

# Full Equality Impact Assessment Form

**Equality Relevance** High  Medium  Low

**1. Name of the policy or practice?**

Roving Help Service – Glenside Library

**2. What is the aim, objective or purpose of the policy practice?**

To provide guidance on the operation of the Roving Help Service which aims to provide customer support at point of need around the Library, to be read in conjunction with the Library wide RFID for circulation tasks as Library Services' campus libraries (Oct 2010)

**3. Who is responsible for developing the policy?**

Glenside Library senior team in consultation with the wider Library team

**4. Who is responsible for implementing the policy?**

Glenside Library senior team in consultation with the wider Library team

**5. Who is the policy intended to benefit?**

All Library staff due to variety of work and engagement with the users  
Students and staff who will have a help service delivered at point of need and as required around the physical library.

**6. What is intended to be achieved by the policy?**

To provide guidelines for Library staff working as roving help staff to ensure fair distribution of tasks and experience and to achieve a better level of help service for Library users.

**7. How will you know if this policy has been successful?**

The policy will be under on-going review for the first 12 months of implementation by Library staff. Meetings to discuss the policy and look at improvements and amendments took place after 10 weeks of the policy being implemented. The first review took place in November 2010 through focus group meetings with Library staff. Changes to the policy and procedures were made following this review. Further review meetings will take place April/May 2011, and July 2011. User focus groups will also be held to consult on whether the quality of help has improved.

**8. Do the following equality groups have different needs, experiences, issues and priorities in relation to the intended outcomes of this policy? Please give information/ evidence to support your answer.**

|   | Yes   | No | Not known – Do you need to generate sources of information? |
|---|---|----|---|
| <b>Women, men, transgendered people</b> |   | ✓  |   |
| <b>Black and minority ethnic groups</b> | Some international students whose first language is not English |    |   |

|   |  |   |  |
|---|--|---|--|
|   | <p>may face difficulties as they become familiar with where to find help in the Library.</p> <p>Staff working with BME students need to be aware of the cultural differences across the whole student/staff body.</p>  |   |  |
| <b>Disabled people</b>                          | <p>The need for staff to move around the library to provide the roving service may impact on some disabled staff/volunteers</p> <p>Staff working with disabled customers (staff/students) need to be aware of the differences and at times complexities of impairments across the customer base.</p> |   |  |
| <b>Younger or older people</b>                  | The need for staff to walk around the library to provide the roving service may impact on older staff  | ✓ |  |
| <b>People of different religion and beliefs</b> |  | ✓ |  |
| <b>Lesbian, gay and bisexual people</b>         |  | ✓ |  |

Different needs, experiences, issues and priorities in relation to the intended outcomes of this policy.

**For Library staff:** due to the physical nature of some aspects of the new roving help service, the policy lays out clear guidelines on the role of the lead person for each rotaed session which includes the changing of roles approximately every 20 minutes during the roving hours. This lead person is expected to look at the needs and experience of all staff in their rotaed team to ensure that tasks are allocated accordingly. 2-way radios are being used to allow staff to communicate with other staff around the building following the review as the mobile phones did not have a robust enough signal for the building. Radios with a wide range and level of tones have been chosen to maximise the ability of staff with hearing impairments to use them. They will also be fully supported by their colleagues on each roving session with back up from the customer services team. The guidelines take into account the issues and priorities of disabled library staff and allow for their needs and

experience to be taken into account in the working environments. All staff will benefit from these aspects of the policy

All staff will be encouraged to feedback on the way the roving help service is working as part of the ongoing review process

**For users:** While disabled users have different issues and priorities in using the library, the new roving service will meet their needs and experience by providing enquiry support throughout the library rather than at set desks. Help points are located on both floors. As student interaction will be one-to-one at these points hearing loops have not been installed: all this can be reviewed. A hearing loop is installed at the main welcome counter where there is likely to be more background noise. There is a DDA compliant lift for access to the 1<sup>st</sup> floor. Improved desk locations and heights at the Welcome desk and Help Points makes it easier to support wheelchair users. New signage makes it easier for all students and staff to find locations around the library. All students will benefit from the new enquiry provision as a result of this policy.

**9. Is there potentially adverse impact on the following equality groups as a result of this policy? Please give information/ evidence to support your answer.**

|   | Yes  | No | Not known - Do you need to generate sources of information? |
|---|--|----|---|
| <b>Women, men, transgendered people</b>         |  | ✓  |   |
| <b>Black and minority ethnic groups</b>         |  | ✓  |   |
| <b>Disabled people</b>                          | The need for staff to walk around the library to provide the roving service may impact on some disabled staff. |    |   |
| <b>Younger or older people</b>                  | The need for staff to walk around the library to provide the roving service may impact on older staff.         |    |   |
| <b>People of different religion and beliefs</b> |  | ✓  |   |
| <b>Lesbian, gay, bisexual people</b>            |  | ✓  |   |

In all cases it is expected that there will be a positive impact on all users due to the improved nature of the enquiries support service.

**10. Is the policy designed or does it have the potential to promote equality for particular groups or good relations between groups? If so, how?**

The policy is designed to provide a more positive help support experience for both staff and users. As help provision will be provided at point of need all groups will be able to ask staff to go to them or with them for assistance, rather than staff only be required to provide this support for disabled users. There is an enhanced disabled student provision as the library will be offering a more proactive service for these users. There is a variety of tasks involved in the work required of library staff providing training and development opportunities for all. Relationships between library staff have been enhanced by the ability to work together to share knowledge and experience. Research elsewhere has indicated this will improve the relationship between staff and users due to the positive focus of the help experience and will help to improve the student experience of the library. The improved layout to the library which has been achieved as a result of the plans to change the help service provision means that it is easier to support wheelchair users. There is also improved access to the first floor due to the installation of a new DDA compliant lift.

**11. Do you need to carry out a formal/informal consultation internally or externally at this stage? Who you need to consult?**

**Internal consultation:**

Consultation with Library staff took place over the 10 months before the introduction of the policy. This included discussion at Campus Management Meetings and Team Meetings as well as special meetings to discuss the installation of RFID technology at the campus and the resulting changes to the help service. Training was organised for all staff on all aspects of the new service. FAQs were produced to answer key questions, new rotas developed and trialled and shadowing sessions organised at Frenchay (Bolland) Library for all staff to attend. Shadowing of work at the former enquiries desk at Glenside also took place. Packs of information for all staff undertaking the new enquiries model have also been produced. Focus group reviews took place in November 2010 and smaller task groups across all levels of staff met in January 2011 to take forward the recommendations from the Review. These processes will be repeated in April/May 2011 and July 2011.

**External consultation:**

Research literature shows that a roving help service provides a positive customer experience. Following the introduction of the policy there will be the opportunity for customers to feedback through comments cards, emails and via the library blog. Focus groups will also be held as part of the formal review of the introduction of the policy.

**12. What method or mechanism would be best suited for this consultation?**

Please see 11. above

**13. What action could be taken to mitigate any negative impacts identified or is there an opportunity to take steps to address different needs or promote equality of opportunity more effectively? If yes, please comment and complete action plan.**

As indicated, there will be an ongoing formal review. Staff will be able to discuss at one-to-one meetings with line managers, email through to the customer services team, complete comments cards and discuss ideas at specially arranged review meetings. It is an iterative policy that can be amended as needs and problems are identified due to the very new nature of the working practices it encompasses. There is a suggestions box, the facility to email the library as well as the opportunity to talk to library staff for students to feedback any negative impacts, as well as through PLSSGs.

**14. Who will be responsible for monitoring the implementation of the action plan?**

Glenside Library senior team in consultation with the wider Library team

**15. Please outline how you have revised the policy (if necessary) in the light of the Equality Impact Assessment . If no change is to take place please give reasons.**

The EIA has been used to inform the development of the policy.

**16. Please indicate when you think this policy/practice should be reviewed next:**

The review of the policy will begin November/ December 2010, and continue through to the summer of 2011.

**Equality Impact assessment completed by:**

|                   |   |
|-------------------|---|
| Name              | Fay Dowding                                   |
| Post title        | Senior Assistant Librarian, Customer services |
| Faculty / service | Glenside Library                              |
| Date              | <sup>th</sup> 10 <sup>th</sup> February 2011  |

Please return this form to the Equality and Diversity Unit. The equality and diversity unit will provide feedback and will publish the final document.

**Confirmed by the equality and diversity unit:**

|      |               |
|------|---------------|
| Name | Andrew McLean |
| Date | May 2011      |

**ACTION PLAN – Name of Policy: Roving Help Service ..... Service/Faculty...Library Services (Glenside).....**

| Issues                    | Actions required   | Responsible Person | Resources required | Target date                             | Success Indicators                                 | What progress has been made?               |
|---------------------------|--|--------------------|--------------------|---|--|--|
| Information/data required |  |                    |                    |   |  |  |
| Consultation              | <p>As detailed, taking place over a 1 year period (initial recommendation reported December 2010, with recommendations implemented January/February 2011)<br/>                     2<sup>nd</sup> Review April.May 2011.</p> <p>A need to ensure protected groups are included in the consultative process</p> | Campus Senior Team | Time               | Next review taking place April/May 2011 | Review carried out and recommendations implemented | Review findings for first term implemented |

|                                    |  |                                  |      |                            |  |  |
|------------------------------------|--|----------------------------------|------|----------------------------|--|--|
|                                    | EIA consultation to take place online via the E&D website.   |                                  |      |                            |  |  |
| Monitoring and review arrangements | <p>Focus groups for Library staff and users, opportunity for one-to-ones</p> <p>A need to ensure protected groups are included in the focus groups</p> | Campus Senior Team/line managers | Time | End of May to be completed | Monitoring carried out and results implemented |  |
| Publication                        | E&D Unit to publish the EIA  | E&D Unit                         |      |                            |  |  |
| Other actions                      |  |                                  |      |                            |  |  |

Please return form to the Equality and Diversity Manager