Section 4 Integrated Impact Assessment

Summary Report Template

Each of the numbered sections below must be completed

Interim report	X	Final report		(Tick as appropriate)

1. **Title of plan, policy or strategy being assessed**

   Library service – reduce book fund

2. **What will change as a result of this proposal?**

   Reduction in fund which pays for all library print and electronic media: i.e. books, prints, maps, audiobooks, music, e Resources, newspapers, magazines, serials and toys.

3. **Briefly describe public involvement in this proposal to date and planned**

   Public consultation as part of the change strategy public engagement.

4. **Date of IIA**

   27th January 2019

5. **Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)**

Name	Job Title	Date of IIA training	Email
Karen O'Brien	**Lifelong Learning Strategy Officer - Resources**	**NA**	**Karen.obrien@edinburgh.gov.uk**

Alison Stoddart	Lifelong Learning Strategy Officer - Digital	NA	Alison.stoddart@edinburgh.gov.uk
Louise Graham	Lifelong Learning Strategic Development Officer – Digital, Central and Resources	23rd January 2019	Louise.graham@edinburgh.gov.uk
Paul McCloskey (Lead Officer)	Lifelong Learning Strategic Manager - CLD & Libraries	23rd January 2019	Paul.mccloskey@edinburgh.gov.uk

6. Evidence available at the time of the IIA

Evidence	Available?	Comments: what does the evidence tell you?
Data on populations in need	Y	**Ethnicity** • This is a breakdown of the ethnicity by age band and gender as at the time of the Census in 2011. **Top 20% deprived** • The Top 20% details all of the Edinburgh data zones that were classified as being in the top 20% deprived Scotland data zones. • The number of individuals by Gender and age band calculated from the mid-year population estimates as supplied by the National records of Scotland for June 2017

Evidence	Available?	Comments: what does the evidence tell you?
		SIMD20% and Libraries • Map showing the location of the libraries across Edinburgh and how they relate to the SIMD 20% most deprived areas in Edinburgh. **Population by Ward** • This is a breakdown of the mid-year population estimates as supplied by the National records of Scotland for June 2017 by age band and gender by ward and locality in Edinburgh. Projected population by aged band and from 2016 to 2041 over a 5-year time period. This is information that has been published in Edinburgh by Numbers. Royal National Institute for the Blind sight loss data tool (figures for Edinburgh compared to Scotland) http://www.rnib.org.uk/knowledge-and-research-hub No. of looked after children and young people including accommodated, foster and kinship care. No. of older people in care homes. No. of people using library link (bus in) and home delivery services. No. of young people in Edinburgh – by age group 0-4, 5-11, 12 – 15; and total Under 16s Projected rise in Edinburgh population by age. Active Library members by borrower category
Data on service uptake/access	Y	Loan figures for stock where we have a searchable category e.g. books in Bengali & Arabic

Evidence	Available?	Comments: what does the evidence tell you?
		E-audio downloads

E-book issues

Pressreader stats – usage/available titles

Zinio e magazine usage.

No. of print newspapers

No. of print periodicals

No. of library members with concession status.

No. of virtual customers |
| Data on equality outcomes | Y | https://scvo.org.uk/digital

Confidence, access and affordability can prevent people benefiting from being online.

https://www.microsoft.com/en-us/accessibility
Accessibility tools to provide digital solutions which reflect the diversity of a wide range of issues. |
| Research/literature evidence | Y | Carnegie UK – The Place of Kindness: Combating Loneliness and Building Stronger Communities – libraries' role in social inclusion and mental wellbeing.

Carnegie UK – Shining A Light: the future of public libraries across the UK and Ireland

SLIC and Carnegie UK – Ambition and Opportunity: A Strategy for Public Libraries in Scotland 2015-2020

Young Scot and SLIC: The Next Chapter – insights, ideas and recommendations for policy and practice in public libraries following co-design process with SLIC and Young Scot panel members |

Evidence	Available?	Comments: what does the evidence tell you?
Public/patient/client experience information	N	
Evidence of inclusive engagement of service users and involvement findings	Y	Newspaper and periodical user consultation ongoing.
Evidence of unmet need	N	
Good practice guidelines	Y	SLIC and Carnegie UK – Ambition and Opportunity: A Strategy for Public Libraries in Scotland 2015-2020 SLIC: How Good Is Our Public Library Service – A Public Library Improvement Model for Scotland
Environmental data	N	
Risk from cumulative impacts	N	
Other (please specify)		
Additional evidence required	None required	

7. In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights Positive	Affected populations
Increased access through technology to greater choice and improved accessibility (in some cases) to information and resources. Improved staff skills in use of technology and development of these life skills in the population (increasingly essential for employability).	All

Negative	
Inequality of access to information and learning due to affordability of technology and internet access at home. Social isolation if library does not have same range of attractive resources readily available to draw people in. Reduction of specialist resources – health, rights, law, community languages.	People on benefits, unemployed, people in care, looked after and accommodated children and young people, vulnerable families, older people, young parents, ethnic minorities.

Environment and Sustainability	**Affected populations**
Positive	
Less paper based resources – electronic favoured.	All
Negative	
Minerals and natural resources (eg Cobalt) used for new and emerging technology has environmental impacts	
Increased pollution from additional van deliveries, stock rotation and customers having to travel more.	

Economic	**Affected populations**
Positive	
Attract more remote customers – outwith hours and at times to suit people's lifestyles.	All
Business start-up space launched August 2018 in Central Library which is less reliant on book fund.	
Negative	
Reduction in fines and charges income. Less support for creative economy and research as some of these items are more expensive and unlikely to be purchased.	

8. **Is any part of this policy/ service to be carried out wholly or partly by contractors and how will equality, human rights including children's rights, environmental and sustainability issues be addressed?**

   No

9. **Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.**

   We will promote what is available to the public; communicate with Communities and Families staff, partners in adult learning, youth work, disabilities organisations. Use the Lifelong Learning Strategy Officer Libraries (Disabilities) to promote wider access. Staff Learning and Development Plan will be developed. Develop digital champions to maintain staff awareness and encourage creative approaches to engaging customers.

10. **Does the policy concern agriculture, forestry, fisheries, energy, industry, transport, waste management, water management, telecommunications, tourism, town and country planning or land use?** If yes, an SEA should be completed, and the impacts identified in the IIA should be included in this.

    No

11. **Additional Information and Evidence Required**

    If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

12. **Recommendations (these should be drawn from 6 – 11 above)**

    The staff and user education required for what is essentially a shift in some areas away from print based resources (eg: newspapers and magazines) to electronic media is significant - worth considering at an early stage how partner organisations could support such training and education. Staff training would reflect that neither e- nor physical stock are replacements for each other, but should be cohesive to provide the best offer and value for customers.

    There needs to be greater consultation/cohesion between e- and non-e in relation to library stock across the board: the change is an opportunity to engage customers and staff in this conversation which will influence the strategic development of library resources.

The reduction brings with it greater scrutiny as to how the book fund is currently spent and the need to ensure maximum efficiency across all the areas of spending.

There will need to be investment in new IT estate to ensure there are enough access points i.e. devices for increased use. The absence of such investment will undermine equality and libraries' role in promoting social inclusion and impact on library use The organisation of IT device access will also be examined to ensure equality of opportunity and flexibility to ensure adequate opportunity of time to 'browse/read' e-resources as desired.

There is a risk in using any electronic product as it may be withdrawn or changed without consultation or with little notice. There may not be readily available electronic alternative.

Managing customer and staff expectations around such a change is key and its success will rely upon engaging with customers and staff on the reality of the expenditure reduction and bringing them with us on the process of how best to implement while mitigating impacts as far as possible and ensuring these are not disproportionate for particular groups of people.

There are benefits in greater levels of staff awareness and training in the use of digital and electronic media and the user education possibilities this brings about in engaging customers to develop what are increasingly seen as essential 21st Century life and employability skills.

13. **Specific to this IIA only, what actions have been, or will be, undertaken and by when? Please complete:**

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and contact details)	Deadline for progressing	Review date
Investment in equipment eg tablets, iPads	Louise Graham	1 March 2019	1 October 2019
Staff training programme	Alison Stoddart, Louise Graham	Commence 1 March 2019 – ongoing	1 October 2019
Develop communications plan to engage library customers and staff	Karen O'Brien and Paul McCloskey	1 March 2019	1 October 2019

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and contact details)	Deadline for progressing	Review date
	with Joyce Nisbet (Communications Team)		

14. **How will you monitor how this policy, plan or strategy affects different groups, including people with protected characteristics?**

Through existing Council, partners and third sector organisational contacts for groups with protected characteristics. Through staff and public survey in October/ November 2019.

Review impacts and report November 2019

15. **Sign off by Head of Service/ Project Lead**

Name **Paul McCloskey**

Date **29 January 2019**

16. **Publication**

Send completed IIA for publication on the relevant website for your organisation. See Section 5 for contacts.

Section 5   Contacts

- **East Lothian Council**

Please send a completed copy of the IIA to equalities@eastlothian.gov.uk and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via http://www.eastlothian.gov.uk/info/751/equality_diversity_and_citizenship/835/equality_and_diversity

- **Midlothian Council**

Please send a completed copy of the IIA to zoe.graham@midlothian.gov.uk and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via http://www.midlothian.gov.uk/downloads/751/equality_and_diversity

- **NHS Lothian**

Completed IIAs should be forwarded to impactassessments@nhslothian.scot.nhs.uk to be published on the NHS Lothian website and available for auditing purposes. Copies of previous impact assessments are available on the NHS Lothian website under Equality and Diversity.

- **The City of Edinburgh Council**

Completed impact assessments should be forwarded to Strategyandbusinessplanning@edinburgh.gov.uk to be published on the Council website.

- **City of Edinburgh Health and Social Care**

Completed and signed IIAs should be sent to Sarah Bryson at sarah.bryson@edinburgh.gov.uk

- **Edinburgh Integration Joint Board**

Completed and signed IIAs should be sent to Sarah Bryson at sarah.bryson@edinburgh.gov.uk

- **West Lothian Council**

Complete impact assessments should be forwarded to the Equalities Officer.