

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education and Children’s Services
Section	Education
Title of the activity etc.	Budget Savings Proposal:- T3 Instrumental Music Service
Aims of the activity	Provide individual, group and ensemble music tuition to pupils across Aberdeenshire. Options considered are an increase in service charges, an increase in tutor group size, reduction in individual arrangements available or out sourcing aspects of the service. Seeking commercial sponsorship is thought unsuited for core provision.
Author(s) & Title(s)	

Stage 2: List the evidence that has been used in this assessment.

<p>Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).</p>	<p>IMS satisfaction survey, IMS quality assurance returns, IMS management information. In session 2014-2015 379 parents responded to an online survey to help with improvement planning for the service, including parents of children who were not receiving tuition, children who were currently receiving tuition, and children who had left school. The Instrumental Music Service operates in all clusters across Aberdeenshire, providing group and individual lessons to 2955 pupils throughout the school year. In addition 54 school ensemble activities such as orchestras are supported mainly as extra curricular activities. 36.9 full time equivalent staff deliver the service, made up of 56 instrumental instructors. Instrumental instruction is offered in 7 disciplines. The Council has a policy of charging parents/guardians annual fee, payable in 4 equal termly instalments. Fees generate about 25% of overall costs. Individual tuition costs £300 (£75 per ten week period) and group tuition £200 (£50 per ten week period). Commercially similar individual tuition would cost approximately between £15 – 20. Group tuition is not widely available commercially. A 20% discount is applied to each child when 2 or more siblings are paying for tuition and 339 pupils received sibling discounted tuition. 135 pupils registered for free school meals are exempt from Music Tuition fees. All senior phase (S4 to S6) pupils receiving instruction on an instrument for an SQA course are exempt from charges. Currently 557 pupils receive SQA tuition. More females than males access the service.</p> <p>Any reduction in staffing will be managed through natural movement in staff or voluntary changes to contracts. The impact on staff will be uniform and will not impact differently on those with protected characteristics.</p>
<p>Internal consultation with staff and other services affected.</p>	<p>None</p>
<p>External consultation (partner organisations, community groups, and councils).</p>	<p>None</p>
<p>External data (census, available statistics).</p>	<p>None</p>

Other (general information as appropriate).	<p>Scottish Government recommendations from <i>Instrumental Music Tuition in Scotland</i> (June 2013). Recommendations include</p> <ul style="list-style-type: none"> • Local Authorities should continue to deliver an Instrumental Music service, notwithstanding the current financial challenges. • Local Authorities should review their charging policies to ensure that pupils in their area are not prevented from learning a musical instrument because of their background, location, disability or financial circumstances. • Local Authorities should deliver instrumental music tuition to all children and young people equally, including pupils with additional support needs. • Local Authorities should not charge for tuition which supports SQA exam courses. • Local Authorities should take a more pro-active approach to seek external sponsorship
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	No modelling has been undertaken which helps predict the impact on overall levels of tuition which may arise from changes to the service. It is not clear to what extent pupils currently using the service will change to using private providers or stop music lessons. It is also unclear to what extent the service is price sensitive. Charges presently are broadly in the mid-range of charges levied across Scotland. Data is not available in relation to the race of service users.

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:
	Possible opportunity to consult on impact of changes	March 2016

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		✓		
Age – Older			✓	
Disability		✓		
Race – (includes Gypsy Travellers)			✓	

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

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.		<p>Disability</p> <p>At present the service has identified the need to increase the number of learners with additional needs who access the service. Uptake from this group is lower than would be expected. Any changes to the service may impact on this disproportionately. Of respondents to the internal satisfaction 40% of the sample survey agreed that positive support should be given to pupils with additional needs.</p>
		<p>Gender</p> <p>The uptake of cultural services at almost all stages is greater for females than for males. Changes to the service will therefore impact disproportionately on female students.</p>

		Age – Younger As the service is aimed at school aged learners the full impact of any changes will be felt by this group.

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?

No. Mitigation is based on current knowledge only and will require to be modelled with service providers and service users.

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?

	Mitigating Steps	Timescale
These should be included in any action plan at the back of this form.	Disability Service will increase promotion of service at school level by improved parent literature, wider dissemination of information to teachers and by reviewing allocation of places processes to reduce barriers to service. This may only be partially successful in mitigating against negative impact.	Session 2016/17
	Gender Service will continue to widen instruments available to broaden appeal to various groups including male participants. This may not mitigate against loss of access.	Session 2016/17
	Age - Younger Service will explore options to ensure that access to music tuition is widened to include non service providers. It may also be possible to increase group tuition sizes.	Session 2016/17

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	Very good quality opportunities currently exist to promote good relationships in group and ensemble work.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?
Changes to the service will provide opportunities to focus clearly on barriers to access as part of any change process.

Stage 11: What equality monitoring arrangements will be put in place?	
These should be included in any action plan (for example customer satisfaction questionnaires).	Quarterly impact assessment by service officers.

Stage 12: What is the outcome of the Assessment?		
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	Possible negative impact for three protected categories have been identified. The level of impact of changes has not been modelled. Present customer and service user satisfaction levels are relatively high at between 80 - 90 %. In relation to increased charges there is evidence to suggest that previous charges which were higher in relation to national charges did not impact of uptake.	
	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.

The provision of an Instrumental Music Tuition is not a statutory requirement. Learners who are engaged in studying for certified courses will be unaffected by any change and therefore future positive destinations for school leavers should be largely unaffected. The impact of any change to the service are likely to be felt by the groups identified and therefore options without a similar impact are not available.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education and Children's Services	
	2) Title of Policy/Activity	Budget Savings Proposal:- T3 Instrumental Music Service	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Position: Lead Officer – Primary Education Date: 21/01/16 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: Joint Head of Education Date: 21/01/16	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:

