room for people to pray and hold religious or spiritual contemplation or observance, space for people who are distressed or who are experiencing sensory overload. |
| 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 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.

The Contemplation Space is available for everyone – staff, members and everyone who enters the George IV Bridge building.

It offers quiet space for people to pray and hold religious or spiritual contemplation or observance, space for people who are distressed or who are experiencing sensory overload.

Contemplation space means that people of different religions and beliefs and people in distress or those experiencing sensory overload have a space that they can use in the Library.

This will have an impact on some Library staff - Visitor Service staff and cleaners - who will do regular checks of the room throughout the day to ensure the safety and wellbeing of the users and keep the space clean.

* Might anyone else be affected indirectly?

Different religious or spiritual communities who gained a space for prayer or religious or spiritual contemplation or observance in the city centre of Edinburgh.

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

No.

## **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.

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 |
| [Scottish Government Equality Evidence Finder](http://www.equalityevidence.scot/) on Religion | Data on people in Scotland on religion.About a half of adults belong to religion.In 2018 Christian represented 46%, Muslim 1.6% and other religion 1.9% of the adult population. |
| [Scottish Government Equality Evidence Finder](http://www.equalityevidence.scot/) on Disability | Data on people in Scotland with disabilities. About a third of adults are disabled. 32% of adults had a long-term limiting mental or physical health condition or disability in 2017. |
| Advice from Disability Charities and support groups | Recommendations on space that would be beneficial for neurodivergent people. |
| Evidence from internal activity | Space for staff. |
| Use and Monitoring assessment | Details on how to use the space and monitoring procedures. |

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

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

**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 | People of all ages can use the contemplation space.The space is accessible and has a chair if people need it. |

### **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 |  | The contemplation space is a quiet space offered, amongst other things, for people who are experiencing sensory overload or are in distress. It can be used by anyone: staff, members of the Library, visitors, people in the shop or café, Library's passers-by. Staff from Visitors Service will be doing half hour checks to ensure people's wellbeing.The contemplation space is located in Library's Visitor Centre in the George IV Bridge building, on the ground floor, it is fully accessible and there are signs to direct people to the space. There is an accessible toilet located near the space.Doorway complies with regulations and should be wide enough to accommodate wheelchair users. But some electric wheelchair users might not be able to access the space. |

### **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 |  |  | There are gender-neutral toilets located near the space.Positive for people who are anxious about how they might be experienced by others (for example transgender people), to have access in case of distress to a lockable private space that is not a toilet. |

### **Pregnancy and Maternity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | Contemplation space offers a private space for people to breastfeed. |

### **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 |  | The information about the room is only written in English. No other languages are provided. |

### **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 | No impact foreseen. |

### **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 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 |  |  | Space for prayer, religious or spiritual contemplation or observance.The space has movable seating and prayer rugs to allow those using the space for any practice to feel welcome.Located near the space are bathrooms for those who need to wash before praying. The space cannot be separated in different sections meaning that there is no option to have separated praying spaces for men and women.There is a formal procedure for regular monitoring the space throughout the day to ensure the safety, security, and wellbeing of users and checking it remains inclusive and is treated with respect.To avoid interruption of those at prayer, the room is fitted with a thumb lock which can be opened from the outside in the event of an emergency.Advertising of the space in different faith communities in the city.At the moment the café does not have an option for Halal or Kosher food. |

### **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 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 |  |  | It provides a free space for people to be in the warm. |

### **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 |  | It is located in George IV Bridge building in Edinburgh. |

### **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 impact foreseen. |

## **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?

Originally after three to six months there will be a review, speaking to staff about their observations to see if any changes are needed. After this review, the risk assessment will be checked yearly.

* Who will carry this out?

EDI Assistant.

* How often will this be carried out?

Every year.

## **Step 5: Publishing**

Publish screening form on website. EqIAs will be published in six-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 | 10 January 2024 |

**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? |  |
| Signe | E. Muniandy |
| Date | 30 January 2024 |