

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

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| Date of Assessment: | 6/12/13 | |
| School / Department: | Learning Resources | |
| Lead member of staff: | Alison Stevenson Head of Learning Resources | |
| Location of impact assessment documentation (contact or web link): | a.stevenson@gsa.ac.uk | |
| Area of decision making / Title of policy, procedure or relevant practice: | Support for access to digital collections | |
| Please indicate if this is: | New: | <input checked="" type="checkbox"/> |
| | Existing/Reviewed: | <input type="checkbox"/> |
| | Revised/Updated: | <input type="checkbox"/> |
| <p>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>The procedure considers both online and in-person support for discoverability and accessibility of online resources. An impact assessment was undertaken because it was thought important that all users should have equal access to digital collections, according to their needs. Considerations relating to technology resources and the requirements of particular skills sets for the use of the resources in the context of equalities were also taken into account.</p> <p>In anticipating potential negative impact relating to the promotion of online resources and services, the assessment can be seen as advancing equality of opportunity and fostering good relations between library staff and their users.</p> | | |
| <p>Evidence used to make your assessment:</p> <p>The learning resources team looked at what was already provided in terms of support, how confident staff feel in supporting online services, what other institutions do and the NSS and PTES survey results for the Library.</p> | | |
| <p>Outline any positive or negative impacts you have identified:</p> <p>Online resources are available around the clock and from anywhere, and therefore do not provide an obstacle to access or participation. They are also more flexible than print, in terms of adjusting fonts, legibility and translatability.</p> <p>Potential negative impacts considered were, whether increased support for online users would disadvantage those who had less access to the necessary technology or fewer skills to use it.</p> | | |
| <p>Summary of the actions you have taken or plan to take as a result: (Please attach your action plan)</p> <p>Actions:</p> <ul style="list-style-type: none"> ● INFOSMART module update ● Web accessibility guidelines checked for compliance ● Induction sessions revised ● Subject guides updated ● Help sheets covering common technological queries provided ● Refresher courses on online resources for all library staff ● Investigation into data and feedback gathering and analysis ● Twilight classes on research skills and information literacy | | |

Summary of what you anticipate will change as a result of your actions and where / when will these be reported and reviewed:

Changes based on actions above include the improvement of existing skills training amongst staff for the enhancement of transparency and accessibility of online resource use for students, and therefore the wider use of those resources by all students both on and off campus. The Learning Resources Management Team will review the assessment and look at how it can be integrated into other aspects of the Learning Resources service over the current academic year, as well as the operational plan for the next academic year.

State how these changes will contribute to the delivery of GSA's equality outcomes:

The changes do not contribute directly to any one of the outcomes, but aim to support a culture and learning environment through Learning Resources of equality of access for all students, consistent with GSA's statement on equality and diversity.

The outcome of your assessment:

- No action – no potential adverse impact
- Amendments or changes to remove barriers / promote positive impact
- Proceed with awareness of adverse impact

Sign-off, authorisation and publishing:

Review Lead

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| Name | Alison Stevenson |
| Position | Head of Learning Resources |
| Signature | Alison Stevenson |
| Date | May 2015 |

Executive Lead

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| Name | Craig Williamson |
| Position | Registrar |
| Signature | Craig Williamson |
| Date | May 2015 |

Equality Lead (Head of Student Support and Development)

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| Name | Jill Hammond |
| Signature | Jill Hammond |
| Date | May 2015 |