

Leeds Metropolitan University - Equality Impact Assessment Form V3.1

Section 1: About you

Please complete your personal details and contact information in the spaces provided.

Impact assessors name:	Helen Loughran
Job title:	Planning and Marketing Manager
Faculty/Service Area:	Libraries and Learning Innovation
Email:	h.loughran@leedsmet.ac.uk
Submission date:	20/09/12

Section 2: About the policy, practice or procedure

Please describe what you are impact assessing and who it applies to.

Title:	Literature searching service			
Description/purpose:	Provision of literature searches to University support staff			
People it applies to:	<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> Students	<input type="checkbox"/> Visitors	<input type="checkbox"/> General public

Section 3: Data and evidence

Please identify relevant evidence (qualitative and quantitative) to establish whether this policy, practice or procedure could potentially affect some equality groups more than others.

Have you analysed equality data for each of the groups identified in Section 2?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Have you identified/researched anecdotal or alternative evidence?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Have you attached the evidence to this impact assessment?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Section 4: Protected characteristics

a) Which equality groups might this policy, practice or procedure affect more or less than others?

Age	<input type="checkbox"/>	Race	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Religion and belief (including no belief)	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Sex	<input type="checkbox"/>
Marriage and civil partnership	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Mode of attendance – part-time/full-time	<input checked="" type="checkbox"/>	Socio-economic group (students only)	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>		

b) Using examples from the evidence you have collected (section 3), provide an explanation of the answers you have given in section 4 part a).

Members of staff who have a disability may need to receive information in alternative formats or be contacted by their preferred method of communication. However they may also benefit from this service as it will enable them to access information that they may otherwise experience difficulties in doing so. Members of staff who only work part-time may find it difficult to arrange appointments with Library staff to plan the literature review.

Section 5: Progressing the Equality Duty

Is there an opportunity to use this policy, process or procedure to advance the core aims of the Equality Act at our University?

Eliminate unlawful discrimination, harassment and victimisation	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Advance equality of opportunity between different protected groups	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foster good relations between different protected groups	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Section 6: Action planning

Please describe what actions you will take as a result of undertaking this impact assessment – what is the timescale for each and who is responsible (add more rows if necessary).

#	Action	Timescale	Responsibility
1	Service procedures to include provision of alternative contact methods including phone consultations	End of project	Chair of Project – Fiona

Feedback on this impact assessment will be available at eqia.leedsmet.ac.uk after the consultation period has ended. Please check this website for more details.

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		planning to set service up	Middleton
2	Service procedures to include provision for literature reviews to be provided in alternative formats	End of project planning to set service up	Chair of Project – Fiona Middleton