

Equality analysis form

If the activity you are planning to analyse is covered by an existing Equality Analysis or a relevant former Equality Impact Assessment, please use Section 2 of the form to highlight any updated information. The updated form should be sent through to the Equality and Diversity Unit for feedback, the start of the online consultation process and publication.

Section 1

Equality Analysis Screening

The following questions will identify whether a full Equality Analysis will be required. Please read the Equality Analysis guidance prior to completing the screening.

1. Name of the activity (strategy, policy, practice etc)

Delivering UWE 2020 strategy: UWE Library Services

2. Will this activity have the potential to deliver positive outcomes for students, staff and/or visitors from equality groups? Please provide evidence for your answer.

The activity involves two main areas that could impact on students and staff from different equality groups:

- The increased role for Library Services in the provision of academic skills support across the university. The main aim of this, through the Academic Literacy Forum and library staff support, is to make the provision of academic skills support more consistent and equal to all students across the university, and for more support to be available online in addition to face to face. At present, provision differs to varying degrees between faculties and between home and international students. This has been identified as a problem to be addressed so that all students have an equal opportunity for relevant support and so that academic personal tutors are au fait with how to advise students about the support available.
- The decrease in print library stock and significant increase in online resources. This provides the opportunity for students who cannot easily access and navigate the campuses to access the library's resources, nonetheless, in support of their learning. It could significantly benefit part time, distant and disabled students (e.g. people who are blind, use wheelchairs or have some mental health issue which makes dealing with highly populated areas a problem).
- The development of learning space at all campuses.

3. Will this activity have the potential to create negative impacts on students, staff and/or visitors from equality groups? Please provide evidence for your answer.

The reliance upon more online resources might affect people who do not have easy access to technology from home, or mobile equipment that they can use on campus. There may also be negative impacts for disabled students and staff who find it difficult to access information electronically although, compared with print, the flexibility is a key feature. As more and more

information is available electronically, the onus is on competition for use of computers, not just outside the university but on campus and within the libraries. This could impact lower income households, students identified through WP activities and will also affect students relying on DSAs as there will be an increasing onus on them to use their own computers, software, etc.

4. Does the activity have the potential to impact equality groups in the following ways:

- Access to or participation in UWE Faculties or Professional Services?
- Levels of representation across the UWE workforce?
- Student experience, attainment or withdrawal?
- Staff experience?

Please indicate YES or NO. If the answer is YES then a full analysis must be carried out. If the answer is NO, please provide a justification.

YES

Equality analysis screening sign off:

Faculty Dean or Head of Service	Jason Briddon
Faculty / service	Library Services
Date	27 July 2015

Please return the completed form back to the Equality & Diversity Unit for feedback and publication

Section 2

Full Equality Analysis

1. Name of the activity (strategy, policy or practice etc)

Delivering UWE 2020 strategy: UWE Library Services

2. What is the aim of the activity (objective or purpose)?

To set a longer term strategic framework within in which the annual operational delivery of services will sit and to inform decision making and prioritisation of resource allocation.

3. If amending a current activity, what changes are proposed?

This updates the Strategic Directions 2010-2015 and takes into account the new UWE Strategy

2020.

It continues and builds on the direction of travel.

The main difference from the 2010-2015 Strategic Directions is the University decision not to develop an integrated Academic Hub and the decision to retain the BA Campus Library.

This may alter the way some services develop into the future over our previous thinking. Of particular relevance to the EA are those services which support disabled students where Student and Partnership Services and Library Services work together to provide support (where the Hub would have provided more explicitly joint services/support). However, joint working continues apace between Library and Disability staff, motivated both by the academic skills agenda and the changes to Disability Support Allowances. These activities will ensure that joint communication and working is developed further.

This shift also has an impact on the timing of and the development of the physical environment at a time when the learning environment is seen as increasingly important by students.

The updated Strategic Directions confirms that:

- Library Services is now taking a lead role in co-ordinating Academic Skills provision for students. This was an aspiration in the 2010-2015 edition.
- The speed of the shift from print to e-information resources has increased and by 2020 the expectation is that few print resources will be purchased. The emphasis on the management of a print information environment will continue to decline as the growth of the e-environment continues. The staffing implications of this are such that any vacancies are carefully reviewed and empty posts are either not filled or are replaced in different ways, as appropriate.
- The importance of the open access agenda for research outputs and the role of Library Services in supporting this has grown and will continue to grow.
- The role of Library Services staff as integral to curriculum teams will grow, as will their role in supporting students skills development and their need for skills to manage an increasingly electronic environment and resource-base.
- New developments to the physical spaces within the libraries, in order to improve study space for students, is subject to priorities in wider institutional planning. However, principles in relation to inclusivity, in general, and more specifically with improving toilets for people with protected characteristics, for example, are on the agenda

4. Who is responsible for developing and delivering the activity?

Director of Library Services and Library Services Executive Team.

5. What measures will be used to assess whether the activity is successful?

There are KPIs for each workstream which will be used to assess whether the outcome is successful. The workstreams are:

- Access to Information Resources
- Learning and Teaching
- Research with Impact
- Community Engagement and Academic Partnerships
- People, Performance and Development
- Library as Place and Virtual Environment

The KPIs include NSS and SES results, staff survey results, etc. (see the document for more detail:

http://www.uwe.ac.uk/library/intranet/planning/library_strategy/docs/lib_strat_final_mar15.pdf)

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

Meeting the public sector equality duty

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please use the 'no' column to highlight your responses.

	Yes	No	Not known
Women and men		<p>Online resources and enquiry services provide better opportunity of access to information and guidance for part time students and those based in professional practice who are undertaking credit bearing CPD courses such as in health and social care a large proportion of whom are women.</p> <p>Any development of the physical spaces will ensure that a variety of provision is offered and therefore appropriate to a range of learning styles and assignment types but that the spaces are safe which is a factor for women on campus especially in a library (Frenchay)</p>	

		open at night. Security staff are an integral aspect of library provision.	
Trans people		<p>If people undergoing a change of gender are sensitive to the reactions of others then the provision of online resources and enquiry services that reduce the need to interact with others may be welcome.</p> <p>Any development of the physical spaces will ensure that a variety of provision is offered and therefore appropriate to a range of learning styles and temperaments so that people sensitive to interaction with others do not feel exposed. The safety issue, mentioned above in relation to women, is also a factor.</p>	
Black and minority ethnic groups		The provision of better support for academic skills irrespective of nationality will potentially support home students, as well as international students, whose first language is not English or who are familiar with a different kind of academic culture.	
Disabled people	<p>Some of the online materials are not as "accessible" as the format suggests and therefore there is a risk of assuming the materials need no further mediation. This is mitigated by the Library's services such as loan of equipment and alternative formats creation.</p> <p>Evaluation of these services are an important factor in ensuring they continue to meet the demand.</p>	<p>Provision of online resources and enquiry services help disabled people who find it difficult to access and read print materials.</p> <p>Improvements to the physical space provide the opportunity to rectify issues that have proved discriminatory in the past, e.g. poor lifts, and to improve lighting, provide better furniture that meets a wider range of needs. This also includes improvements to the availability of accessible toilets that will better meet the needs/demands of disabled and trans people.</p> <p>Development of the equipment loan service to disabled students and staff will help to</p>	

		reduce any disadvantages they face in the wider university study environment.	
Younger or older people	<p>The increase in reliance upon online resources could discriminate against older people if they have not had the same chances as are available to young people, at present, for engagement in mobile technologies, web searching, etc. This is mitigated by the significant support offered by library staff for students in the form of information skills training which is often embedded in the curriculum. The aim is to ensure all students at each level receive adequate training of this sort as part of their programme.</p> <p>It is also mitigated through library staff being available to help people face to face and thereby to enhance their digital literacy skills (and confidence).</p>		
People of different religion and beliefs		<p>New approaches to the purchase of books online means that library users have the opportunity to recommend purchases of texts themselves. This happens automatically when they identify books on the catalogue, that are part of a specific purchasing scheme, and begin to use them in earnest. This is likely to result in a wider range of titles that reflect better the religions and beliefs of the student and staff populations.</p> <p>Offering enquiry services online and overnight will help people whose religion or culture reduces their access to face to</p>	

		face services.	
Lesbian, gay, bisexual people		As above Also, libraries have plenty of public areas where rainbow flags can be displayed in order to make inclusive practice explicit to students. Any development of the physical spaces will ensure that safety is paramount.	
Marriage and civil partnership			Cannot think of anything that might impact this
Pregnancy and maternity		Online resources and enquiry services provide better opportunity of access for students who: - are pregnant and might find travelling onto campus difficult in their later stages of pregnancy - are on maternity leave - working a part-time schedule following birth or adoption	

7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

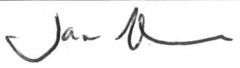
Library staff and VCAB have had the opportunity to feed back but Unions, equality networks and TUs are still outstanding.

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

9. Please indicate the level of equality relevance:

Medium ☐

10. Equality analysis sign off:

Faculty Dean or Head of Service	
Faculty / service	Library Services
Date	17-9-2015

Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.

DRAFT

Equality analysis - action plan

Appendix 1

Name of activity: Delivering UWE 2020 strategy: UWE Library Services

Plan completed by: SMT

Service / faculty: Library Services

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	<p>Look at data on mature students to ensure that mitigating actions are well enough resourced for the number of students who might call on these services.</p> <p>Look at data on disabled students to ensure that mitigating actions are well enough resourced for the number of students who might call on these services.</p>	Jackie Chelin – member of EMG	Data to be shared.	July	Resourcing sufficient to meet needs, e.g. support provided at point of need.	

Consultation	<p>Take learning from and contribute to the Race Equality Charter Mark, e.g. student attainment & support & putting.</p> <p>Strategic plan has been discussed with all Library staff and was discussed provided for the planning meeting discussions with VCE.</p> <p>Consult with networks</p>	<p>Hazel Brown – the library's rep on the CharterMark group.</p> <p>Head of Service and SMT members</p> <p>SMT</p>		<p>March/April 2015</p> <p>Summer 2015</p>	<p>Enquiries (or complaints) through the various library channels are not specific to problems associated with protected characteristics</p>	
Monitoring and review arrangements	<p>Monitoring of enquiries via email, chat and at desks.</p> <p>Other monitoring takes place as part of the EMG activity</p>	<p>Ongoing</p> <p>Spring/summer</p>				

	log. There is a standing item on equalities on the agenda of the Library's Senior Management Meeting and Library People Operations and Place group	Fortnightly Twice per term					
Publication							
Other actions							

Please return form to the Equality and Diversity Unit

