

## Equality Analysis Library

Name of policy/procedure/area of work: Library and Computer Rooms

Assessment conducted by: Sue David

Date of Equality Analysis: 22/10/20

Institute/Department: Information Services

### 1. Purpose and aim of work

*What is the policy/procedure or area of work aiming to achieve? Is this a new policy/procedure or an update?*

**Change in service provision following Covid lockdown in March 2020. From July 2020 the Library began a gradual physical re-opening. From 28<sup>th</sup> September 2020 we reached a workable service aiming to meet student demands, whilst respecting government guidance to work from home where possible.**

**New opening hours are:**

**Mon-Fri 8am-11pm (security only 6pm-11pm)**

**Sat/Sun – 9am-9pm (Security only)**

**Reduced seating capacity to 125 individual study spaces and 60 PC workstations in order to accommodate social distancing.**

**Full access to book stock (both “browse borrow” and “click & collect”)**

**Many services continue to be available remotely (enquiries, training, access to electronic resources, research support)**

### 2. Does the policy/procedure/area of work impact on staff, students or visitors?

*List which groups will be impacted, try to be as specific as possible here*

#### **Students:**

All students impacted by reduced capacity and reduction in physical opening hours (previously 24/7)

#### **SGUL Library staff:**

Skeleton staff (6 per day) required on site to run Library service. Other staff fully occupied working from home (most tasks can be carried out remotely). Information literacy skills etc delivered remotely.

#### **SGUL Staff:**

Library services, resources and support still available for SGUL staff. Physical services accessible during opening hours (ie password re-set, loan of learning technology equipment). Support for research staff carried out remotely.



**NHS Staff:**

Physical access to 4 NHS networked PCs available during opening hours. These are now bookable to ensure access when needed. Remote and physical services as above.

**3. Evidence and evaluation**

*What evaluation have you undertaken, e.g. analysis of data, collection of qualitative feedback etc.*

Review of library service developments in other HEIs (especially Sconul colleagues, through webinars and open meetings). Colleagues in other institutions grappling with same issues. Wide range of approaches and considerations eg:

- Booking study spaces
- Booking for click and collect
- Quarantining of book stock
- Limited access to print stock
- Online enquiries and support
- Free interloans
- Free postal returns for completed students

Discussion with VP Education from the Student Union & verbal feedback from students requesting:

- Longer opening hours
- Access to print stock
- Access to NHS networked PC

Team discussions with library staff:

- Covid secure environment
- Student conduct and compliance with guidelines

Risk Assessment for staff and users of the space:

- Considered all aspects of health and safety
- Shared on teams site and website

Library Services have been informed by the range of information available to us and in consideration of our users, staff, their needs and concerns.



#### 4. Consultation

*Who have you consulted regarding this piece of work? Have you engaged with representatives from protected groups? What were your findings?*

All library staff consulted in team meetings and via 1:1 conversations either directly with me or with line manager.

Some staff are from protected groups. Their specific concerns were discussed with line managers and need to work at home accommodated.

Personal risk assessments used to identify at risk staff.

Consideration given to those anxious about working on site. As many tasks can be undertaken at home those with particular concerns have not been required on site.

Consideration also given too those struggling to work from home. Return to site has been flexible, although some roles can only be carried on site so those specific staff have been first to return.

Students only consulted via SU representation at meetings (BCP education, return to site planning)

#### 5. Equality

*Does your proposed activity have a positive impact on equality? Is there any potential negative impact, if so what action do you plan to take? Use the table below to examine potential impact on the following protected groups:*

*Please consider intersectionality between these groups.*

Protected Group	Impact			Information on impact identified	Proposed Action / Action Taken
	Positive	Neutral/ None	Negative		How will you address negative impact? How will you promote positive impact? Can you justify negative impact?
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Data shows, older people (50+) are more likely to contract Covid-19 and are subsequently more likely to experience symptoms and may take longer to recover. This may have	Staff in an "older" group reluctant to come on site can be accommodated by wfh with current on site service provision although



			<p>impacts on sick leave, to work and returning to site. Individuals may experience anxieties relating to these risks.</p> <p>The intersection of age and existing health conditions may require individuals to shield during this time. This may cause feelings of anxiety and isolation and may also create practical difficulties for those living alone or without support e.g. food shopping.</p> <p>Therefore, it is expected that staff in this age bracket may be less able or less comfortable returning to site during the pandemic, due to the higher health risk. This may also impact mature students.</p>	<p>in our experience most staff have been happy to return to site.</p>
<p><b>Disability:</b> People with a disability/disabilities. This includes long term health conditions including mental health</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <p>Staff and students with disabilities may be vulnerable and/or shielding during the pandemic due to the health risk Covid-19 poses to them. They will likely not be able to, or be comfortable, returning to site until it is safer for them to do so.</p> <p>Staff and students working remotely may face challenges in relation to managing their disability whilst working from home e.g. in relation to assistive technology, reasonable adjustments and home set up. For others, the ability to work from home might be a positive and reduce the challenges that working on-site might bring.</p> <p>Individuals with mental health conditions may experience triggers and an increase in symptoms due to Covid-19.</p>	<p>Most library services and resources are available remotely. Online support and enquiries accessible by those not able to return to site.</p> <p>On site working possible for those struggling to wfh. Physical access to space for students also positive for those struggling in an unsuitable study environment.</p> <p>Support available for staff and students (well being/counselling services available)</p>



				<p>Individuals may develop mental health conditions during this time. Support services and appointments may be impacted, and support may be offered in different, perhaps more limited, capacities. Individuals may need to take time away from work or study to manage their mental health conditions or may have worries or face challenges returning to site.</p> <p>Staff who have existing mental health conditions or disabilities which they have not shared with their manager, may feel forced to do so, particularly where conditions and symptoms are exacerbated by Covid-19 and related issues, such as lockdown, home working or returning to site.</p>	
<p><b>Race and ethnicity:</b> People racialised as Black, Asian or minority ethnic.</p> <p>This also includes nationality</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Evidence has shown that individuals from black, Asian and minority ethnic backgrounds are being impacted by Covid-19 at a higher rate than those from white backgrounds. The reality of these disparities may naturally cause staff and students who are black, Asian or from another minority ethnic group to feel anxious about returning to site. Furthermore, the mortality rates may have an impact on mental wellbeing and ability to engage in work and study.</p>	<p>Personal risk assessments completed and discussed with line managers</p>
<p><b>Sex:</b> A person's legal sex</p> <p>However, sex is more commonly referred to as gender identity, which includes non-binary/gender queer</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>It is widely recognised that women carry out a large proportion of caring responsibilities within and outside of their families. This goes beyond only childcare and also includes caring for older relatives, neighbours and general domestic responsibilities. During Covid, this responsibility has been increased with the closures of schools and nurseries as well as some healthcare support facilities. Female staff may therefore require more flexibility and support during the</p>	<p>Flexibility in relation to childcare responsibilities discussed with line managers</p>



				pandemic where they are caring for others. This is relevant to both staff and students and may impact on ability to return to site.	
<b>Gender reassignment:</b> a process through which a person can change their gender. This may be a social change and does not have to involve a medical change	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	For Trans people who are in the process of transitioning may experience delays in their medical treatments. Support services may be closed or limited during this time, meaning that Trans individuals are without vital support. This may have significant impact on their mental health and wellbeing.	Support available for staff and students (well being/counselling services available)
<b>Sexual orientation:</b> Lesbian, gay men, bisexual people and those who identify with additional sexual orientations e.g. asexual	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Due to the social distancing and lockdown measures, some LGBT+ individuals may have to return to or remain in homes where they are not accepted, which are homophobic or transphobic and may also be abusive. This is likely to severely impact on mental health and wellbeing and also safety.  LGBT+ support services may be closed or limited during this time, meaning that LGBT+ individuals are without vital support. This may have significant impact on their mental health and wellbeing.	Support available for staff and students (well being/counselling services available)



<p><b>Pregnancy and Maternity:</b> Women who are pregnant, on maternity leave, women who are breastfeeding</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Pregnant people are listed as at risk from Covid-19, this may result in shielding or limited movement outside of the home. Black pregnant women are eight times more likely to be admitted to hospital with COVID-19, while Asian women are four times as likely.</p> <p>For those returning from parental leave during this time, the adjustment to new ways of working may be challenging and unfamiliar. Furthermore, for those working from home with newly born babies, for example partners of mothers, this may be particularly challenging.</p>	<p>This is not relevant in the current circumstances, but anyone in a vulnerable group would be consulted and risk assessment completed</p>
<p><b>Marriage and Civil Partnerships:</b> People who are married or in a civil partnership</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>No known impact</p>	
<p><b>Religion and Belief:</b> those with religious or philosophical beliefs and those with no religion or belief</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Religious places of worship have been closed during the lockdown which will have an impact on how individuals are able to worship and practice their faith. St George's has a Multi Faith room, for which opening hours may also be impacted.</p>	



## 6. Action

*Outline the action you will take following this equality analysis?*

Continue to monitor physical on site service provision.

If capacity cannot meet demand look at the booking of spaces. Monitor left behind belongings to ensure seat blocking doesn't occur. Run a "fair access to space" campaign if required – not yet necessary.

## 7. Monitoring

*How will you monitor impact after implementation? When do you plan to review this equality analysis? Best practice is to review impact, using this same form, after 1 year.*

Review analysis when service needs to change again (ie move back to 24/7 or reduction in service due to increased covid restrictions)

When you have completed this form, please send it to Liz Grand, Diversity and Inclusion Adviser [lgrand@sgul.ac.uk](mailto:lgrand@sgul.ac.uk)

