

Stage two: form for carrying out a full equality impact assessment

1: Policy or function details

Name of policy or function	Service Choices savings, Education, Music Instruction and Creative Arts – EDUC02b, EDUCO2c, EDUCO2d
Lead officer/person	Anne Paterson, Education Manager: Learning & Achievement
Supporting team	Ann Marie Knowles, Head of Service Eilidh Petro, Principal Accountant Susan Tyre, School Services Support Manager

<p>What are the main aims of the policy?</p>	<p>The main aim of the Instrumental Music Service package is to meet the savings which are required to be made as part of Service Choices (Education Services Base Budget Service Choices Stage 2 Options review templates)</p> <p>Proposed target savings are required to be achieved between 2016 and 2021. With first year savings in 2016/2017 of £117K, with a further saving in 2017/2018 of £37K, (a cumulative saving of £154K) and a reduction of 2.8 FTE posts.</p> <p>Savings proposals:</p> <p>EDUCO 2b – reduce creative arts in schools team by 0.2 FTE.</p> <p>EDUCO 2c – Increase fees for instrumental music tuition by 50%.</p> <p>EDUCO 2d – reduction in instrumental music instructors by 20%. 2.6 FTE posts</p>
<p>Who will benefit?</p>	<p>The Service Choices package will not benefit any specific equality group.</p>
<p>Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?</p>	<p>This Service Choice package will not benefit any specific equality group.</p>

2: What are the likely impacts of the policy?

For each protected characteristic you should identify any particular impact that the policy may have for the group. Impacts could be positive or negative and both should be described.

If there are no impacts on a particular protected characteristic then state your reasons for this within the response box. This demonstrates that you have considered the impact on each characteristic.

<p>Will the policy impact on the whole population of Argyll and Bute?</p> <p>Will the policy impact on particular groups within the population of Argyll and Bute?</p>	<p>No equality impacts are expected on the whole Argyll and Bute population.</p> <p>There are potential impacts for children and young people across Argyll and Bute in respect of availability of music tuition.</p> <p>The proposed reduction in staffing levels in the Instrumental Music and Creative Arts Services will have a negative impact affecting both male and female employees delivering instrumental music services across Argyll and Bute. The proposals will mean a reduction in the overall number of Instrumental Music Tutors and the risk of potential redundancies. As part of the Service Choices consultation process the Service will ensure all possible opportunities to mitigate the risk of redundancy will be fully explored and with HR through the redeployment process.</p>
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Consider the following protected characteristics. What are the likely impacts for the group or community?

List any positive and/or negative impacts.

Protected characteristic	Positive and/or negative impacts
Race: relating to people from different racial groups, ethnic or national origins, ethnic minorities, including gypsy travellers and migrant workers	None.
Gender: specific to women and/or men	<p>The instrumental tuition service is provided universally and is not delivered specifically to male or female pupils.</p> <p>The potential reduction in staffing levels within the Instrumental Music and Creative Arts Services is not gender specific. The higher impact is likely to be on male employees, as there are a larger proportion of male employees in music tuition posts, and this area of service is impacted higher.</p>
Disability: relating to people with either mental or physical disability	None.

Age: relating to different age groups e.g. older people or children and young people	Potential negative impact for children and young people who use this service. Reduced levels of service delivery and potential increase in charging may restrict availability and opportunity to participate in music tuition.
Religion or Belief: relating to a person's religion or belief (including non-belief)	None.
Sexual orientation: relating to whether a person is lesbian, gay, bi-sexual, heterosexual	None.
Marriage and civil partnership: relating to people who are married or are in a civil partnership	None.
Gender reassignment: relating to people who have proposed, started or completed a process to change his or her sex	None.
Pregnancy and maternity: relating to the condition of being pregnant or expecting a baby and the period after the birth	None.

3: Evidence used in developing the policy

<p>Set out the evidence on impacts that you have collected in the development of the policy.Involvement and consultation</p> <p>In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who was involved, when and how?</p>	<p>Planned discussions were held with Instrumental Music Tutors and the Creative Arts Coordinator to inform them of the requirements of Service Choices and provide an opportunity to discuss proposals, as well as to contribute ideas to the proposed savings proposals.</p> <p>Public consultation was carried out on all the Service Choices options. 34% of respondents either agreed or strongly agreed with the cut in music instructors whilst 48% either disagreed or strongly disagreed.</p> <p>41% of respondents agreed or strongly agreed to the proposal to increase music tuition costs whilst 46% either disagreed or strongly disagreed.</p> <p>Consultation with the affected staff, trade Unions and HR have taken place on three occasions between November 2015 and January 2016 to consider all options for those affected by the Service Choices package.</p>
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<p>Data and research</p> <p>Please specify what research was carried out or data collected, when and how this was done, and what other available research or data did you use?</p> <p><i>Set out any local or national data that has been used, in the impact assessment including any relevant guidance that has influenced the development of the policy.</i></p>	<p>As a core part of the Service Choices process Services were required to complete Stage 2 Option Review Templates.</p> <p>EDUCO 2b – reduce creative arts in schools team by 0.2 FTE Review of current creative Arts delivery in supporting schools to deliver core curriculum content.</p> <p>EDUCO 2c – Increase fees for instrumental music tuition by 50%. Potential increase of current fees charged for provision of music tuition beyond provision for senior pupils engaged in senior phase qualifications and external examinations.</p> <p>EDUCO 2d – reduction in instrumental music instructors by 20%. Review of current service delivery models to identify alternative ways of working and delivering instrumental music tuition. E.g. video conferencing, increasing group tuition, timing of tuition.</p>
<p>Partners’ data and research</p> <p>What evidence has been provided by partners? Please specify partners.</p>	<p>Not applicable.</p>
<p>Gaps and uncertainties</p> <p>Have any gaps or uncertainties been identified in your understanding of the issues or impacts that need to be further explored?</p>	<p>None.</p>

4: Detailed Action Plan to address gaps in evidence and to reduce negative impacts

No	Action	Responsible Officer(s)	Timescale
1	Communicate with service users to advise of changes to the service provided	Anne Paterson Kathryn Wilkie	Feb 2016
2	Consult on a one to one basis with all employees affected by the implementation of the service reduction	Anne Paterson Kathryn Wilkie	Feb 2016
3			
4			

Note: Please add extra rows as required.

5: Performance monitoring and reporting

Please describe how the policy will be taken forward. This will act as a record for future reviews and the monitoring of the policy.

When is the policy intended to come into effect?	Proposed changes will be implemented with effect in 2016/2017.
When will the policy be reviewed?	No planned review date at this stage.
Who is responsible for reviewing the policy?	Anne Paterson, Education Manager, Learning and Achievement.

6: Summary

Name of policy:

This policy will help the council to meet the general equality duty to eliminate discrimination; advance equality of opportunity; and foster good relations by:

Eliminate discrimination

State how the policy will eliminate discrimination

The savings proposals are not designed to eliminate discrimination, but seek to manage reductions in the education revenue budget with minimal impact on equality groups, ensuring that the overall education service is sufficiently resourced to deliver quality education.

The impacts identified have associated mitigating actions.

Advance equality of opportunity

State how the policy will advance equality of opportunity

The proposal will result in savings to the education service, which will allow it to operate within budget and deliver equality of opportunity to all pupils across Argyll and Bute.

Foster good relations

State how the policy will affect good relations

The proposal will result in savings to the education service, which will allow it to operate within budget and ensure that it continues to foster good relations to all pupils across Argyll and Bute

When completed, the assessment must be signed off by the lead officer and by the relevant Head of Service.



Signed:
Lead Officer

Date: 28 January 2016

A handwritten signature in black ink, appearing to be 'Stephen Colligan', written in a cursive style.

Signed:
Head of Service

Date: 28 January 2016

Completed assessments must be sent to: equality@argyll-bute.gov.uk or Stephen Colligan, Improvement and Organisational Development, for quality control, recording and publishing on the council's website.