

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 Physical Activity Strategic Review
Aims of the activity	<p>The Sports & Physical Activity are focussed on health outcomes connected to reducing obesity and supporting enhance activity levels, by providing a range of facilities as well as targeted outreach work.</p> <p>For four years the team’s approach has been to provide heavily subsidised access to facilities in support of this goal. Aberdeenshire now offers the second lowest monthly charge for access to all facilities, with many councils significantly higher. The low charge is significantly less than the incremental costs of providing additional staffing hours, and therefore provides a severe constraint on adding capacity in important areas of provision, such as pre-teen swimming lessons.</p> <p>It is proposed to revise the charging & management structure over several years, and to review the opening hours and potential rationalisation of facilities. This work will provide a charging structure with suite of options related to the service accessed – including facilities available, peak-times, holiday access, etc. The top tier charges would reach full-cost recovery of incremental costs, enabling an expansion of services (eg swimming lessons) and more meaningful engagement with partners in the voluntary sector.</p> <p>Concession charging would be continued to be heavily discounted, targeted more accurately to achieve the council/SOA priorities.</p>
Author(s) & Title(s)	Head of Lifelong Learning & Leisure
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 an 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 date. 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).	<p>Budget simulator online tool</p> <p>Community engagement events and community planning activity.</p> <p>Third Sector</p> <p>Senior officers participate in project groups (for example regional health forum).</p> <p>Consultation with local sports council and Community Sports Hubs.</p> <p>Consultation with regional partners through Regional Sports partnership.</p>
External data (census, available statistics).	<p>Social Indicators of Multiple Deprivation information</p> <p>HMIe Reports (which are now starting to include Culture and Sport)</p> <p>Benchmarking with other authorities.</p> <p>VOCAL data</p>
Other (general information as appropriate).	<p>Senior Manager attends SOLACE legacy lead meet to share information with other Scottish authorities.</p>

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	<p>Data on levels of need for specific groups such as Travellers</p> <p>Data on social and geographic background of facility users.</p> <p>Clear data linking usage of sports facilities to improved health</p> <p>Data on the socioeconomic background of users.</p>

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	April 2016
	Assessment of potential new indicators which may give more insight into existing users	April 2016
	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 2016
	Making best use of available data, such as SIMD and information from NHSC Grampian on their statistics	April 2016

	Work with regional sports partnership to identify improved ways of data collection	Feb 2016
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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.		

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>	Mitigating Steps	Timescale

Stage 9: What steps can be taken to promote good relations between various groups?

<p>These should be included in the action plan.</p>	<p>Use existing consultation mechanisms as appropriate – community councils, ward forums.</p>
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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>
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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	1	No negative impacts have been identified –please explain.
	<p>All characteristics</p> <p>The changes in provision will be focussed on providing a range of services which can be targeted most effectively to have maximum impact on promoting literacy and supporting community information sharing. Specific proposals will be developed as part of the review which require individual assessment.</p>	
	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>
	3	<p>The activity will have negative impacts which cannot be mitigated fully – please explain.</p> <p>* Please fill in Stage 13 if this option is chosen</p>

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.
<p>All characteristics</p> <p>The changes in provision will be focussed on providing a range of services which can be targeted most effectively to have maximum impact on promoting literacy and supporting community information sharing. Specific proposals will be developed as part of the review which require individual assessment.</p>

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education, Learning and Leisure		
	2) Title of Policy/Activity	Sport & Physical Activity Strategic Review		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Position: Date: Signature:	Name: Position: Head of Service Date: Dec 2016 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: Director of ECS Date: Jan 2016	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:	

