

### Full Equality Impact Assessment (EQIA) Proforma

Title of Policy, Procedure, or Relevant Practice:	Consolidation of City Centre libraries onto a single campus		
Lead Officer:	Jennifer Louden		
Type of Policy, Procedure, or Relevant Practice:	New: <input type="checkbox"/>	Existing/Reviewed: <input type="checkbox"/>	Revised/Updated: x <input checked="" type="checkbox"/>
Date of Assessment:			

**Step1: What are the aims of the policy, procedure or relevant practice?**

Consolidation of three campus libraries onto a single campus. The project aims to deliver the following benefits:

- One stop shop for all learning resources for students based in city centre campuses, an improvement on the current, fragmented service.
- Reduces duplication of resources and services at multiple sites.
- Frees up two large spaces in preparation for decant.
- Reduces Estates costs (e.g. power/heating costs for evening opening at 1 site rather than 3).
- Early consolidation on one site will ease the transition to new build - plans for the New Campus development allow for just two libraries - one at City and one at Riverside.
- Helps to build the Library team - easier supervision of staff by the Chief Librarian; increased understanding of workload/projects across the team; more opportunities to share skills/knowledge; closer working relationship between all staff; easier provision of cover; simplifies communications and speeds harmonisation of working practices.
- Easy access to shared equipment/resources for all staff.
- Potential for longer opening hours (more staff available to cover fewer service points). This will require consultation and agreement on changes to contracts however.
- Opportunity to create an attractive, well-designed space which will appeal to students (and staff) rather than wait for a move

dictated by space constraints at a later stage in the decant process.

- Funds for the project have been identified - and there is a time limit on availability of merger-related funds.
- Opportunity to engage with students through participation in related competitions (e.g. design of graphics for the space) and by recording the project as a 'living project' for construction and design students.

**Step 2: What information do you plan to use as the basis of this EQIA?**

Feedback from Library Annual Surveys and from research carried out by Nomad, the design company who successfully bid for the contract to design the space.

**Step 3: Assess the potential impact on groups with protected characteristics; including staff, students, and service users**

What does the existing information indicate about **positive, neutral and negative impacts** on protected characteristics, i.e. are the needs of people with different characteristics all met by the policy, procedure, or relevant practice? Does the policy, procedure, or relevant practice affect some groups differently? This may be appropriate if it is a proportionate means of achieving a legitimate aim.

What does the existing information indicate about **potential positive, neutral and negative impacts** on protected characteristics?

Protected Characteristics	Detail the Potential Positive, Neutral and Negative Impacts
Age	
Disability	Disabled students based at campuses which previously had a local library will need to travel further to access the new facility. The new library will be split over two floors, with print and multimedia collections also split over these two areas. This may present accessibility challenges for disabled students.

Gender reassignment and Transgender	
Marriage and civil partnership	
Pregnancy and maternity	
Race	
Religion or belief	
Sex	
Sexual orientation	

**Step 4: Consider alternatives and mitigation**

A. What arrangements could be implemented to reduce any potential adverse or negative impacts identified above?

Both floors of the new library facility will be accessible via a lift. Clear signage is planned to direct students to the correct floor for the resources they need. The library will continue to invest in its digital collections (e-books and other e-resources) to ensure that as far as possible there are electronic alternatives to print materials, which can be accessed 24/7 on and off campus.

B. It may be appropriate for the policy, procedure, or relevant practice to affect groups differently if this is a proportionate means of achieving a legitimate aim. If this is the case, please provide explanatory details justifying this decision. **Note: you may be required to obtain legal advice to verify your decision.**

The move is a necessary precursor to the College's planned new build. Allan Glen's campus will be demolished in 2013 and all services including the library will need to be relocated. This move helps to stagger the disruption caused by the estates moves and frees up a significant space in Townhead campus for decant.

**Step 5: Does the policy or relevant practice advance equality of opportunity, or could the policy or relevant practice be amended to do so?**

Advancement is more than simply preventing discrimination; it involves the creation of proactive measures which promote equality of opportunity across the different groups

Yes: x No:

What arrangements exist, or could be implemented to advance equality of opportunity?

The new space is being designed to be fully accessible. By bringing together all of our collections and services, we will be able to offer a far richer selection of resources to students. Provision of a new wireless network, AV booths and bookable laptops will allow students to work more flexibly and collaboratively.

**Step 6: Involvement of individuals, groups and organisations**

A. Who has been involved in the undertaking of this assessment?

Library Estates Project team (cross-College representation plus external contractors working on the project)  
Consultation has also been carried out with the Students Association who are in favour of the move.

B. How successful has this been, and what changes can be made to improve this process in the future?

If time had allowed, more detailed consultation with minority groups.

C. If you have further involvement to carry out, please list who you are going to involve and how

Post launch, we will conduct a review of the space with a disabled student to ensure that we have achieved a high standard of accessibility.



**Step 7: Making a decision and outcome**

Are you now able to introduce the policy or changes to existing policy, or do you need to do amend your proposals? If you are in a position to change or introduce the policy, clearly explain upon which basis this decision was made.

A. Are you able to introduce the policy, procedure, or relevant practice without making any changes?

Yes: x No:

B. If "Yes", clearly explain upon which basis this decision was made

The move is a necessary precursor to decant, but we have taken the opportunity to ensure that the new space will be an exciting and accessible environment for our students.

C. If "No", what changes will you make?

**Step 8: Taking action and monitoring**  
(To be completed after involvement/consultation)

A. What action will we take?

B. Who will take that action?

C. When will that action be completed?

D. Once implemented, how will the policy, procedure, or relevant practice be monitored?

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**Sign-off, authorisation and publishing**

**For records, but not for publishing:**

- The information contained within this EQIA needs to be confirmed and approved as the completed EQIA will be published on the College web-site.
- As such, EQIAs must be approved by a Director or above.
- Ask a Director to review and sign off the EQIA (an electronic signature will suffice, as long as a paper copy follows).
- Following completion, send an electronic copy to both the Diversity & Equalities Manager and Teaching Development Officer.

Name:	
Position:	
Signature:	
Date:	