

## EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1	28.2.20	LC	

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions including those that affect services the council delivers).

Service	Business Services
Section	Legal and Governance
Title of the activity etc.	Reduction of the Licensing Budget
Aims and desired outcomes of the activity	To reduce the Licensing Budget by £40,000 in the financial year 20/21
Author(s) & Title(s)	Lauren Cowie, Principal Solicitor (Governance)

Stage 2: List the evidence that has been used in this assessment and explain what it means in relation to the activity you are assessing.

Evidence	What does it say?	What does it mean?

<p>Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).</p>	<p>Financial assessment of the service budget details the income and expenditure for the service.</p> <p>Development of system for online licensing and move to a single Board development work</p> <p>Increasing fees based on analysis of unit cost.</p>	<p>The licensing service are an income generating service. The income must cover the costs of delivering the licensing service by statute.</p> <p>Online forms will mean a change in how applications are processed, with less time spent on each application. An increase in online applications will reduce the requirement to scan each application when received.</p> <p>Fees in liquor and civic all increased to cover unit cost of processing.</p>
<p>Internal consultation with staff and other services affected.</p>	<p>Progression in the direction of reducing the number of Boards to one</p>	<p>A reduction of the number of Licensing Boards will free staff time to develop the online forms and will contribute to efficiencies in processing.</p>
<p>External consultation (partner organisations, community groups, and councils).</p>		
<p>External data (census, available statistics).</p>		
<p>Other (general information as appropriate).</p>		

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	No

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:

Stage 5: What steps can be taken to promote good relations between various groups/areas?	
These should be included in the action plan.	The steps taken to manage the reduction in budget will all be impact assessed individually and would have an action plan if required. This includes the <a href="#">EIA</a> forming part of the report to the Licensing Sub-Committee on the civic fee and the <a href="#">EIA</a> relating to the review of the Licensing Board structure.

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?
A reduction in budget will be managed through reducing to one licensing board, developing and implementing online licensing and closely monitoring increased income due to increased fees and looking at the workforce structure due to changing requirements from an online solution. The actions to achieve the savings, will, as mentioned in stage 5 above, require to be impact assessed individually and there are opportunities with online licensing and one board in terms of ensuring that service level is consistent across Aberdeenshire regardless of geography.

Stage 7a: Are there potential impacts on protected groups?				
The protected groups covered by the equality duty are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.				
Who is affected by the activity or who is intended to benefit from the proposed activity and how? Complete the table below for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger/Older			x	

Age - Older			x	
Disability			x	
Race – (includes Gypsy Travellers)			x	
Religion or Belief			x	
Sex (Gender)			x	
Pregnancy and maternity			x	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			x	
Gender reassignment – (includes Transgender)			x	
Marriage and Civil Partnership			x	

Stage 7b: Do you have evidence or reason to believe that this policy, activity etc. will or may impact on socio-economic inequalities?

This is about trying to be fair to everyone. Part of that is realising that not everyone may be starting at the same place. Some individuals and families may have low income, may have very little or no savings which means they are living from month to month therefore changes to council policies/services may have a greater adverse impact on them.

On this basis you should consider potential impacts on individuals/families by:

- Place: on specific vulnerable areas or communities (SIMD, regeneration, rural) e.g. housing, transport.
- Pockets: household resources, (Income, benefits, outgoings) ability to access a service
- Prospects: peoples life chances e.g.access to, or ability to access: employment, training, services (such as council or health) or support.

Groups of people who may be impacted include, but not limited to:

<ul style="list-style-type: none"> <li>• Unemployed</li> <li>• Single parents and vulnerable families</li> <li>• People on benefits</li> <li>• Those involved in the criminal justice system</li> <li>• People in the most deprived communities</li> <li>• People who live in rural areas</li> </ul>	<ul style="list-style-type: none"> <li>• Pensioners</li> <li>• Looked after children</li> <li>• Careers including young carers</li> <li>• Veterans</li> <li>• Students</li> <li>• Single adult households</li> <li>• People who have experienced the asylum system</li> </ul>	<ul style="list-style-type: none"> <li>• Those leaving the care setting including children and young people and those with illness</li> <li>• Homeless people</li> <li>• People with low literacy/numeracy</li> <li>• People with lower educational qualifications</li> <li>• People in low paid work</li> <li>• People with one or more protected characteristic</li> </ul>
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Please complete by inserting “yes” in the applicable box/boxes below.

Socio-economic disadvantage	Positive	Negative	Neutral	Unknown
Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing		Yes		
Pockets: Low and/or no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future		Yes		
Pockets: Material deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies		Yes		
Place: Area deprivation – where you live, where you work		Yes		
Prospects: Socioeconomic background – social class i.e. parents education, employment and income , educational achievement.				Yes

Stage 8: 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 you have highlighted above. Detail the impacts and describe those affected.		Refer to the <a href="#">EIA</a> for the increase in civic licensing fees. These have already been agreed despite potentially negative impacts due to increasing the fee.
		Unless the savings are achieved in a manageable way following the release of online licensing, there will be a negative impact on staffing levels and service delivery which ultimately may delay applicants for new licences receiving a licence to work and earn money.

Stage 9: Have any of the affected groups/areas been involved, engaged with or 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?	Whilst not directly engaged on the budget proposal to reduce, all new licensing fees have been subject to public consultation. The proposals to reduce to a single licensing board have been fully consulted upon.

Stage 10: 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
	Develop the online Licensing system to enable online applications still ensuring accessibility for all	By end September 2020
	Review the impact of the newly introduced Licensing Fees	By April 2021
	Assess the impact of the budget reduction and monitor how additional income generated can contribute to the budget position	Ongoing
	Implement a singular Licensing Board and consider a venue with accessibility for all.	April 2020

Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal	
These should be included in any action plan (for example customer satisfaction questionnaires).	Each of the individual projects that will contribute to the savings will be impact assessed as demonstrated via links to work already undertaken and hyperlinked in this document. Each project will be monitored individually and an overarching view will be considered regularly.

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.
	Inevitably there will be an impact on service delivery, which may ultimately have an impact on those who have a protected characteristic or those who we consider under the Fairer Scotland duty. Mitigating steps include monitoring the income on a monthly basis under the increased fee regime	
	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 Service recognise that there will be an impact on the budget. There is a plan in place as to how to mitigate the impact of the budget that relies on technology being advanced enough to allow in year savings.



Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Legal and Governance, Governance Team	
	2) Title of Policy/Activity	Reduction of Licensing Budget (if appropriate)	
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Lauren Cowie Position: Principal Solicitor Date: 28.2.20 Signature:	Name: Position: Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Laura Bremner Date:	
	5) Authorisation by Director or Head of Service	Name: Karen Wiles Position: Head of Legal and Governance 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.	Date:	
7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk	Date:		

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Monitor income levels following increases in fees	1 <sup>st</sup> April 2020	Ongoing	Principal Solicitor (Governance)	<p>Increased income on previous years.</p> <p>Will monitor whether any equality or Fairer Scotland duty issues are raised. If significant issues, will do a light touch review after 12 months.</p>	Within existing resource budgets.
Implementation of New Licensing Board, subject to Full Council approval.	29 <sup>th</sup> April 2020	Ongoing	Principal Solicitor (Governance)	<p>Reduction in the number of licensing boards, increase in capacity of team to develop and implement online licensing.</p> <p>Monitor equality impacts in advising Board of suitable venue, remote participation access and new equalities policies will be adopted by any new single Board.</p>	Within existing resource budgets.
Move to online licensing	April/May 2020	September/October 2020	Principal Solicitor (Governance)	<p>Encourage applicants to apply online to reduce time spent per application. Will reduce timeframe for applicants waiting for applications to be granted so will reduce the negative impact on the Fairer Scotland Duty.</p>	Within existing resource budgets and with the assistance of the ICT service.

