



## 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.	Active Aberdeenshire Budget
Aims of the activity	<p>To provide a range of sports and leisure opportunities to Aberdeenshire residents, with a particular focus on young people, and to develop a school – community club infrastructure.</p> <p>To encourage people to make use of the natural environment (through leisureland) and to develop capacity within communities to deliver a range of community events.</p> <p>To encourage the development of community sports hubs, ensuring that communities can deliver their own sports and leisure opportunities.</p> <p>To deliver on the aims of the physical activity and sport strategy (Learning, Life and Work).</p>
Author(s) & Title(s)	<span style="background-color: #cccccc; border: 1px solid black; display: inline-block; width: 100px; height: 1.2em; vertical-align: middle;"></span> 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>Annual performance data, collected monthly..</p> <p>Active Schools statistics, collected annually. We currently have the 12/13 figures.</p> <p>Feedback from activities , events and holiday programmes. These are collected after each event /programme and vary from ad hoc feedback after a race to monitoring following a variety of summer holiday programmes.</p> <p>Uptake data from disabled people (Disability sport). This is collected quarterly.</p>

<p>Internal consultation with staff and other services affected.</p>	<p>Staff has the opportunity to feedback opinions and suggestions via monthly Active Aberdeenshire meetings and active schools meetings.</p> <p>Senior staff have a 2 weekly management /performance meeting, which links the service to the sport and leisure clients service</p> <p>Links to Area Community Planning Groups and Area Management Teams by team leaders.</p> <p>Project survey work (for example a recent survey of all primary schools to see what the swimming ability of our young people is).</p> <p>Staff survey</p>
<p>External consultation (partner organisations, community groups, and councils).</p>	<p>Budget simulator online tool</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>
<p>External data (census, available statistics).</p>	<p>Social Indicators of Multiple Deprivation (SIMD) information</p> <p>HMIe Reports (which are now starting to include Culture and Sport)</p> <p>Benchmarking with other authorities, which is in its infancy in sport and leisure.</p> <p>Active Schools data.</p>
<p>Other (general information as appropriate).</p>	<p>Senior Manager attends SOLACE legacy lead meet to share information with other Scottish authorities.</p>

Stage 3: Evidence Gaps.	
<p>Are there any gaps in the information you currently hold?</p>	<p>Data on levels of need for specific groups such as Travellers, lesbian , gay and transgender groups.</p> <p>Data on social and geographic background of facility users.</p> <p>Non user information – especially pertinent to people in the senior phase of their secondary education.</p> <p>Specific data on the needs of older people.</p>

Stage 4: Measures to fill the evidence gaps.		
<p>What measures will be taken to fill the information gaps before the activity is implemented? These should be included in</p>	<p>Measures:</p>	<p>Timescale:</p>
	<p>Liaison with Corporate Equalities Team</p>	<p>April 2014</p>
	<p>Assessment of potential new indicators which may give more insight into existing users</p>	<p>April 2014</p>

the action plan at the back of this form.	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
	Closer liaison with schools to identify particular needs of young people who may not necessarily always benefit from opportunities (for example Looked after children)	Ongoing

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)

<p>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>	<p><b>Age - Younger</b> – The focus of the active schools programme is centred around increasing opportunities for young people, as are a number of other programmes. However a threat is the possible cessation of external funding that powers the active school programme, and others (for example Community Sports Hubs).</p>	
	<p><b>Age – Older.</b> Development of Community Sports Hubs provides opportunities to develop programmes that are attractive to adults and older people.</p>	
	<p><b>Disability</b> – Dedicated programme looks at both the needs of disabled people in terms of integration into mainstream sport and of dedicated disabled performance sportspeople. Link with Disability Sport Scotland creates the opportunity to improve the level of services in the future.</p>	
	<p><b>Gender-</b> a number of programmes are gender specific to encourage particular groups into sport and leisure – with an outcome that boys and girls can then confidently take part in mixed gender activities as they develop confidence.</p> <p>There is a bias towards girls in the gender specific programmes – ideally to tackle the identified high drop off rate in girls active leisure participation at puberty.</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>	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 – 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 will involve wide ranging user and non user engagement as well as engagement with a range of stakeholder groups which have yet to be decided.</p>
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**Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?**

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.

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

<p>These should be included in any action plan (for example customer satisfaction questionnaires).</p>	<p>Service proposes to gather information on backgrounds and views in the planned engagement exercise, see section 9 above.</p>
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**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>Service focuses on young people, and endeavours to encourage higher usage by the statutory groups – with regular evaluations of how this can be improved.</p> <p>As the service aims to develop the capacity to deliver services in the community, it is in a position where it can set up a programme and then move on to a new one which can enhance services for protected groups as well as the wider community.</p> <p>There are some aspects of the service that are in infancy (the leisurelend service). Whilst they may not meet the needs of protected groups at the minute – it is expected that the service will improve as it is developed.</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.

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) <b>Authors:</b> 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:
	4) Consultation with Service Manager	Name:	Name:
		Position: Date: Signature:	Position: Date: Signature:
	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	Feb 2014	August 2014		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
Continue to evaluate Active Schools data for possible improvements to the service	April 2014	July 2014		Continued development of programmes that meet the needs of the community	Within staff costs
Collate existing data from SIMD figures and obtain suggestions from the equality team on how we may collate other relevant data	Feb 2014	March 2014		Better understanding of the particular needs of specific groups.	Within staff costs.
Closer liaison with schools to identify which young people may benefit from input from sport and leisure	March 2014			Earlier intervention with young people.	Within existing costs.