

**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.	Review of current ICT in Libraries (LLA)
Aims and desired outcomes of the activity	To provide access to a wide range of digital resources that are considered best value for the council  Replace existing costly systems with open-source products where applicable
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?
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	In terms of the digital resources – all digital resources are analysed in terms of impact and behaviours. In order to provide a saving anything that underperforms in the Performance measures on Power BI will be removed  Open source is the cheapest method when looking at systems. All systems are currently being assessed through the Business Systems Review and contract information will inform the changes	The digital offer may be reduced following an assessment of the current provision  Open source is being considered alongside other systems to ensure best value to the council

Internal consultation with staff and other services affected.	ICT colleagues	There are alternative ways to procure services with less resources and improved customer service.
External consultation (partner organisations, community groups, and councils).	Scottish Library Authorities	In discussion with colleagues throughout Scotland the information provided can assist in the decision to remove a service or move to an open-source product
External data (census, available statistics).	N/A	
Other (general information as appropriate).	N/A	

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	N/A

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"> <li>N/A</li> </ul>

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

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"> <li>• Customer satisfaction surveys</li> <li>• LMS data monitoring</li> <li>• Shadow PI monitoring</li> <li>• Complaints and compliments</li> <li>• Staff observation and customer comments</li> </ul>



Stage 12: What is the outcome of the Assessment?		
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	Open-source systems or a change to systems will not be noticeable to the end user. The service has always had the ability to add or remove elements of service provision	
	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) <b>Authors:</b> 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:

