

## Equality (Impact) Assessment Form



<b>Organisation or Department</b>	<b>Wigan Leisure and Culture Trust</b>
<b>Service Area / Section</b>	<b>Libraries</b>

Section	Date Started	Reviewing officers:	Name (alphabetic order)	Job Title	Date Completed
<b>Part A</b>		<b>Lead officer(s)</b>	Taryn Pearson	Head of Lifelong Learning and Information	September 2007
		<b>Others on the review team</b>	Anne Turner	Access and Inclusion Officer	
<b>Part B</b>		<b>Lead officer(s)</b>			
		<b>Others on the review team</b>			
<b>Part C</b>		<b>Lead officer(s)</b>			
		<b>Others on the review team</b>			
<b>Part D</b>		<b>Lead officer(s)</b>			
		<b>Others on the review team</b>			
<b>Part E</b>		<b>Lead officer(s)</b>			
		<b>Others on the review team</b>			

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### Part A: Assessing Relevance and Prioritising Areas

List functions and policies	For which of the following parts of the general duty, in the areas of gender, disability and race does it apply?			Are there other groups that need to be considered Age, class, faith, sexuality	Priority 1, 2 and 3 = high Any 2 = medium Any 1 = low
	Disability	Gender	Race		
Stock policy	1,2,3	1,2,3	1,2,3	Age, class, faith, sexuality	high
ICT policy and provision	1,2,3	1,2,3	1,2,3	Age, class	medium
Joining policy	1,2	1,2	1,2	Age, class	low
Provision of information	1,2,3	1,2,3	1,2,3	Age, class	high
Venues for community use	1,2,3	1,2,3	1,2,3		medium
Provision of learning opportunities	1,2,3	1,2,3	1,2,3	Age, class	high
Home Library service	1,2	1,2	1,2	Age	high
Mobile Library service	1,2	1,2	1,2	Age, class	high
Services to residential & other centres	1,2,3	1,2,3	1,2,3	Age	high
Schools library service	1,2,3	1,2,3	1,2,3	Age, class, faith, sexuality	low

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Promotion of reading	1,2,3	1,2,3	1,2,3	Age, class	high
Volunteer policy	1,2,3	1,2,3	1,2,3	Age, class	high
Opening hours (policy)	1,2,3	1,2,3	1,2,3	Faith	high
Prison library service	1,2,3		1,2,3	Age, class, faith, sexuality	medium
Health promotion	1,2,3	1,2,3	1,2,3		high
Events and activities	1,2,3	1,2,3	1,2,3	Age, class	high
Disability policy	1,2,3	1,2,3	1,2,3	Age, class, sexuality	high
Policy for BME	1,2,3	1,2,3	1,2,3	Age, class, faith	high
Social Inclusion policy	1,2,3	1,2,3	1,2,3	Age, class, faith, sexuality	medium
Community libraries	1,2,3	1,2,3	1,2,3	Age, class, faith, sexuality	high

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### Part B: Assessment of services and policies

#### How is your service organised?

	Answer and evidence to show this	Action Points
1. Purpose of the service	A statutory service provide in accordance with the Public Libraries and Museums Act 1964. The library service provides items for loan in a variety of media for people of all ages from 17 fixed libraries, 2 mobile libraries and via a van delivery service for housebound clients. There is also an extensive reference and information service and free access to IT and the internet at all libraries from over 180 dedicate PC's. Libraries 'The Wigan Way' means a combination of accessible materials, services and spaces that support the development of the knowledge economy by signposting customers to information, learning and their community.	No Action Required
2. List policies included in this assessment	Stock policy, ICT policy, Joining policy, Volunteer policy, Opening Hours policy, Disability Policy, BME policy, Social Inclusion Policy	Disability Policy, BME policy, Social Inclusion Policy need updating
3. Please list any aspects of your functions or policies that are delivered externally or with external partners and state	Wigan Council, Learn Direct –UFI, Paul Hamlyn, Surestart, Department of Learning and Skills – in respect of the prison, PCT and 5 Boroughs Trust	No action required
3b Has the procurement equality procedure been followed in each case	Only applicable if sums involved are over £150,000	No action required

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4.	Please list any aspects of your functions or policies that are provided under contract for external organisations or partners.	Bookstart Schools Library Service Platt Bridge Community Library Hope Community Library Prison Library Service Abram Community Library	No action required
4b	Are you aware of the other organisations/ partners procurement equality policy and how it differs from your own policy?.	No?	Find out if this is applicable
5.	Has the procurement equality procedure been followed for items your service procures	No, but the procurement equality policy has been checked and due to the large amount spent with the consortium at Bertrams the procurement equality procedure needs to be followed	Procurement equality procedure scheduled for ???

### Part B: Is your service provided and accessed fairly? Continued....

#### Evidence to show whether the service is provided and accessed fairly

6.	Please list all the information gathered that might help us decide whether or not the service is being applied fairly to all social identity groups e.g. equality monitoring of all service users. If you are not confident making decisions please see the equality monitoring guidance	Joining Form – Ethnic monitoring PLUS surveys - Adult, Children's, Home library Library Statistics Comments, complaints and suggestions Evaluation Forms GLO's Numbers completing IT courses Mystery shoppers Library marketing surveys in the community Annual stock counts Number of volunteers/numbers from Identity groups Consultation with Diversity groups Stock suggestion scheme	
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### Part B: Assessment of services and policies

#### Is your service provided and accessed fairly?

Consider each equality group in turn and state which aspects of your work:

- Affect some groups differently, state how and why
- Promote equality and address unmet need
- Contribute to inequality
- Encouraging participation, and positive attitudes and relations between groups

Answer and evidence to show this	Action Points
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7. Age	<p>Affect some groups differently</p>	<p>Different age groups have differing reading abilities a diverse range of stock needs to be held taking particular account of the needs of children and young people and with consideration to the National Curriculum.</p> <p>Children of different age groups and abilities have different reading levels of reading attainment and attention span – class visits are planned accordingly and evaluation sheets completed in partnership with the teacher</p> <p>Different age groups will use age related resources so holdings need to be balanced across all age groups e.g DVD's .</p> <p>The under '5' sessions have to be planned and prepared to consider all the children attending. Stories and rhymes need to be age appropriate, babies cannot take part in activities</p> <p>Different areas of the library are defined for various age groups</p> <p>Older people are not always as technologically able.</p> <p>The digital divide disadvantages older people.</p> <p>Children and young people can access IT easier than books, but may have difficulty assessing the value of a website.</p> <p>Older people may find it harder to retain information and be slower more time may need to be allocated or course content may need to be reduced when planning some IT sessions</p> <p>Older people have low incomes, children rely on pocket money</p> <p>Older people can easily become isolated.</p> <p>Older people and children may have more difficulty getting to a library due to mobility issues and lack of transport.</p> <p>Library opening hours do not always convenient for people of working age</p>	<p>Develop ways in which all ages can participate in stock selection</p> <p>Develop evaluation sheets into for the pupils</p> <p>Rhyme times for under '2' s planned</p> <p>Children's team to continue to provide a buddy scheme for front line staff to develop children's areas</p> <p>Provision of information in different formats and more IT courses</p> <p>Staff training to signpost and bookmarks to quality sites</p> <p>Provide extra staffed sessions in libraries for people to practice skills engaging volunteer help.</p> <p>Mobile and home library service provision</p> <p>Consult with communities</p>
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	<p>Promote equality and address unmet need</p>	<p>Information is provided in different formats. Bookmarks on computers signpost to quality sites.</p> <p>Home library service and mobile libraries take service to the customer – all service free to borrowers A library service is provided to residential homes as required including reminiscence loans</p> <p>Promotions and activities are age specific – appealing to different age groups</p> <p>IT courses in libraries during the day give older people the opportunity to learn a new skill and cross the digital divide. Activities in libraries enable isolated older people to interact socially e.g. reading groups There are concessionary fines for older people Children do not pay fines</p>	<p>Development of 'Explore Online' quality assessed websites and community information. Promote and monitor usage and train staff. Improvement and development plan for the mobile library service. Action plan to increase the number of people who receive Home delivery Continue to provide and promote online resources that can be accessed from home Develop a programme of events throughout the year that appeal to all age groups. Look at funding to put on more activities Develop a programme of event around NYR School age leaflet to be written for NYR To provide more IT courses promoting and encouraging older people to participate Over '50' s focus group to be developed, followed by action plan.</p>
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	Contribute to inequality	The public can present behaviour that requires careful handling. Children and young people are not always treated the same as adults e.g the level of acceptable noise from a group of adults should be the same as that of children. WLCT code of conduct and behaviour policies are in place and updated regularly	Two sessions planned to train staff in giving good customer service to young people. Under '5's conference to be expanded to cover age ranges from 0-17
	Encourage participation, positive attitudes and relations between groups	<p>Activities for all children cover all age ranges 0-5,5-11,12-17 and should be appropriate for the age and ability e.g positive activities for young people</p> <p>Intergenerational projects promote relation between adults and children. Promotions and activities bring different age groups together in a positive way Bookstart activities for children also aim to provide advice &amp; information for parents, carers and grandparents Volunteering opportunities open to all ages</p>	<p>Raise awareness and train staff make sure staff evaluate all activities. Consult with young people</p> <p>Explore book award, Book review competition</p> <p>Continue to promote and encourage staff to be proactive in developing tasks</p>
8. Class	Affect some groups differently	<p>People on low incomes may not have access to computers, books or information due to their circumstances, which adds to exclusion.</p> <p>Some people's perception is that libraries only cater for well-educated people and many people do not realise what facilities are available and that many of them are free.</p> <p>For some children and young people the library may be their only access to books.</p> <p>People in deprived areas may have a lower reading ability. People from deprived areas may not access libraries and learn about courses.</p>	<p>Provide basic skills courses.</p> <p>Continual promotion of libraries in schools particularly in deprived areas.</p>

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<p>Promote equality and address unmet need</p>	<p>Anyone can join a library, use the Peoples Network, access information, read the newspaper and borrow books for free regardless of class/circumstances.</p> <p>Children's activities are free of charge or have a minimal charge and are allowed up to 5 computer printouts for free for homework purposes are available to anyone.</p> <p>Older children are invited to Bookstart under '5' s during the holidays and can attend for free. A response to the 'Save the children' report indicating that children were missing out on activities due to cost. At Christmas books were gifted to all children in hostels, at the prison, at the travellers site who might not access books at home or receive books as gifts. Weekly storytimes are held at hostels for homeless and vulnerable families and at the women's aid hostel.</p> <p>Free books are gifted to children regardless of circumstances</p> <p>The People's Network helps people to cross the digital divide.</p> <p>'My guide', an online training programme, is a free course. It aims to help people to improve basic IT skills, set up e-mail accounts, give people access to information and encourage digital citizenship.</p> <p>Quick Reads and other similar books are available to help improve basic literacy skills.</p> <p>Mobile libraries take the library service to the user</p>	<p>Community engagement to promote facilities available particularly in areas of deprivation where there is low take up of services. Train staff in customer care.</p> <p>Restructure of branch libraries to enable Community Outreach</p> <p>Look for funding for these initiatives</p> <p>Look for funding so activities can be provided for free. Promote activities to people on low incomes</p> <p>'My guide' courses being rolled out across the Borough. Libraries to arrange support sessions at specific times so staff can support new computer users.</p> <p>Promote stock and libraries</p> <p>Review of service</p> <p>Look for more funding</p> <p>Extend outreach work, look for funding</p> <p>Quick reads and other similar books purchased and promoted</p>
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	Contribute to inequality	Request and reservation charges	
	Encourage participation, positive attitudes and relations between groups	Some people may have low literacy skills libraries help them to find information. Activities arranged in bottom 3% of SOA's. Promotions and activities bring different people together in a positive way e.g reading groups. Library volunteering opportunities are open to people out of work to help them gain skills and confidence to help them back into work	Explore Book award, Competitions and award ceremonies.  Continue to promote and encourage staff to be proactive in developing tasks

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### Part B: Assessment of services and policies

#### Is your service provided and accessed fairly? Continued...

		Answer and evidence to show this	Action Points
9.	Disability	<p>Affect some groups differently</p> <p>People with disabilities have different needs this is taken into account when planning activities and purchasing resources.</p> <p>Restrained by building considerations Some people may not be able to get to a library because of their disability</p>	<p>Planning needs to take into account the needs of the individual</p> <p>Work in partnership with Social Services so they provide 1-1 support if required. Work with parents, carers and individual to assess requirements</p> <p>Disability training and empowering staff to be flexible</p> <p>Mobile, home library and outreach provision</p>

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<p>Promote equality and address unmet need</p>	<p>Resources are provided in different formats e.g talking books, storytapes, large print books. The talking book service is free for VIP's and anyone who has a physical disability that prevents them reading books. Large print books can be reserved for free. There are special concessions for anyone with a learning disability. Wigan and Leigh have stand alone magnifiers and all libraries sell magnifying sheets.</p> <p>Libraries have a selection of Assistive technology ,both hardware and software.</p> <p>Customers can renew books on line, search the library catalogue, search online resources and find community information from the library website</p> <p>When planning children's summer activities places are reserved for children with disabilities Class visits include special schools Advice visits to special needs schools and schools with SENs cover specific resources and the physical accessibility of their libraries. Booktouch packs supplement Bookstart packs Treasure chests can include tactile books on request from teachers and nurseries A mobile library service or a Home library delivery service is available to people whose disability makes it difficult to get to a library there are no charges attached to this provision. Concessions are made to people with learning difficulties and VIP's.</p>	<p>Add talking book catalogue to Talis. Promote wide range of resources to potential borrowers.</p> <p>Purchase equipment e.g toasters and trail new accessible resources</p> <p>Produce promotion leaflet, promote consult review provision. Train staff in use Investigate improvements which would give better access to websites Promote and train customers, train staff to promote and show to customers Promote to families</p> <p>Purchase Bookshine (for deaf children) to supplement Bookstart packs</p> <p>Mobile and home library review</p>
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	<p>Contribute to inequality</p>	<p>Some library buildings have access issues, which can be overcome. Progress is outside the control of library staff.</p> <p>Access issues are not always reported Some buildings/areas of buildings are inaccessible to some people with disabilities e.g Hindley library, part of the children's library at Aspull. Some are accessible with difficulty e.g Tyldesley . The nature of the building means that adaptations are prohibitive due to costs. Induction loops are not installed in every service point, some are not working and none are tested regularly</p>	<p>These issues are being addressed through the building DDA reports so they meet required standards. Capital building group will be progressing building issues in this respect in partnership with the council and facilities management. Staff training When changes have been made to vehicles or buildings they need to be promoted. Promote mobile library service or the Home library service Working in partnership with facilities management to address the issue</p>
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	<p>Encourage participation positive attitudes and relations between groups</p>	<p>Themes used in storytimes/activities events may cover disability issues. Books with images of children and adults with disabilities are purchased                  All children are positively encouraged to join in activities                  All Bookstart sessions are relevant to everyone and include tactile books, crafts and signed rhymes e.g spices to smell for Chinese New Year. Parents are encouraged to take part in the rhymes and signing</p> <p>Opportunities are offered to people on supported employment and people with disabilities are an important part of the volunteer programme. Volunteers include people with learning disabilities and mental health problems and their involvement in libraries hopefully will lead to a better understanding by the staff and customers.</p>	<p>Look for suitable stock and recommended titles</p> <p>Look for training on signing with children                  Pass on ideas to library staff                  Respond to parents/carers request and advice to enable individual needs of disabled children are considered.                  Promote and expand the number of opportunities available.</p>
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14. Ethnicity	Affect some groups differently	<p>A small percentage of the population of Wigan has English as a second language. If their English is poor they will have difficulty accessing information as resources are primarily in the English language. Tutors deliver courses in the English Language. Different ethnic groups have different customs and what may be acceptable to some people is an insult to others. Not all children have access to mainstream education e.g travellers</p>	<p>Make sure resources are available to assist people to learn English. Be able to signpost people to the agencies that can assist people. Make sure staff are aware of the National Interpretation Service and diversity issues. Staff need to use basic English when giving information. Tutors need to adapt accordingly, taking care that people understand, reiterating instructions verbally and making sure course notes use Basic English. Continue to work with traveller's education team to develop appropriate services. Under '5' s sessions promote different cultures.</p>
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	<p>Promote equality and address unmet need</p>	<p>Information and news sites are available in different languages through the Internet. Newspapers are available in Urdu. The Trust subscribes to the National Interpretation service. Borrowers may request books in specific languages free of charge and a collection of 6-10 books can be supplied, requests for specific titles they will be charged the normal request fee. ESOL courses have been programmed, language tapes are available to borrow for free. Quick reads and other bookstock aimed at adults learning basic skills are available to borrow in all libraries</p> <p>Bookstart run a fortnightly under '5' storytime session for travellers, this is also attended by older children on the site.</p> <p>Dual language books are include in the Bookstart packs on request from healthvisitors</p> <p>Diversity and themed days are organised e.g.Chinese New Year, African storytellers, Australia Day</p> <p>Under '5' sessions help to improve the adults English</p>	<p>To promote IT courses to Ethnic group so they can access information in their own language. To promote the resources described opposite.</p> <p>To encourage people to improve their English by joining in activities. Continue to purchase dual language books to encourage parents to read with their children</p> <p>Search for funding</p> <p>Search for funding</p> <p>Share ideas , crafts and books to avoid duplication of staff time</p>
	<p>Contribute to inequality</p>	<p>Providing resources only in English could be perceived as contributing to inequality. However to provide information and other resources in all languages represented in the Borough would be impossible</p>	<p>No action required</p>

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	Encourage participation, positive attitudes and relations between groups	Resources provided both in libraries and through school library service loans are non-discriminatory and represent a wide cross-section of people from different cultures. Books are purchased from authors of all cultures specifically promoting Black authors. Black History month is celebrated annually with displays and book promotions. Efforts are made to feature people from different cultures in promotions. Staff running under '5' sessions and other activities are encouraged to celebrate different cultures.	Promote activities to ethnic groups to be proactive in welcoming people of different cultures. Provide leaflets and information in Basic English. Provide ESOL courses. Evaluate under '5's activities to ensure inclusion.
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### Part B: Assessment of services and policies

#### Is your service provided and accessed fairly? Continued...

11 Gender	Affect some groups differently	Some books and activities can be more gender specific. There are less books written specifically for men. A beauty activity might appeal more to females and a sports event might appeal to males. On average boys have a lower level of literacy attainment.	Continue to provide a balance of activities and resources Staff to provide appropriate stock to take account of boys reading ability.
	Promote equality and address unmet need	The aim is to provide resources that reflect both genders equally. This means a balanced mix of gender specific titles plus resources that would appeal to both genders. The same applies for activities. Both genders are encouraged to participate equally.	To be proactive and monitor stock and activities addressing any imbalances.
	Contribute to inequality	Not aware of anything that contributes to inequality	No action required

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	Encourage participation, positive attitudes and relations between groups	Both males and females are encouraged to come to all events e.g Premier Reading Stars participants are divided up in the ratio of 60% boys and 40 % girls. To encourage boys to read extra effort is made to include positive male images in promotion. Bookstart team look for men's as well as women's groups to work with e.g Men's Matter group. They always programme some activities for Saturdays and evenings these are well attended by both fathers and mothers. Bookstart team work with prisoners to encourage Dads to read to children. Collections of books for under '5's in prison libraries	Continue to encourage male participation through Premier Reading Stars, Lads and Dads sessions and evening parents sessions.  Bookstart team to work in the prison on Dads days and other sessions and train prison library staff
12. Religion	Affect some groups differently	People follow different religions and there is a need for representation of the different faiths. Different faiths observe different customs and celebrate different festivals these need to be covered equally in activities particularly if people from different cultures attend events.	Staff should be proactive in asking people attending activities, specifically under '5's if there are any festivals they would like to be included . Staff trained in consultation. Children's team will provide ideas, training and other support.
	Promote equality and address unmet need	Resources are provided in all libraries, and as school loans to cover all the most followed faiths. Children's and young people's resources are age appropriate.	Continue to provide appropriate stock covering all faiths looking for recommended texts.
	Contribute to inequality	Not aware of anything that contributes to inequality	No action

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	Encourage participation, positive attitudes and relations between groups	Resources and activities encourage understanding of different faiths, celebrations and customs. Some of the Bookstart Diversity days and under '5' sessions are planned around religious festivals	Continue to provide resources, making sure all religions are represented in stock and activities. Bookstart to recommend useful resources and advise library staff
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### Part B: Assessment of services and policies

#### Is your service provided and accessed fairly? Continued...

13. Sexuality	Affect some groups differently	Some people might feel excluded if resources on the subject of different kinds of sexuality were not held.	Make sure all aspects of the subject are covered
	Promote equality and address unmet need	Resources are available both in libraries and in the school loan packs covering this subject. Material for teens is age appropriate. Information is held in a variety of formats. People are signposted to appropriate agencies if necessary	Continue to purchase, make sure the stock gives a balanced view. Look for recommended titles responding to customer need. Train staff in customer care.
	Contribute to inequality	Not aware of any aspects that contribute to inequality	No action
	Encourage participation positive attitudes and relations between groups	The resources available contribute to the understanding of the different kinds of sexuality and help people cope with their feelings and the feelings and attitudes of others. Children and young people need information provided in an appropriate way. If applicable take part in national/regional promotions and awareness days	Promote stock to interested groups.

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15. Other Groups e.g. carers,	Affect some groups differently	Prisoners are unable to access public libraries. A prison library service is provided at Hindley prison.	Continue to provide service under SLA
	Promote equality and address unmet need	The prison library service mirrors the public library as closely as possible within homeless the boundaries of prison security and regime. Prison libraries displays feature different faiths.	Conduct a prison library survey
	Contribute to inequality	Prisoners do not get access to the Peoples Network due to security issues. Prisoners do not get the same access to information or the same opportunities to become familiar with technology. Talis is not available in the prison, prisoners do not get the same access to bookstock or other resources	Continue to highlight inequality to prison authorities
	Encourage participation positive attitudes and relations between groups	Prisoners encouraged to use local library when they leave prison. Prison libraries displays feature different faiths	Explore book Award extended to the prison.
16. Other Groups e.g.	Affect some groups differently	Children in care live chaotic lives and are often moved both in and out of Borough. Consequently some of these children exhibit challenging behaviour due to their circumstances. These children are liable to markedly underachieve educationally in comparison to their peers. Their households rarely have a culture of reading so they traditionally are not used to reading for pleasure. They do not use their local library and are reluctant to borrow as they may not be able to return items.	Work in partnership with the family support team to offer activities and support for young children at risk of going into care

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	Promote equality and address unmet need	Through the 'Get Connected' project young people in residential care are visited regularly and given the opportunity to choose from and are given a selection of gifted books. They are encouraged to borrow books and media for pleasure or projects. Support is available to foster families but take up is poor	
	Contribute to inequality	However, the 'Get Connected' project which promotes equality and addresses unmet need is due to end in June and there is a question about sustainability Children with complex needs can miss out	Looking at funding to continue this work with a broader focus Looking at ways the 'Get Connected' project can work with these children
	Encourage participation positive attitudes and relations between groups	Events and activities have been put on for this group and initiations extended to their peers.	Staff training on attitudes and coping with behaviour issues Children are given the opportunity to visit a bookshop to choose books for themselves and their residential homes
17. Other Groups e.g. carers,	Affect some groups differently	Carers often cannot get to a library due to their caring responsibilities	
	Promote equality and address unmet need	The home library service is extended to carers and the mobile library service takes resources to communities. Both these services help the carer by providing resources for the people they care for	Promote the services available to carers
	Contribute to inequality	Mobile library does not provide full access to all library services	Extend mobile library provision to include DVD's, CD's etc

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	Encourage participation positive attitudes and relations between groups	The home library service provides some contact for the carer as well as the person being cared for	Consult with carers
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Go to part C

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### Part C: Consultation

Please see the Plain English Guidance and Consultation Toolkit for advice. Please try to organise your consultation in partnership with other departments/sections and remember to feedback afterwards.

	<b>Answer and evidence to show this</b>	<b>Action Points</b>
1. Who will you consult with?	Customers Non users Internal customers	
2. What consultation method/s will you use?	Questionnaires 'Friends of' forums Customer suggestion forms	
3. Are any groups of people likely to be missed out of the consultation? What can we do to prevent this happening?	See action point	Produce consultation strategy
4. Are there effective mechanisms to record and analyse the consultation responses?	See action point	Produce consultation strategy
5. Date (and place if applicable) of consultation	Mobile library developments – December 2007 Get Connected Project completed Explore project completed Others yet to be done	
6. Can you prove who you consulted with?	Yes	
7. Summary of consultation findings	As 5.	

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8. Where can full details of the consultation findings be found?	Documented in libraries	
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Go to part D

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### Part D: Action Plan

Organisation/ Department	Wigan Leisure and Culture Trust
Service Area	<i>Libraries</i>
Responsible Officer	Taryn Pearson

Transfer the action points identified whilst completing the previous sections, from the consultation and any rolled over from the previous Equality (Impact) Assessment into the first column. Using the test for relevance in part A indicate a level of importance for each action point in the second column. Complete the rest of the columns outlining who will complete the task and when and how this will be measured.

Action Points	Importance	Person responsible	Start and end date	Resources (approved?)	Measure	Target
Review of branch libraries and library network	High	T Pearson	April 08 – March 11	Within budget	Achieve model	Increase in % of active borrowers

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Increase consultation with community	High	T Pearson	April 08 – Sept 09	Within budget	Each library has consultation plan	Complete plans
'Explore' on line community database	High	J Lamb	End July 08	Within budget	Number of hits	5% increase year on year
IT courses for all ( Digital Citizenship)	High	J Lamb	April 08 onwards	Within Budget	Number of attendees	2% increase
Development of mobile library and home delivery service	High	T Pearson	April 08 onwards	Within Budget	New vehicle	New vehicle Sept 09 2% increase in home delivery

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Targeted schemes to improve literacy for teen boys	High	T Pearson	April 08 onwards	Within budget	Number of active borrowers	10% increase in usage
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### Part D: Action Plan Continued...

Action Points	Importance	Person responsible	Start and end date	Resources (approved?)	Measure	Target
Ensure range of stock supports the 7 social identity model	High	T Pearson	April 08 ongoing	Within budget	Embedded in book selection procedure	Respond to specific requests
Mainstreaming provision to children in care	High	T Pearson	July 08 ongoing	Within Budget	Number of homes taking part Number of collections available	Uptake of libraries membership



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### Part D: Action Plan Continued...

Action Points	Importance	Person responsible	Start and end date	Resources (approved?)	Measure	Target

Completed by	T Pearson	Date	February 2008
Has the action plan been ratified? E.g. Cabinet, DMT	EMT	Date	
Have the actions been mainstreamed into the service plan?	Yes	Date	April 2008
Who will the results of the Equality (Impact) Assessment be shared with?	Libraries Team	Date	
How will the Equality (Impact) Assessment be published?	Website	Date	
How and when will the action plan be monitored?	In line with delivery plan		
Date of the next assessment			

Please email your completed Equality (Impact) Assessment to the Equality Policy Officer.

## Equality (Impact) Assessment Form



### Part E: How do changes or new policies affect different groups?

	Answer and evidence to show this	Action Points
1. Function/policy		
2. Have you reviewed Parts A & B		
3. Outline any proposed changes to the policy or service		
4. How will service users be affected by these changes		
5. Who is better off because of these changes		

## Equality (Impact) Assessment Form



### Part E: How do changes or new policies affect different groups? Continued...

	Answer and evidence to show this	Action Points
6. Who is worse off because of these changes?		
7. Who else do the changes affect?		
8. Will these changes affect the social identity groups differently? If yes please explain how and why this is appropriate.		
9. Can any adverse impact be justified in relation to the wider aims of policy? If so explain why.		
10. What is the potential effect on community cohesion?		

Go to part C, then update part D.