

## Integrated Impact Assessment

<b>Project Name</b>	Charges for Instrumental Music Instruction
<b>Ref</b>	TP020
<b>Project Manager</b>	Richard Parker
<b>Project Sponsor</b>	Monica Patterson

### Version Control

Version Date	Version	Changed By	Reason for Change
19 <sup>th</sup> June 18	V0 01	Richard Parker	
	V0 02		
	V0 03		

### Distribution & Approval

The Project Document has been distributed to the stakeholders listed below.

Those with Sign-off responsibility have given formal approval to the document. All sign-offs must be evidenced.

Name	Role	Responsibility	Version	Date
Monica Patterson	Project Sponsor (Deputy Chief Executive)		V1	
Caroline Rodgers	Transformation Team Manager		V1	
Richard Parker	Service Manager Education		V1	
Sharon Saunders	Service Head			
Fiona Robertson	Service Head - Education	Sign-off		
Jim Lamond	Service Head – Finance & Resource			

# Integrated Impact Assessment

**Type of Initiative:**

- |   |   |
|---|---|
| <input type="checkbox"/> Programme/Plan         | <input checked="" type="checkbox"/> New or Proposed |
| <input type="checkbox"/> Project                | <input type="checkbox"/> Changing/Updated           |
| <input type="checkbox"/> Service                | <input type="checkbox"/> Review or existing         |
| <input checked="" type="checkbox"/> Function    |   |
| <input type="checkbox"/> Other (please specify) |   |

**1. Briefly describe the policy/proposal you are assessing.**

Introduce fees for Instrumental Music Instruction as a contribution towards the service currently provided at additional expense to the Council. For introduction from August 2018. This is to contribute towards the council budget savings targets for 2018/19 and 2019/20 and follows the guidance within the Charging Policy.

**2. What will change as a result of this initiative?**

The following service will carry a charge:

1. Instrumental Music Tuition (Supplementary to the provision of core Primary & Secondary Education)

**3. Do I need to undertake an Integrated Impact Assessment?**

You should also consider the cumulative impact of your decision i.e. how other decisions combined with this decision can impact people in our communities.

High Relevance	Yes / No
1. The policy/ proposal has consequences for or affects people	YES
2. The policy/proposal has potential to make a significant impact on equality	NO
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	NO
4. The policy/proposal is likely to have a significant environmental impact	NO

Low Relevance	
5. The policy/proposal has SOME relevance to equality	YES
6. The policy/proposal has A LIMITED impact on the economy	YES
7. The policy/proposal has no/ minimal impact on the environment	YES
<p><b>If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.</b></p> <p>The Instrumental Music Instruction tuition fee is charged to a domestic client group and there are full concessions for disadvantaged groups. This service and its charge has no bearing on the access any child has to their core curriculum and educational entitlement.</p>	

***If you have answered yes to 1, 2, or 3 above, please proceed to complete the Integrated Impact Assessment.***

***If you have identified that your project will have a significant environmental impact (4), you will need to consider whether you need to complete a Strategic Environmental Assessment.***

#### **4. What information/data/ consultation have you used to inform the policy to date?**

Evidence can include:

- Demographic information
- Service level monitoring data
- External research and statistics
- National level data
- Consultation
- Surveys

<b>Evidence</b>	<b>Comments: what does the evidence tell you?</b>
Data on populations in need	Census (2011) East Lothian Residents Survey (2017) East Lothian Profile & Six Ward Profiles SIMD Data
Data on service uptake/access	<b>Service Activity Data</b> – None of the new fees are associated with access to core or essential services. Were this to occur there are concessions and discounts in place
Data on quality/outcomes	N/A – fees not yet in place
Research/literature evidence	<b>Charging Policy</b> - the initiative falls within Policy

	<p><b>Charging Policy IIA</b> - No negative impact on equalities by following the policy</p> <p>Improvement Service Annual Report on Instrumental Music Services (2016-17)</p> <p>Fee lists from neighbouring Local Authorities used for benchmarking.</p> <p>All indicated that ELC, through not charging for their services, are at risk of service and financial negative impacts unless fees are brought in to cover a proportion of costs of service provision.</p>
Service user experience information	N/A
Consultation <b>and involvement</b> findings	2017 Budgetary Consultation Exercise
Good practice guidelines	See Research/literature above
Other (please specify)	none
Any further information required? How will you gather this?	none

**5. How does the policy meet the different needs of groups in the community?**

*The list is not exhaustive - if you can identify others who will be impacted - they should also be considered here*

	<b>Issues identified and how the strategy addresses these</b>
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<p><b>Equality Groups</b></p> <ul style="list-style-type: none"> <li>• Older people, people in the middle years</li> <li>• Young people and children</li> <li>• Women, men and transgender people (includes issues relating to pregnancy and maternity)</li> <li>• Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems)</li> <li>• Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers)</li> <li>• Refugees and asylum seekers</li> <li>• People with different religions or beliefs (includes people with no religion or belief)</li> <li>• Lesbian, gay, bisexual and heterosexual people</li> <li>• People who are unmarried, married or in a civil partnership</li> </ul>	<p>Instrumental Music Tuition is delivered within primary and secondary schools to young people which will result in a financial impact on them/their families, but there will be no other detrimental effects on young people's ability to access the service. There will be a redesign of service delivery to enable a wider spectrum of young people to engage with the service.</p>
<p><b>Those vulnerable to falling into poverty</b></p> <ul style="list-style-type: none"> <li>• Unemployed</li> <li>• People on benefits</li> <li>• Single Parents and vulnerable families</li> <li>• Pensioners</li> <li>• Looked after children</li> <li>• Those leaving care settings (including children and young people and those with illness)</li> <li>• Homeless people</li> <li>• Carers (including young carers)</li> <li>• Those involved in the community justice system</li> <li>• Those living in the most deprived communities (bottom 20% SIMD areas)</li> <li>• People misusing services</li> <li>• People with low literacy/numeracy</li> <li>• Others e.g. veterans, students</li> </ul>	<p>Instrumental Music Tuition is delivered within schools to young people so there will be a financial impact on them/their families.</p> <p>Payment plans will be in place to reduce the upfront impact and help spread the financial burden.</p> <p>There are also a number of concessions in place to support larger families, those on the lowest incomes and any child that is using their instrument from their additional tuition time within their SQA music curriculum.</p>
<p><b>Geographical communities</b></p> <ul style="list-style-type: none"> <li>• Rural/ semi rural communities</li> <li>• Urban Communities</li> <li>• Coastal communities</li> </ul>	<p>It is not anticipated that these new fees will have any impacts on geographic communities</p>

**6. Are there any other factors which will affect the way this policy impacts on the community or staff groups?**

None.

**7. Is any part of this policy/ service to be carried out wholly or partly by contractors?**

None.

**8. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?**

As with all Council Documents it will be made available in different languages and formats on request.

**9. Please consider how your policy will impact on each of the following:**

Objectives	Comments
<b>Equality and Human rights</b>	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	With Concessionary rates available equality of opportunity will be promoted and advanced. Access to services will be available to all.
Promotes good relations within and between people with protected characteristics and tackles harassment	As above
Promotes participation, inclusion, dignity and self control over decisions	As above
Builds family support networks, resilience and community capacity	No
Reduces crime and fear of crime	No

<p>Promotes healthier lifestyles including</p> <ul style="list-style-type: none"> <li>• diet and nutrition,</li> <li>• sexual health,</li> <li>• substance misuse</li> <li>• Exercise and physical activity.</li> <li>• Lifeskills</li> </ul>	<p>No</p>
<b>Environmental</b>	
Reduce greenhouse gas (GHG) emissions in East Lothian (including carbon management)	<p>N/A</p>
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms of transport	
Improves the physical environment e.g. housing quality, public and green space	
<b>Economic</b>	
Maximises income and /or reduces income inequality	<p>N/A</p>
Helps young people into positive destinations	
Supports local business	
Helps people to access jobs (both paid and unpaid)	
Improving literacy and numeracy	
Improves working conditions, including equal pay	
Improves local employment opportunities	<p>N/A</p>

## 10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
None identified.				

**11. Sign off by Head of Service**



Signature:

Name: Fiona Robertson

Date: 31 May 2018