

**EQUALITY IMPACT ASSESSMENT**

EIA Version	Date	Author	Changes
1	16 <sup>th</sup> February 2021	Stephen Brown	

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	ECS
Section	Live Life Aberdeenshire
Title of the activity etc.	Sports & Physical Activity Service - Live Life Outdoors - reorganisation of management
Aims and desired outcomes of the activity	Adjust the Management of the outdoor team and align with colleagues with a similar remit (Duke of Edinburgh/Adventurous team)
Author(s) & Title(s)	Stephen Brown

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?
Customer feedback	There has been no negative feedback received regarding the changes. Changes have generally gone unnoticed.	Events and opportunities have continued (albeit online due to Covid-19).
Staff feedback	The LLA team now have the direct support of colleagues they have worked with in the past and support the changes.	It’s been a positive move for the team and has not resulted in a reduction in support, mentoring or capacity.
External suppliers and partners	Partners and suppliers have continued to engage and work with LLA when planning and delivering the range of activities.	No changes have been required as a result of the LLA adjustments.

External data (census, available statistics).	N/A	
Other (general information as appropriate).	N/A	

**Stage 3: Evidence Gaps.**

Are there any gaps in the information you currently hold?	None.
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**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:
	N/A	

**Stage 5: What steps can be taken to promote good relations between various groups/areas?**

These should be included in the action plan.	Not required, existing links remain in place
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**Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?**

It is expected that the reorganisation of the team will create the capacity to offer affordable residential adventure opportunities to schools and communities that, to date, have not been able to afford this service as it has traditionally been met through out of area provision by the private sector. This is expected to open up outdoor opportunities to low income groups.

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	X			
Age - Older			X	
Disability			X	
Race – (includes Gypsy Travellers)			X	
Religion or Belief			X	
Sex			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>• Carers 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	X			

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	X			
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			X	
Place: Area deprivation – where you live, where you work			X	
Prospects: Socioeconomic background – social class i.e. parents education, employment and income, educational achievement.			X	

Stage 8: What are the positive and negative impacts?		
Impacts.	Positive	Negative
Please detail the potential positive and/or negative impacts you have highlighted above. Detail the impacts and describe those affected.	Increased direct support for the team	
	Reduced costs to LLA	
	Ability to offer more accessible outdoor adventure opportunities to low income groups.	

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?	Team have been engaged in this re-organisation, with advantage taken of the natural throughput of staff members in pre-existing roles through retirement or application for alternative role.

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
	N/A	

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).	N/A

Stage 12: What is the outcome of the Assessment?		
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
		Staff member has retired, and support is provided by colleagues with relevant skills and experience.
	2	Negative Impacts have been identified; these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
		N/A

	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen
	N/A	

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

N/A

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Live Life Aberdeenshire	
	2) Title of Policy/Activity	Live Life Outdoors	
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Stephen Brown Position: Interim Service Manager Date: 16 <sup>th</sup> Feb 2021 Signature: S Brown	Name: Position: Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Tim Stephen (SM- Operations) Date: 17/02/21	
5) Authorisation by Director or Head of Service	Name:  Position: Interim Head of Service, Live Life Aberdeenshire Date: 17 Feb 2021	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: <a href="mailto:equalities@aberdeenshire.gov.uk">equalities@aberdeenshire.gov.uk</a>	Date:

