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.	Policy & Resources
Title of the activity etc.	Administration and Management Budget
Aims of the activity.	The aim is to provide the best possible administration and management support to the Education, Learning & Leisure Service ensuring a modern, fit for purpose service is delivered to all learners, families and communities.

Author(s) and Title(s)	Head of Service	**Date**	26 November 2013

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Financial monitoring, Management Information Systems, SEEMIS, recruitment systems, officer comments, customer satisfaction survey information.
Internal consultation with staff and other services affected	Staff survey information, budget/financial monitoring, recruitment monitoring, and officer comment/feedback. Officer/staff Employee Annual Review and officer Continuous Professional Development training.
External consultation (partner organisations, community groups, and councils.	Committees/Members comments, use of budget simulator, stakeholder engagement events (for example new builds), Parent Council forum, parental complaints/compliments.
External data (census, available statistics).	Census date, HMIe reports on schools/learning communities, statutory performance indicators. Scottish Government statistics.
Other (general information as appropriate).	

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	We have a range of management information systems and are provided with financial monitoring procedures, however, we do not have developed/adequate information on some particular characteristics for children/family kinship types.

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:
	Major review of management information systems to ensure an integrated and rigorous approach to ensuring fit for purpose administration and management support.	April 2013 – April 2015
	Detailed analysis of administration and staffing levels across the Education, Learning & Leisure Service and fitness for purpose of staffing complement.	On-going April 2013
	Continued monitoring of administration and non-teaching staffing provision across the service to ensure best delivery.	On-going August 2013
	Gathering information on protected groups and unknown protected groups/impacts will be a priority to ensure that the Education, Learning & Leisure Service can ensure fit for purpose education.	Commencing January 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
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.	Age – Younger, Older, Disability, Race Effective administration and management contributes to Education, Learning & Leisure Service users receiving the best service delivery at all stages of learning and to individual learners, families and communities.	

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?	Staff are regularly consulted through surveys, customers and learners through Parent Councils and forums, users groups, stakeholder events, parent complaints and compliments. Officers attend various meetings (public/Area and Service Committees) to address issues or advise on appropriate more rigorous analysis of management information systems and how they operate as well as rigorous analysis of the administration and management staffing cohort and individual roles.

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**

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

These should be included in the action plan.	Good management and administration across the Education, Learning & Leisure Service helps to deliver fit for purpose services to learners, families and communities across Aberdeenshire. Investigate how gypsy/travelling families and families whose first language is not English are provided for. Ensure information/evidence and input from customers, learners, families and communities. Engage more effectively with affected learners, families and communities. Monitor service delivery for learners, families and communities including older and young users, users with disabilities, gypsy and travelling people and those without English as their first language.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

	Statistical evidence and corporate surveys show that efficient administration and management results in better service delivery allowing all learners, families and communities to make the best opportunities offered and to realise their potential, achieve their best and thus reduce inequality.

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).	Monitor service delivery for learners, families and communities including older and young users, users with disabilities, gypsy and travelling people and those without English as their first language.

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box or boxes	**1**	**No negative impacts have been identified –please explain**
		The administration and management budget funds a broad spectrum of service delivery, reduces barriers and improves equality for all. There are no negative impacts identified.
	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 & Leisure	
	2) Title of Policy / Activity	Administration and Management Budget	
	3) I/We have completed the equality impact assessment for this policy/activity.	**Name:** **Position: Head of Service** **Date:26/11/2013**	**Name:** **Position:** **Date:**
	4) Consultation with Service Manager	**Name:** **Date:**	
	5) Authorisation by Director or Head of Service	**Name** **Position: Director of Education, Learning & Leisure** **Date:**	
	6) If the EIA relates to a matter that has to go before a Committee, send this form, and any supporting assessment documents, to the Committee Officer of the relevant Committee, e.g. Housing and Social Work Committee.	**Date:**	
	7) Send a copy of the finalised form to EIA@aberdeenshire.gov.uk	**Date:**	
Has the completed form been published on the website (*Equalities team to complete*)		**Date:**	

Action Plan

Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Management review of management information systems to ensure fit for purpose service delivery	**April 2013**	**April 2015**		**Integrated and fit for purpose management information systems.**	**Management information systems group and liaison with Corporate ICT.**
Analysis of staffing levels across Education, Learning & Leisure	**Ongoing April 2013**	**On-going**		**Clear administration and management staffing structure.**	**Financial monitoring. Recruitment monitoring. Education, Learning & Leisure officer monitoring.**
Monitoring of Administration staffing provision	**April 2013**	**On-going**		**Appropriate administration/management service delivery**	**Financial monitoring. Recruitment monitoring. Education, Learning & Leisure officer monitoring.**
Gathering information on protected groups and the impact of the administration and management budget on these	**April 2013**	**On-going**		**Staff have robust data to work and consult with protected groups and design provision for vulnerable groups and calculate impact on these.**	**Management information systems officer teams. Financial monitoring. Recruitment monitoring. Education, Learning & Leisure officer monitoring.**