



EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1.0			EIA Creation

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	Education & Children’s Services
Section	Music Tuition
Title of the activity etc.	Savings in Music Service could be through an increase in charges, reducing numbers of instructors in 2020/21 (possibly through better use of technology)
Aims and desired outcomes of the activity	Provide individual, group and ensemble music tuition to pupils across Aberdeenshire within the proposed budget. Options considered are an increase in service charges, an increase in tutor group size, reduction in individual arrangements available or out-sourcing aspects of the service. Seeking commercial sponsorship is thought unsuited for core provision.
Author(s) & Title(s)	Craig Clement, Head of Resources & Performance

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>Instrumental Music Service (IMS) satisfaction survey, IMS quality assurance returns, IMS management information.</p>	<p>In session 2014-2015 379 parents responded to an online survey to help with improvement planning for the service, including parents of children who were not receiving tuition, children who were currently receiving tuition, and children who had left school. The Instrumental Music Service operates in all clusters across Aberdeenshire, providing group and individual lessons to 2400 (2018/19 Lessons: 2965) pupils throughout the school year. In addition, 54 school ensemble activities such as orchestras are supported mainly as extra-curricular activities. 36.9 full time equivalent staff deliver the service, made up of 56 (2018/19 43 instructors) instrumental instructors. Instrumental instruction is offered in 7 (2018/19:9 disciplines) disciplines. The Council has a policy of charging parents/guardians annual fee, payable in 4 equal-termy instalments. Individual tuition costs £328 (£82 per ten-week period) and group tuition £220 (£55 per ten week period). Commercially similar individual tuition would cost approximately between £15 – 20 per 30 minute lesson. Group tuition is not widely available commercially. A 20% discount is applied to each child when 2 or more siblings are paying for tuition and approximately 542 pupils received sibling discounted tuition in 2018/19. On average 140 pupils registered for free school meals are exempt from Music Tuition fees. All senior phase (S4 to S6) pupils receiving instruction on an instrument for an SQA course are exempt from charges. In 2018/19 numbers in the region of 526 pupils receive SQA tuition. Any reduction in staffing will be managed through natural movement in staff or voluntary changes to contracts. The impact on staff will be uniform and will not impact differently on those with protected characteristics.</p>
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Internal consultation with staff and other services affected.	None	
External consultation (partner organisations, community groups, and councils).	None	
External data (census, available statistics).	None	

<p>Other (general information as appropriate).</p>	<p>Scottish Government recommendations from <i>Instrumental Music Tuition in Scotland</i> (June 2013).</p> <p>Education and Skills Committee Report SP Paper 450 (2019)</p> <ul style="list-style-type: none"> • The Committee is also cognisant of the need for any future funding solution to take into account the fact that all local authorities subsidise the cost of instrumental music tuition to some extent, with non-charging local authorities meeting the full cost. • The Committee respects the democratic right of local authorities to take decisions about local expenditure and acknowledge the financial choices they face. However, the Committee believes in principle that music tuition should be provided free of charge in every local authority. 	<p>Recommendations include:</p> <ul style="list-style-type: none"> • Local Authorities should continue to deliver an Instrumental Music service, notwithstanding the current financial challenges. • Local Authorities should review their charging policies to ensure that pupils in their area are not prevented from learning a musical instrument because of their background, location, disability or financial circumstances. • Local Authorities should deliver instrumental music tuition to all children and young people equally, including pupils with additional support needs. • Local Authorities should not charge for tuition which supports SQA exam courses. • Local Authorities should take a more pro-active approach to seek external sponsorship • Local Authorities should consider offering Instrumental Tuition free of charge.
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	No modelling has been undertaken which helps predict the impact on overall levels of tuition which may arise from changes to the service. It is not clear to what extent pupils currently using the service will change to using private providers or stop music lessons. It is also unclear to what extent the service is price sensitive. Charges presently are broadly in the mid-range of charges levied across Scotland.

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.	Instrumental Music Tuition is open to groups and areas that are protected as well as unprotected groups across Aberdeenshire.

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?
Changes to the service will provide opportunities to focus clearly on barriers to access as part of any change process. The selection process will be undergoing change in order to eradicate certain barriers and become as inclusive as possible.

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 (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.		Pockets: for families that are just above the Free School Meals threshold, an increase in fees may mean the difference between registering for Instrumental Tuition or not.
		Prospects: For families who have a legacy of unemployment an increase in fees could mean withdrawal or not registering for instrumental tuition.

		Age – Younger: larger families potentially unable to afford lessons younger siblings even with sibling discount should tuition fees increase.

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?	The Instrumental Music Service (IMS) is due a consultation with all stakeholders. The current IMS management post is on a temporary basis. Consultations will be carried out in due course. Meanwhile the acting IMS manager is looking at technology solutions to increase participation for all groups.
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Stage 10: What mitigating steps will be taken to remove or reduce negative impacts?

	Mitigating Steps	Timescale
These should be included in any action plan at the back of this form.	Service will increase promotion of service at school level by improved parent literature, wider dissemination of information to teachers and by reviewing allocation of places processes to reduce barriers to service.	2020/21
	Service will continue to widen instruments available to broaden appeal to various groups.	
	Service will explore options to ensure that access to music tuition is widened to include non-service providers. It may also be possible to increase group tuition sizes	2020/21

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).	Appropriate impact assessment by Service Officers: The IMS Manager produces a document annually that reports on various statistics regarding the participation of Music Tuition which includes families registered for Free School Meals, sibling discounts and SQA exemptions.
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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.
	3	The activity will have negative impacts which cannot be mitigated fully – please explain.
	Solutions to decrease in staffing through technology can only serve to reach more groups, it cannot replace instructors. An increase in fees will affect groups on low income which will mean less participants and therefore reduced income.	

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

The provision of an Instrumental Music Tuition is not a statutory requirement. Learners who are engaged in studying for certified courses will be unaffected by any change and therefore future positive destinations for school leavers should be largely unaffected. The impact of any change to the service are likely to be felt by the groups identified and therefore options without a similar impact are not available.

Stage 14: Sign off and authorisation.

SSign off and authorisation.	1) Service and Team	Education & Children’s Services	
	2) Title of Policy/Activity	Music Tuition (if appropriate)	
	3) Authors: I/We have completed the equality impact assessment	Name: Craig Clement Position: Head of Resources and Performance Date: 11/02/20 Signature:	Name: Position: Date: Signature:

for this policy/ activity.	Name: Position: Date: Signature:	Name: Position: Date: Signature:
4) Consultation with Service Manager	Name: Date:	
5) Authorisation by Director or Head of Service	Name: Craig Clement Position: Head of Resources and Performance Date: 11/02/20	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:

