

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1.0	16/02/2021	Sharon Jamieson	EIA created

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions including those that affect services the council delivers).	
Service	Education & Children’s Services
Section	Libraries
Title of the activity etc.	Reduce Library Media Fund (LLA)
Aims and desired outcomes of the activity	To ensure the library service is still able to provide access to a wide breadth and depth of resources To provide access to a strong digital collection for the residents of Aberdeenshire
Author(s) & Title(s)	Sharon Jamieson, Library and Information Services Manager

Stage 2: List the evidence that has been used in this assessment and explain what it means in relation to the activity you are assessing.		
Evidence	What does it say?	What does it mean?

<p>Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).</p>	<p>Issues of resources are constantly monitored to ensure the resources are working as hard as they are able and are fulfilling the demands and requirements of the communities.</p> <p>Customer satisfaction surveys have been used to determine how well the book bundles for Click and Collect and Home Delivery have been.</p> <p>Digital statistics have been analysed to provide data to inform forthcoming purchase selection</p> <p>Frameworks are used to ensure best value is achieved for the council</p>	<p>Click and Collect survey responses were exceptionally positive and home delivery has been well received by residents unable to travel to a click and collect site. Book bundles have had an excellent response from the users thus underlining that the resources being procured at the correct resources</p>
<p>Internal consultation with staff and other services affected.</p>	<p>N/A</p>	
<p>External consultation (partner organisations, community groups, and councils).</p>	<p>N/A</p>	
<p>External data (census, available statistics).</p>	<p>N/A</p>	
<p>Other (general information as appropriate).</p>	<p>The media fund with the savings as applied is still considered within Scotland to be a robust resources fund. All stock is assessed to ensure that stock fulfils the community requirements whilst providing access to a wide range of resources both digital and physical.</p>	

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	No
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Stage 4: Measures to fill the evidence gaps.

What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	N/A	

Stage 5: What steps can be taken to promote good relations between various groups/areas?

These should be included in the action plan.	<ul style="list-style-type: none"> N/A
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Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?

N/A

Stage 7a:
 Are there potential impacts on protected groups?

The protected groups covered by the equality duty are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Who is affected by the activity or who is intended to benefit from the proposed activity and how?
 Complete the table below for each protected group by inserting “yes” in the applicable box/boxes below.

	Positive	Negative	Neutral	Unknown
Age – Younger		No	Yes	

Age - Older		No	Yes	
Disability		No	Yes	
Race – (includes Gypsy Travellers)		No	Yes	
Religion or Belief		No		Yes
Sex		No	Yes	
Pregnancy and maternity		No	Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)		No		Yes
Gender reassignment – (includes Transgender)		No		Yes
Marriage and Civil Partnership		No		Yes

Stage 7b: Do you have evidence or reason to believe that this policy, activity etc. will or may impact on socio-economic inequalities?

This is about trying to be fair to everyone. Part of that is realising that not everyone may be starting at the same place. Some individuals and families may have low income, may have very little or no savings which means they are living from month to month therefore changes to council policies/services may have a greater adverse impact on them.

On this basis you should consider potential impacts on individuals/families by:

- Place: on specific vulnerable areas or communities (SIMD, regeneration, rural) e.g., housing, transport.
- Pockets: household resources, (Income, benefits, outgoings) ability to access a service
- Prospects: peoples life chances e.g., Access to, or ability to access: employment, training, services (such as council or health) or support.

Groups of people who may be impacted include, but not limited to:

<ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities • People who live in rural areas 	<ul style="list-style-type: none"> • Pensioners • Looked after children • Carers including young carers • Veterans • Students • Single adult households • People who have experienced the asylum system 	<ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristic
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Please complete by inserting “yes” in the applicable box/boxes below.

Socio-economic disadvantage	Positive	Negative	Neutral	Unknown
Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing		No	Yes	

Pockets: Low and/or no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future		No	Yes	
Pockets: Material deprivation – being unable to access basic goods and services i.e., financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies		No	Yes	
Place: Area deprivation – where you live, where you work		No	Yes	
Prospects: Socioeconomic background – social class i.e. parents education, employment and income, educational achievement.		No	Yes	

Stage 8: What are the positive and negative impacts?		
Impacts.	Positive	Negative
Please detail the potential positive and/or negative impacts you have highlighted above. Detail the impacts and describe those affected.	There will still be considerable resources to choose from both physical and digital	Although the media fund is reduced and the number of resources may reduce slightly this will not significantly impact on those using the library service

Stage 9: Have any of the affected groups/areas been involved, engaged with or consulted?	
If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	N/A

Stage 10: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale
	N/A	

Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal	
These should be included in any action plan (for example customer satisfaction questionnaires).	<ul style="list-style-type: none"> • Customer satisfaction surveys • LMS data monitoring • Shadow PI monitoring • Complaints and compliments • Staff observation and customer comments

Stage 12: What is the outcome of the Assessment?		
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	Although the fund is being reduced, the fund is still considerable. It will be incumbent on staff members to ensure that the procurement is focussed on the resources that are necessary to support learning and literacy	
	2	Negative Impacts have been identified; these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.

	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

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Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team		
	2) Title of Policy/Activity	(if appropriate)	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Sharon Jamieson Position: Library and Information Services Manager Date: 16/02/2021 Signature: 	Name: Position: Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Tim Stephen (SM – Operations) Date:	
5) Authorisation by Director or Head of Service	Name:  Position: Interim Head of Service, Live Life Aberdeenshire Date: 17 Feb 2021	Name: Position: Date:	

	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee.	Date:
	7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk	Date:

