

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1	16 th February 2021	Tim Stephen	

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.	LLA staff savings across all parts of LLA (Savings through existing restructure – LLA Macduff Aquarium seasonal staff model Aden Museum seasonal staffing adaption Restructure of museum posts to include conservator function)
Aims and desired outcomes of the activity	Improve service efficiency and delivery against business plan outcomes and ensure savings model fits priorities.
Author(s) & Title(s)	Tim Stephen (SM Operations) Claire Thomson (SM – Business Development).

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?
Existing performance Data	Shows attendance and performance of facilities currently.	Attendance can sometimes be based around a building rather than customer (health and wellbeing) needs.
Existing financial information	Budgets have remained similar in-service areas in previous years	Resourcing based around historic requirement rather than strategic need.

Monitoring of staff vacancies	Vacancy management has tended to replace like with like	Staffing approach in part historical rather than based around need.
Business plan and strategies	Need to refocus targets and priorities to meet health and wellbeing agenda	Change is needed in approach to staffing, roles and resourcing.

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	Staff and union engagement has not completed but is underway
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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:
	Engagement and dialogue with unions and HR has commenced	January – May 2021
	Engagement and dialogue with specific staff teams. E.g., arts and heritage team / Aquarium team.	January – May 2021
	Regular staff updates and bulletins / team talks	Dec 20 – June 21

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

These should be included in the action plan.	Regular staff updates and bulletins / team talks
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Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?

Allows LLA to focus staffing resources where they are most needed, in particular targeting certain populations and changing the emphasis away from building based delivery to need based delivery.

LLA will ensure that a robust and effective recruitment policy, in line with HR procedures, mitigates against indirect discrimination to all.

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"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities • People who live in rural areas 	<ul style="list-style-type: none"> • Pensioners • Looked after children • Carers including young carers • Veterans • Students • Single adult households • People who have experienced the asylum system 	<ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristic
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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.	More opportunities for work based in localities, enabling people who are less mobile (physically and financially) to apply	Less ad hoc (relief or seasonal) opportunities that may have been attractive to staff who valued summer-based opportunities typically due to domestic and study commitments.
	More flexible work opportunities, enabling people with irregular commitments to apply.	

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Stage 9: Have any of the affected groups/areas been involved, engaged with or 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>Staff teams are aware, and some have been directly involved in the proposals</p>
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Stage 10: What mitigating steps will be taken to remove or reduce negative impacts?

	Mitigating Steps	Timescale
<p>These should be included in any action plan at the back of this form.</p>	<p>Service will identify other opportunities for staff who valued seasonal appointments – potentially looking at annualised hour arrangements as an alternative.</p>	<p>April 21</p>

Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal

<p>These should be included in any action plan (for example customer satisfaction questionnaires).</p>	<p>We will monitor applications and vacancy management.</p>
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Stage 12: What is the outcome of the Assessment?

<p>Please complete the appropriate box/boxes</p>	1	No negative impacts have been identified –please explain.
	2	<p>Negative Impacts have been identified; these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.</p>

	The negative impacts can be managed through the innovative use of annualised hour contracts or truncated/ extended hours contracts.	
	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.

Advantages in terms of staff benefit and service delivery outweigh the negative impacts – which we are confident can be managed.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	LLA	
	2) Title of Policy/Activity	LLA staff savings (cross service)	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Tim Stephen Position: SM Operations Date: 16 th Feb 2021 Signature:	Name: Position: Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
4) Consultation with Service Manager	Name: Claire Thomson Date: 17/02/21		

	<p>5) Authorisation by Director or Head of Service</p>	<p>Name:  Position: Interim Head of Service, Live Life Aberdeenshire Date: 17 Feb 2021</p>	<p>Name: Position: Date:</p>
	<p>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.</p>		<p>Date:</p>
	<p>7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk</p>		<p>Date:</p>

