

EQUALITY IMPACT ASSESSMENT

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| Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions). | |
| Service | Education & Children’s Services |
| Section | Live Life Aberdeenshire |
| Title of the activity etc. | Live Life Aberdeenshire – Review and Redesign of Services within Sports Facilities (wet & dry) |
| Aims of the activity | Match opening hours with demand to ensure greater efficiency of operation and generate a saving on current budgets. |
| Author(s) & Title(s) | Claire Thomson Service Manager, Business Development |

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| Stage 2: List the evidence that has been used in this assessment. | |
| Internal data (customer satisfaction surveys; equality monitoring data; customer complaints). | Existing usage trends in each facility, monitored monthly Feedback from facility managers Bookings registers. Income records |
| Internal consultation with staff and other services affected. | Discussion with Facilities and Funding team Discussions with Community Leisure team |
| External consultation (partner organisations, community groups, and councils). | No direct consultation, but cognisance has been taken of feedback (not specifically related to this topic) from previous satisfaction surveys. |
| External data (census, available statistics). | Cognisance of opening hours of facilities within other areas |

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| Other (general information as appropriate). | |
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| Stage 3: Evidence Gaps. | |
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| Are there any gaps in the information you currently hold? | N/A |

| Stage 4: Measures to fill the evidence gaps. | | |
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| 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: |
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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 | |
| Sex (Gender – male/female) | | Yes | | |
| Pregnancy and maternity | | Yes | | |
| Sexual orientation – (includes Lesbian/ Gay/Bisexual) | | | Yes | |

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| Gender reassignment – (includes Transgender) | | | Yes | |
| Marriage and Civil Partnership | | | Yes | |

| Stage 6: What are the positive and negative impacts? | | |
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| Impacts. | Positive (describe the impact for each of the protected characteristics affected) | Negative (describe the impact for each of the protected characteristics affected) |
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| <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>Reduced hours will have some negative impacts on user groups by virtue of a reduced ability to access facilities at certain times. In particular:</p> <p>Young people / reduced daytime hours may reduce primary school access to wet and dry sites eg limiting some learn to swim opportunities.</p> <p>Older people / Again closure at quiet times may limit access to wet and dry sites by this age group who sometimes take advantage of quiet times.</p> <p>Families / Daytime closures may limit opportunities for parent / toddler services and sessions both wet and dry.</p> <p>Women / A disproportionate number of swimmers are women, again especially in off peak times. Closures may limit access.</p> <p>Rural users / Closures are greater in facilities that serve rural premises as the sparser population means there are more periods where it is economical to close.</p> <p>Swim Clubs / Some truncated hours may limit access to swim clubs – who typically make use of off peak early morning sessions as they have to date been low cost.</p> |
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| <p>Stage 7: Have any of the affected groups been consulted?</p> | |
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| <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>Not for this exercise – though relevant consultations have previously been done with groups when considering undertaking a pricing review (implemented from April 2017).</p> |

| | Mitigating Steps | Timescale |
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| These should be included in any action plan at the back of this form. | Analysis of programming to minimise impact on impacted groups. | April 2019 |
| | Publicity to highlight alternative sessions at particular facilities and at nearby facilities | June 2019 |
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| Stage 9: What steps can be taken to promote good relations between various groups? | |
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| These should be included in the action plan. | Highlighting the rationale for the changes, stressing the need to run services as efficiently as possible. Working with groups to identify solutions to those displaced by closures where possible. |

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

| Stage 11: What equality monitoring arrangements will be put in place? | |
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| These should be included in any action plan (for example customer satisfaction questionnaires). | Ongoing customer surveys (as is currently the case) identifying specific customer feedback leading to potential future changes in programming. |

| Stage 12: What is the outcome of the Assessment? | | |
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| Please complete the appropriate box/boxes | 1 | No negative impacts have been identified –please explain. |
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| | 2 | Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen. |
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| | 3 | The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen |
| Although every effort will be made to mitigate the impact of the proposals, inevitably reduced hours will reduce a degree of access to sports facilities | | |

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

The alternative to the proposal is to identify full closures of one or more facilities, which will then have a disproportionate impact on a part or parts of Aberdeenshire.

Ultimately the justification for this activity is that it will assist the Culture and Sport service to remain within budget rather than be in an overspend position.

Stage 14: Sign off and authorisation.

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| Sign off and authorisation. | 1) Service and Team | Live life Aberdeenshire | |
| | 2) Title of Policy/Activity | Reduction in opening hours of major sports facilities. | |
| | 3) Authors: I/We have completed the equality impact assessment for this policy/activity. | Name: Claire Thomson Position: Service manager Business Development Date: 01/02/19 Signature: | Name: Position: Date: Signature: |
| | | Name: Tim Stephen Position: SM Facilities and Funding Date: 01/02/19 Signature: | Name: Position: Date: Signature: |
| | 4) Consultation with Service Manager | Name: Date: | |
| | 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@abdnshire | Date: | | |
| (Equalities team to complete) Has the completed form been published on the website? YES/NO | | | Date: |

