

Equality Analysis (EA)

The Library

24/7 access to library materials

A. Function details

1. Title of the function being analysed: *24/7 access to library materials*

2. Main purpose of the function being analysed:

Library materials are defined as those supporting teaching and research at the University, and will be either created in-house, or purchased from an external supplier. For example, library guides and training materials, material scanned for Moodle, books, journals, newspapers, reference works, dissertations, theses and databases. The main purpose of the function is to ensure equitable access by our users to materials, at point of need.

3. Who will be affected?

Library users: principally, university staff and students. In addition: university-affiliated users e.g. visiting academics, or support workers for students with a disability; conference delegates; prospective students; students from other HEIs, schools (16+) and colleges; visiting members of the public.

4. Aspects of the function that particularly impact on equality and diversity:

a) Format of materials (print or electronic)
Protected group affected: disability.

Electronic materials may not be compatible with screen-readers used by the visually-impaired, owing to file format, user's version of software, or access control placed on material by the producer/host.

Users with restricted mobility may have difficulty handling heavy books and/or the lids of the scanning/copying machines.

Visually-impaired users and users with cognitive impairments, e.g. dyslexia-may find it difficult to read print materials.

b) Location of print material
Protected group affected: disability and pregnancy/maternity.

The internal dimensions of the public lift could be restrictive for wheelchair, or travel system (pram etc.) manoeuvrability.

Users with restricted mobility may have difficulty reaching high or low items on the open shelves, in the mobile stacks, or in the archives, and assistance cannot be provided outside staffing hours, except by prior arrangement.

c) Conditions applied to use of material (copyright)
Protected group affected: race/ethnicity and disability.

Copying of print books is limited by law to 5%, or one chapter; copying of print journals is limited to one article per issue. This may be different to the rules regarding intellectual property in some other countries, and be at odds with the cultural values and the tradition of study for some international students.

An accessible copy of up to an entire book or journal owned by the Library can be made on behalf of a University of Bath student or staff member with a visual or cognitive disability, but the licence does not cover all types of material, or all international territories, so direct permission for individual items may need to be sought.

d) "Offensive" material
Protected group affected: all.

Some recommended or donated material that is required for teaching or research may offend Library users e.g. propaganda, or a book with a religious treatment of science such as creationism, or a scientific treatment of faith as in the work of Richard Dawkins.

B. Analysis

5. Evidence used and process, to inform conclusions:

- a) Two previous (exemplar) Equality Impact Assessments: *Help and training: Induction: Semester 1, 2010-11 and Help and Training: Key Skills: Semester 2, 2010/11.* Also an Equality Impact Assessment screening: *Learning materials: Services for users with disabilities: 2009-10*
<http://www.bath.ac.uk/equalities/EIA/>
- b) Gathering feedback from departments, via formal and informal links with subject librarians.
- c) Surveying students and staff e.g. the National Student Survey and the LibQual Survey.
- d) Cooperating closely with the SDA, through face-to-face meetings and other forms of communication.
- e) Initiating contact with, and receiving feedback from, individual students with a disability.
- f) On-going analysis of the effectiveness of the 24/7 service through in-house meetings, task groups, internal and external development training (including staff induction, and customer service and equality & diversity training), and the EA process, to mitigate against potential negative impacts on equality.
- g) Considering the University's Disability Access Audit which identified the lift as an area that required improvement.
- h) Benchmarking key performance indicators, including visitor statistics.

i) Participating in the meetings of local and national library networks, including CLAUD (Creating Libraries Accessible to Users with Disabilities) <https://wiki.brookes.ac.uk/display/CLAUD/Home> and AULIC (Avon University Libraries in Cooperation) <http://www.uwe.ac.uk/library/aulic/>.

6. Risk of adverse impact on protected groups:

	High impact	Medium impact	Low impact
Age			X
Disability	X		
Gender			X
Pregnancy/Maternity	X		
Race/ethnicity			X
Religion/belief			X
Sexual Orientation			X
Transgender			X
Marriage/civil partnership			X

C. Mitigating potential adverse impact

7. Conclusions and recommendations for amendments to the policy/practice, including an outline of key actions based on any gaps, challenges, priorities and opportunities:

a) Format of materials (print or electronic)

Library materials, such as books and journals, are often available in both print and electronic formats, to anticipate the needs of different user communities. Subject librarians provide advice to academics about electronic alternatives to print-based materials on recommended reading lists, and take into account the appropriateness of the e-format for users.

Copy & Print staff will assist users with printing/scanning/copying. The self-issue machines are at an accessible height and both these and the self-service colour printing/scanning/copying machines have lower extendable keyboards which improve access for users of wheelchairs.

Photocopied enlargements, or a digital conversion, of print-only material can be made for a student or staff member with a visual or cognitive disability. Coloured overlays are available from the Copy & Print desk.

The Library offers a fee-based request service for scanned copies of articles from journals and extracts of books held by the Library (subject to UK

copyright law), which will be e-mailed to staff and students that cannot visit the Library to use the self-service copy-and-scan machines.

The Library's Scanning Service staff are ready and willing to work with more academics, to digitise recommended readings for Moodle (where permitted), so that students can access the readings 24/7. This service is publicised to all new academic staff.

b) Location of print material

Library staff fetch materials if users with restricted mobility find it difficult to retrieve them. The materials are put aside for collection. This service also supports 'out of hours' use, given a reasonable period of notice. In addition, a support worker can borrow books on behalf of a student with a disability, by arrangement.

c) Conditions applied to use of material (copyright)

The Academic Integrity Initiative online tutorial has been put in place to raise awareness of plagiarism and to demonstrate how to avoid it, by referencing appropriately.

d) "Offensive" material

The Library provides materials to support the research and teaching needs of the University; some of this material may be considered offensive by those beyond its intended audience. In acquiring such material, subject librarians have considered the need of the requesting department, and have used their own judgement and expertise. Librarians abide by the set of Ethical Principles and the Code of Professional Practice that have been developed by the Chartered Institute of Library and Information Professionals <http://www.cilip.org.uk/get-involved/policy/ethics/pages/default.aspx>.

Additional actions that may mitigate potential adverse impact

The University of Bath Library was the first UK university library to be open 24 hours a day. Since September 2008, the building has been open permanently throughout the year, making materials available when people want. Members of the public are welcome to visit, at appointed times. The 'guest access' service enables visitors to view a range of electronic materials, where licence agreements allow.

Subject librarians have an 'open door' policy and offer a personal, confidential introduction to the Library's materials to all users, with assistance that is tailored to an individual's need and can be delivered in person, or by telephone, email, or Skype.

As a matter of course, the relevant subject librarian will make contact with a student that has disclosed to Student Disability Advice, to suggest an individual library induction, at their convenience, and to offer personalised support for their studies.

Self-service is an option for many of the Library's services: borrowing, renewing and reserving of loanable materials; photocopying, printing and (free) scanning of materials. There is a dedicated Assistive Technology Room on Level 3 of the Library, which contains a range of hardware and software for users with disabilities.

The Library makes available its guides and training materials in print and electronic formats, including podcasts and audio files, to help users that visit outside staffing hours, or wish to learn independently, or prefer an alternative format to print.

The Library has introduced zones in the building, to allow users to consult print or electronic materials in an environment that suits their need. The zones include silent study areas and group work rooms. The Assistive Technology Room provides a space for students registered with SDA. The Level 1 Training Room has a height adjustable desk, to allow a computer user to move the work surface up or down, to suit.

The Library's webpages comply with World Wide Web Consortium (W3C) standards and offer lots of clear guidance for users with disabilities. For example, providing staffing times, to enable a user to make an informed choice about when it is best to visit.

There is a close working relationship between the Library and SDA. We are proactive, initiating contact and anticipating specific needs of students with disabilities. Our staff development helps to share good practice and training, for example, understanding of the diversity of users. This is reinforced through networking and training events, and membership of local and national disability organisations, such as CLAUD.

Recommendations:

- 1) Further promote the free scanning service and guest access access to e-resources.
- 2) Continue to work closely with SDA.
- 3) Continue to provide podcasts, and training materials in alternative formats.
- 4) Offer individual library orientation for students registered with SDA.
- 5) Collaborate with academics to encourage them to recommend, where appropriate, the electronic version of reading list books or scanned extracts, subject to copyright restrictions.

8. Timescale for implementation of changes or introduction of new policy: 2012/13

D. Publication

9. Final reporters: Justin Hodds, Kate Robinson, David Stacey

10. Date: 25th April 2012

11. Review date: 2015/16