

Integrated impact assessment (IIA) Template

Complete as a record of your assessment.

Read the IIA guidance before completing this template.

Title of proposal
Reintroduction of the Libby Service for children and young people (revised access)
Purpose of proposed work
To provide access to age suitable digital reading/ audio materials for children and young people via the Edinburgh Libby Kids/ Teens App. The reintroduction of the app with revised access control measures in place allows all children and young people free access to age-appropriate digital resources and collections of titles purchased for their enjoyment whilst preventing access to adult resource content which could be considered to be age unsuitable.
Lead officer, name, job title, service and department
Evelyn Kilmurry, Head of Libraries, Sport and Wellbeing. Culture, Wellbeing & Economy. Place
Additional colleagues: name, job title, service and department
Scott Donkin, Libraries Development Manager. Culture, Wellbeing & Economy. Place Hana MacKechnie, Libraries Development Manager. Culture, Wellbeing & Economy. Place Heather Robb, Chief Digital Officer. Customer and Corporate Services Louise Sibbald, Digital Education Manager. Digital Services
Date
23/09/26
Briefly describe public involvement in this proposal to date and planned
N/A

Impacts

1 Equality impacts

We want to ensure our proposals are fair for everyone. Consider potential positive and negative impacts of your proposal on groups/people with [protected characteristics](#). Assessment of impact means we consider the needs of everyone with an “intersectional lens.” This means looking at the impact that different protected characteristics and other factors can have on people.

Consider if your proposal will help:

- prevent discrimination

- advance equal opportunities by reducing disadvantage and meeting different needs, and
- foster good relations by encouraging inclusion and understanding.

Consider if your proposal could impact on groups/people with protected characteristics. Tick all that apply

	Negative impact	Positive impact	No impact
1. Age	x	x	
2. Disability	x	x	
3. Gender reassignment			x
4. Marriage and civil partnership			x
5. Pregnancy and maternity			x
6. Race			x
7. Religion or belief			x
8. Sex	x	x	
9. Sexual orientation	x	x	
10. Care experienced children and young people			x

Use the text box below to describe the differential impacts you have identified on each of the groups/people with protected characteristics. Consider any intersectional impacts.

The reintroduction of Edinburgh Libby Kids/ Teens App with revised access rights is specific to children and young people under the age of 16. Those with disabilities are more likely to be affected by the reintroduction of the app as this may be a key source of access to digital reading and audio materials for that group.

There is potential impact associated with young people who identify as LGBTQia+ where access to digital resources rather than physical provides opportunity to judgement free reading opportunities.

Evidence

Use the text box below to summarise what evidence you have used to inform this IIA. Where possible, include links if the documents are published. Show how you have used your evidence in making your assessment of potential impacts.

Example: A proposal to increase charges will impact women more than men as we know women are more likely to be vulnerable to poverty. The [Gendered Nature of Poverty briefing note](#) provides an overview of this issue and why it matters.

Evidence could include the results of any relevant consultation/engagement. If further evidence is required, please note how it will be gathered.

The revised access rights to the Libby App still provides the same full unchanged access to suitable stock titles for children aged under 12 on the Libby app. For young people aged 12-15, age suitable reading materials are provided on the revised app but without access to adult reading/ listening materials which they would previously have had access to before the changes were made. The Library Service relies on publisher recommendation/ categorisation which determines age group access to reading resources. This also supports child safeguarding considerations.

These access changes recognise the importance of reading for children and young people.

There is a large body of research that shows that print reading matters. For example, children and young people who read print books in their free time tend to achieve higher scores in national and international assessments than those who read only digital texts (OECD, 2022). Over the past two decades, however, the ways in which many of us read have changed, shaped by the widespread use of connected devices in everyday life. Our research shows that many children and young people read regularly in digital formats, including both the keenest readers and those with the lowest levels of reading enjoyment, as well as those with limited access to printed materials (Clark & Picton, 2019).

- More children and young people reported reading fiction, non-fiction, comics, magazines and poetry in print than on screen in their free time. For example, 1 in 2 (49.3%) 8- to 18-year-olds reported reading fiction in print at least once a month, while more than 1 in 5 (22.2%) also read fiction on screen
- Reading digitally in free time increased steadily with age. While around 1 in 5 (20.9%) children aged 8 to 11 read fiction on screen, this rose to almost 3 in 10 (29.4%) among those aged 16 to 18.
- Digital formats were more popular than print among children and young people with the lowest levels of reading enjoyment.

[Microsoft Word - Trends in children and young people's reading in print and digital formats](#) – National Literacy Trust March 2026

Future Libraries engagement exercise showed that 67% (1,159) pupils in High Schools felt that it was important or very important to support the development of digital literacy.

Please record any mitigating actions for any negative impacts identified, at Section 10 of this template

2 Human Rights impacts

The Council must act compatibly with Human Rights legislation. Think about what kind of impact the proposal may have on people in terms of [Human Rights](#). Use the

text box below to describe which Human Rights Articles are relevant, which groups are affected and what the potential impacts are.

N/A

Evidence

Use the text box below to summarise what evidence you have used to inform this IIA. Where possible, include links if the documents are published. Show how you have used your evidence in making your assessment of potential impacts.

Evidence could include the results of any relevant consultation/engagement. If further evidence is required, please note how it will be gathered.

N/A

Please record any mitigating actions for any negative impacts identified, at Section 10 of this template

3 Children's Rights impacts

The Council must act compatibly with Children's Rights legislation. Think about what kind of impact the proposal may have on children and young people in terms of [Children's Rights](#). Use the text box below to describe which Children's Rights Articles are relevant, which groups are affected and what the potential impacts are.

Article 3 (best interests of the child) *The best interests of the child must be a top priority in all decisions and actions that affect children.*

Article 31 (leisure, play and culture) *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities*

Children's access (aged under 12) to full titles has not changed with the reintroduction of the revised Edinburgh Libby Kids/ Teens app.

The reintroduction of the service with revised access for young people has positive and negative impacts both of which have been considered. The positive impacts are that when using the app as intended, young people are protected from accessing unsuitable content that was created for adult use. Further positive impact is that access is provided to an improved range of age suitable reading/ audio materials due to the service decision to further invest in an increased number of titles. In addition, library membership and therefore free access to the Libby app only requires one sign-up process where the teenager's parent/ guardian must approve membership when joining the library. There is no need for them to also approve their teenager accessing Edinburgh Libby Kids/ Teens service as this service is provided as part of the library membership benefits.

Where previously young people aged 12-15 could have accessed samples of adult titles and downloaded those titles using the Libby app, the new revised Libby Kids/ Teen app does not allow full access to all titles, but only to those which are age suitable.

Evidence

Use the text box below to summarise what evidence you have used to inform this IIA. Where possible, include links if the documents are published. Show how you have used your evidence in making your assessment of potential impacts.

Evidence could include the results of any relevant consultation/engagement. If further evidence is required, please note how it will be gathered.

Children's Rights legislation and the statutory duty of care placed on the local authority to protect children/ young people informed the decision to revise access to the Libby app and to reinstate the Libby Kids/ Teen app.

Whilst it is understood that children and young people who normally access the Libby app would be affected by its temporary removal, the service does not gather specific data in respect of disability or LGBTQia+ library members, it is therefore unknown the number of individuals that may have been adversely affected by the loss of service, e.g. with no access to other digital resources.

In addition, the service considered the impact in terms of existing use of the Libby app when the service was temporarily removed. There were 22.5K Libby members/ users in total of the Libby app. There are currently 6 membership categories in the app that can be assigned to children/ young people. During 2025, 1,508 children and young people aged under 16 accessed the Libby app. This is approx 2% of the overall city population of all children/ young people who were using Libby at the time that the app was temporarily removed, representing a very low number who would be impacted.

Please record any mitigating actions for any negative impacts identified, at Section 10 of this template

4 Socio-economic disadvantage impacts

The Council has a duty to consider how it can reduce inequalities of outcome caused by [socio-economic disadvantage](#), when making strategic decisions. However, to support the Council's Business Plan priorities, the Council considers it best practice to consider the potential impact that all relevant proposals may have on people experiencing socio- economic disadvantage and how inequalities of outcome can be reduced.

Consider if your proposal could impact on any of the below groups? Tick all that apply.

	Negative impact	Positive impact	No impact
Low income – cannot afford to maintain regular payments such as bills, food, clothing	x	x	
Low/no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with unexpected spends and no provision for the future	x	x	
Material deprivation – being unable to access basic goods and services, ie home contents insurance, repair/replace broken electrical goods, warm winter coat	x	x	
Area deprivation (including communities of interest and communities of place) – where you live, where you work, visit or spend a continuous amount of time can all have an impact ie rural areas, accessibility of transport, education and employment impact, people who have experienced homelessness and/or the asylum system, those who share an identity and/or protected characteristic	x	x	
Socio-economic background – disadvantage that can arise from parents' education, employment and income, social class in other words.	x	x	

Use the text box below to describe the impacts you have identified on each of the groups above, and how you can reduce inequalities of outcome?

Young people from disadvantaged areas and living in households with limited resources are more likely to be both positively and negatively impacted by the introduction of the revised Libby app. They will be positively impacted as there is now a Edinburgh Kids/ Teen Libby app which provides age suitable resources specifically created for their use. Where young people want to access adult reading resources, this could be a negative impact as the revised app does not allow them access. However, those titles are likely to be available in their local public library in hard copy and dependant on parental permission and the specific title, access could be supported. In addition, where a child or young person's parent or carer requests access to a specific adult title, the service will consider the request and add to the Libby Kids/ Teen app if appropriate. Where this isn't appropriate, the service would ask that the parent or carer to use their adult Libby account to make the item available for their child/ young person or permit that person to access their parent account.

Future digital inclusion activity will seek to identify opportunities and resources to support improved access to digital resources via the [Future Libraries Strategy 2025-2030](#)

Evidence

Use the text box below to summarise what evidence you have used to inform this IIA. Where possible, include links if the documents are published. Show how you have used your evidence in making your assessment of potential impacts.

Evidence could include the results of any relevant consultation/engagement. If further evidence is required, please note how it will be gathered.

[Microsoft Word - Trends in children and young people's reading in print and digital formats](#) – National Literacy Trust March 2026

Taken together, findings from our surveys show that reading digitally plays a significant role in children and young people's everyday literacy practices. More engaged readers were most likely to read across both print and screen formats, suggesting that digital reading often complements print formats for this group. For less-engaged readers, digital formats appeared to offer greater appeal and, in some cases, an exclusive route into reading. Digital formats also supported accessibility and inclusivity, particularly for boys and children and young people from lower-income backgrounds.

Please record any mitigating actions for any negative impacts identified, at Section 10 of this template.

5 Climate and nature impacts

The Council has a [duty](#) to reduce greenhouse gas emissions, adapt to the impacts of climate change, incorporate the principles of sustainability into decisions and actions, and ensure a just transition (just transition only applies to climate mitigation or adaption projects).

Consider if your proposal could impact on any of the below? Tick all that apply.

	Negative impact	Positive impact	No impact
Climate Mitigation - opportunities to reduce greenhouse gas emissions			X
Climate Adaptation - opportunities to prepare for future changes in our climate			X
Just Transition – opportunities to ensure a fair shift to a low carbon economy that doesn't disadvantage people or increase inequality			X
Nature Recovery Impacts			X

	Negative impact	Positive impact	No impact
Overall Sustainability			x

Use the text box below to describe the impacts you have identified on each of the sections above and then consider how you can reduce greenhouse gas emissions, adapt to the impacts of climate change, incorporate the principles of sustainability into decisions and actions, and ensure a just transition. Also consider any cumulative effects of climate change on people.

N/A

Use the text box below to describe the impacts you have identified on nature.

N/A

Evidence

Use the text box below to summarise what evidence you have used to inform this IIA. Where possible, include links if the documents are published. Show how you have used your evidence in making your assessment of potential impacts.

Evidence could include the results of any relevant consultation/engagement. If further evidence is required, please note how it will be gathered.

N/A

Please record any mitigating actions for any negative impacts identified, at Section 10 of this template

6 Strategic Environment Assessment (SEA)

Could your proposal result in significant environmental effects? If yes, you may need to complete a Strategic Environment Assessment? Information is available on the [Scottish Government SEA website](#).

No

7 Consumer Duty

The Council has a duty to consider consumers' interests when making strategic decisions. If this applies to your proposal, you may need to complete a [consumer duty impact assessment](#). Information is available on the [Consumer Scotland website](#).

	No
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8 Communications

Record how you will communicate information about this proposal change to those with different communication needs using [inclusive communications guidance and resources](#).

Posters were displayed in all public libraries across the city to advise members of the availability of the revised app for children/ young people. Communications were sent to all library colleagues advising them of the service to enable them to promote the service locally and support customers to access it.

9 Contractors

Is any part of this proposal to be carried out wholly or partly by contractors and if so, how will equality, human rights, children's rights and climate and nature issues be addressed?

N/A

10 Actions

Record your actions in the table below. Actions may include:

- mitigations to reduce or eliminate negative impacts
- advancing equality of opportunity and fostering good relations
- addressing cumulative impacts
- collecting additional evidence
- financial implications
- risks
- any other actions.

Actions	Who will take them forward (name and job title)	Deadline for progressing	Review date (add name and job title)
Review access and use of the revised Edinburgh Libby Kids/ Teens app including monitoring any complaints or feedback received	Andrew McTaggart, Libraries Development Manager	Ongoing	December 2026 Andrew McTaggart, Libraries Development Manager

and numbers using the service.			

11 Monitoring impact

Monitoring ensures that your proposal is effective and any issues are addressed.

Record your actions in the table below. Actions may include:

- how impacts on protected characteristics will be monitored, once the proposal has been introduced and implemented
- how IIA agreed actions will be monitored
- review process and timescales
- officer responsible.

Actions to monitor impact of proposal	Who will take them forward (name and job title)	Deadline for progressing	Review date (add name and job title)
Ensure any new app offered is inclusive to all children and young people-as above in Q10	Andrew McTaggart, Libraries Development Manager	Ongoing	December 2026 Andrew McTaggart, Libraries Development Manager

12 Next steps

Elected members must have access to IIAs in order to scrutinise them before making decisions. You must:

- share the IIA with them (this can be at draft stage for an APM meeting)
- complete the [committee report](#) with:
 - a summary of the identified impacts at section 7 of the committee report template: key policies
 - actions to address them at section 5 of the committee report template: next steps
- provide a link to the published IIA or attach as an appendix.

13 Quality assurance and approval

Complete the quality assurance checklist.

Send the quality assurance checklist and your completed IIA to your Head of Service for approval.

14 Authorisation

Name and title
Evelyn Kilmurry, Head of Libraries, Sport and Wellbeing
Date
23 September 2026

15 Publication

Send the approved IIA template to the relevant contact for publication. Ensure the title of the IIA is clear and concise, without acronyms and the content, layout and language style is [inclusive and accessible](#).

The City of Edinburgh Council:

- integratedimpactassessments@edinburgh.gov.uk to be published on the [Council website](#)

Edinburgh Integration Joint Board/Health and Social Care:

- sarah.bryson@edinburgh.gov.uk to be published on the [EH&SCP website](#)

Keep a copy of your template for a period of at least three years (longer if needed for business reasons).