



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 and Leisure
Section	Leisure
Title of the activity etc.	Sport and leisure Management -client (trading account) Budget
Aims of the activity	<p>The aim is to provide for the sport, leisure, health and community needs of Aberdeenshire’s population – primarily through the provision of a range of indoor and outdoor facilities that the public can access.</p> <p>Facilities range from dedicated sports complexes through to pavilions that support playing fields – and also currently include a range of community facilities.</p> <p>The service aims to cater for organisations (sports clubs), community groups and particular interest groups as well as the general public.</p> <p>The service provides facilities that also support other services – for example the CLD service.</p> <p>Service also provides the area ‘Learn to swim’ programme</p>
Author(s) & Title(s)	 Sport and Leisure Manager

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	<p>Monthly performance data (typically usage information) This is collected and analysed monthly</p> <p>. National statistics and some locally collected information (Viewpoint local survey). National statistics are generated annually – we have just had the 12/13 national price comparison data. Viewpoint and similar data is ad-hoc – last collected in mid 2012.</p>
Internal consultation with staff and other services affected.	<p>Staff have the opportunity to feedback opinions and suggestions via local cluster meetings. Senior staff have a 2 weekly management /performance meeting, with information then cascaded to relevant staff members.</p> <p>Links to Area Community Planning Groups and Area Management Teams by team leaders.</p> <p>Staff survey</p>

External consultation (partner organisations, community groups, and councils).	Budget simulator online tool Community engagement events and community planning activity. Third Sector Senior officers participate in project groups (for example regional health forum). Consultation with local sports council and Community Sports Hubs. Consultation with regional partners through Regional Sports partnership.
External data (census, available statistics).	Social Indicators of Multiple Deprivation information HMle Reports (which are now starting to include Culture and Sport) Benchmarking with other authorities. VOCAL data
Other (general information as appropriate).	Senior Manager attends SOLACE legacy lead meet to share information with other Scottish authorities.

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	Data on levels of need for specific groups such as Travellers Data on social and geographic background of facility users. Clear data linking usage of sports facilities to improved health Data on the socioeconomic background of users.
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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 2014
	Assessment of potential new indicators which may give more insight into existing users	April 2014
	Gathering information on protected groups so far as possible will be highlighted as a priority to ensure that the Service is able to better tailor services as appropriate.	June 2014
	Making best use of available data, such as SIMD and information from NHSC Grampian on their statistics	April 2014
	Work with regional sports partnership to identify improved ways of data collection	Feb 2014

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
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Age – Younger	Yes	Yes		
Age – Older	Yes	Yes		
Disability	Yes			
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief			Yes	Yes
Gender – male/female	Yes	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.	Age - Younger – Changes in programming may increase opportunities for younger people – for example more swimming lessons may mean we meet existing demand. ‘Provision of ‘fun’ sessions may promote use of facilities by young people	Programming changes that meet the needs of other groups (for example lane swimming for older people) may have an impact on access by young people. Similarly -programming for the use of competitive swimmers (swim clubs) may reduce time for swim lessons – which may impact on the ability of young people to learn to swim.
	Disability - improving design of facilities and staff understanding should ensure improved access to both facilities and programmes.	

	<p>Pregnancy and Maternity – the service currently provides for a range of parent/toddler swim sessions and ante natal classes. Service is also in the process of increasing its stock of small trainer pools which increases the potential to deliver services to this particular group.</p>	
	<p>Gender- Programming changes may ensure that some sessions are particular suitable for a gender group. As an example a number of pools have ‘women only sessions’ or programme activities (for example ‘legs bums and tums’_ which are attractive to a gender.</p>	<p>Any programmes that are exclusively aimed at one gender or marketed towards one gender will by definition restrict access by the other gender.</p>

Stage 7: Have any of the affected groups been consulted?

<p>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?</p>	<p>The Leisure service is beginning to develop ways of engaging with users and communities, working with CLD colleagues, to identify how services could be increasingly accessible – though this is not restricted to any of the protected groups.</p> <p>A major engagement exercise is planned which will try and look at issues encountered by protected groups.</p>
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Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?

<p>These should be included in any action plan at the back of this form.</p>	<p>Mitigating Steps</p>	<p>Timescale</p>

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	<p>Use existing consultation mechanisms – community councils, ward forums.</p> <p>Undertake major engagement exercise to identify how our services can be as accessible as possible to our population (inclusive of protected groups). This exercise is currently being planned and will involve user /non user consultation and also consultation with stakeholder groups who have yet to be identified.</p>

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?
<p>As the service is an ongoing and constantly developing one – it is imperative to develop ongoing engagement mechanisms to ensure that it becomes aware of changing needs and is able to identify when a particular group is not able to access the service.</p>

Stage 11: What equality monitoring arrangements will be put in place?	
These should be included in any action plan (for example customer satisfaction questionnaires).	Service proposes to gather information on backgrounds and views in the planned engagement exercise. See section 9.

Stage 12: What is the outcome of the Assessment?					
Please complete the appropriate box/boxes	<table border="1"> <tr> <td>1</td> <td>No negative impacts have been identified –please explain.</td> </tr> <tr> <td>2</td> <td> <p>Negative Impacts have been identified, these can be mitigated – please explain.</p> <p>* Please fill in Stage 13 if this option is chosen.</p> </td> </tr> </table>	1	No negative impacts have been identified –please explain.	2	<p>Negative Impacts have been identified, these can be mitigated – please explain.</p> <p>* Please fill in Stage 13 if this option is chosen.</p>
	1	No negative impacts have been identified –please explain.			
	2	<p>Negative Impacts have been identified, these can be mitigated – please explain.</p> <p>* Please fill in Stage 13 if this option is chosen.</p>			
<p>Any changes in programming have the potential to benefit one group at the expense of another. However these can be mitigated by ensuring that the overall programming offers reasonable alternative opportunities or times to groups that may be disadvantaged.</p> <p>Ideally the service will deliver a sufficiently broad portfolio of services that evidences a willingness to meet a wide range of needs over a time period (typically a week).</p> <p>There is recognition that in some swimming pools – there may be a need to increase swimming lesson provision to meet demand, which may impact on other user groups. This impact may not be mitigated in the short term – but may be mitigated in the long term by the development of new pools with increased provision capacity. (Ellon, Banchory, Alford and possibly Inverurie).</p>					

	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	Community Learning and Development Budget	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: <input type="text"/>	Name: <input type="text"/>
		Position: Sport and Leisure Manager Date: Nov 2013 Signature:	Position: Head of Service Date: Nov2013 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@abdshire	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
Undertake a major engagement exercise to identify needs of community and protected groups	Ongoing			Better understanding of the needs of the community and protected groups.	Within staff costs
Agree new access and programming policies	April 2013	June 2013		Programming and access policies that maximise access but community and protected groups.	Within staff costs