Aberdeenshire
COUNCIL

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity ("activity" is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education, Learning & Leisure
Section	Lifelong Learning
Title of the activity etc.	Visitor Attractions / Grants Budget
Aims of the activity	To support the network of voluntary organisations and visitor attractions operating in the sports, cultural and community sectors, to promote local economies, social cohesion and learning.
Author(s) & Title(s)	Head of Lifelong Learning

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Annual performance data, Statutory Performance Indicators (SPI),, benchmarking data Feedback from organisations, projects, events and holiday programmes.
Internal consultation with staff and other services affected.	Staff contribute to equalities discussion through monthly management meetings. There is also a series of extended management team meetings Links to Area Community Planning Groups and Area Management Teams. Specific survey work. Staff survey
External consultation (partner organisations, community groups, and councils.	Senior officers participate in project groups (for example regional Health Improvement Forum). Consultation with voluntary organisations. Consultation with national development agencies.

External data (census, available statistics).	Scottish Index of Multiple Deprivation (SIMD) information Her Majestys Inspectorate of Education (HMIe) Reports (which are now starting to include Culture and Sport) Benchmarking with other authorities. Chartered Institute of Public Finance & Accounting (CiPFA) national data. Society of Local Authority Chief Executives & Senior Managers (SOLACE)/Convention of Scottish Local Authorities (COSLA) data.
Other (general information as appropriate).	National culture & sports organisation, VOCAL, organises annual conference and regular meetings to share information. National Community Learning & Development (CLD) organisation CLDMS (Community Learning & Development Managers Scotland) operates a similar information resource.

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	The service would benefit from more in-depth work to consolidate and test data across all protected groups. Consistent data on social and geographic background of facility users. Non user information – especially pertinent to people in the senior phase of their secondary education.

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:
	Liaison with Corporate Equalities team	January 2015
	Making best use of available data, such as SIMD	April 2015
	As part of the development process for specific policies under the new lifelong learning strategies, a programme of detailed engagement is being put in place, during which specific consultation will be undertaken.	June 2015

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger	Yes			
Age – Older	Yes			

Disability	Yes			
Race – (includes Gypsy Travellers)	Yes			
Religion or Belief	Yes			
Gender – male/female	Yes			
Pregnancy and maternity	Yes			
Sexual orientation – (includes Lesbian/ Gay/Bisexual)	Yes			
Gender reassignment – (includes Transgender)	Yes			
Marriage and Civil Partnership	Yes			

Stage 6: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	The provision of grants and other funding opportunities includes criteria to promote equalities. The content of grant proposals are determined by the voluntary organisation / charity, and therefore it is not possible to detail future benefits.	
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Stage 7: Have any of the affected groups been 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?	During the development of the new lifelong learning strategies some of the protected groups were specifically consulted as part of the engagement process. In other instances, professional staff with experience of positive work with protected groups feed their knowledge in to the policy process. As detailed policy development work is undertaken, specific consultation will be put in place.

Stage 8: 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
	There are no noted negative impacts.	

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	Use existing consultation mechanisms – community councils, ward forums. Undertake major engagement exercise facilitated by CLD engagement team, to identify how our services can be as accessible as possible to our population (inclusive of protected groups). This information will be explicitly reported in summary to committee in proposing the development of specific policies, where appropriate, which grant awards will be expected to follow. Where appropriate the detail will be included in team plans and reported to Service Managers.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?
The development of policies under the new lifelong learning strategies provides opportunities for more effective dialogue with protected groups and development of specific activities to advancing equality of opportunity.

Stage 11: What equality monitoring arrangements will be put in place?	
These should be included in any action plan (for example customer satisfaction questionnaires).	The services are beginning the process of developing qualitative measurement activities which will provide data about equalities impact of grant awards.

Stage 12: What is the outcome of the Assessment?			
Please complete the appropriate box/boxes		1	No negative impacts have been identified –please explain.
		The provision of grants and other funding opportunities includes a criteria to promote equalities.	
		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.

Stage 14: Sign off and authorisation.				
Sign off and authorisation.	1) Service and Team	Education, Learning and Leisure		
	2) Title of Policy/Activity	Cultural Services		
	3) **Authors:** I/We have completed the equality impact assessment for this policy/ activity.	Name: Position: Head of Lifelong Learning Date: Nov 2014 Signature:		Name: Position: Date: Signature:
		Name: Position: Date: Signature:		Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Date:		
	5) Authorisation by Director or Head of Service	Name: Position: Date:		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. e.g. Social Work and Housing Committee.			Date:
	7) EIA author sends a copy of the finalised form to: eia@abdnshire			Date:
(Equalities team to complete) Has the completed form been published on the website? YES/NO				Date:

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Liaison with Corporate Equalities team		January 2015	Service Manager & Management Teams – Culture, Sports and Communities	Better understanding of the needs of the community and protected groups.	Within staff costs
Making best use of available data		April 2015	Service Manager & Management Teams – Culture, Sports and Communities	Better understanding of the needs of the community and protected groups.	Within staff costs
Undertake engagement exercise with protected groups as part of the lifelong learning policy development process	Jan 2015	June 2015	Service Manager & Management Teams – Culture, Sports and Communities	Better understanding of the needs of the community and protected groups.	Within staff costs
Use existing consultation mechanisms – community councils, ward forums.	Ongoing		Service Manager & Management Teams – Culture, Sports and Communities	Better understanding of the needs of the community and protected groups.	Within staff costs