

## INTEGRATED IMPACT ASSESSMENT COVERING

- EQUALITIES & SOCIO ECONOMIC DUTIES
- HUMAN RIGHTS AND RIGHTS OF THE CHILD

### STAGE 1 - DO I NEED AN INTEGRATED IMPACT ASSESSMENT?

<b>Name of policy or proposal: Communities Service/Education Resources &amp; Communities</b>	
<b>A6-4 - Option 2: Removal of Outdoor Learning and Duke of Edinburgh Officers Grade 8 (2xFTE)</b>	
Is this a	Mark X below
New activity, programme or policy?	
Change to an existing activity, programme or policy?	x
Budget proposal?	

Duties: tick the boxes you think apply	No	Maybe	Yes
<b>Equalities:</b> Will your proposal have an impact on groups with protected characteristics?  <i>Consider the impact of your proposal on people and how they access your services and information without barriers.</i>			x
<b>Socio-economic</b>  <i>Not every person/family has access to regular income or savings. Will your proposal have an adverse impact on them</i>			x
Does your proposal impact on the <b>human rights</b> of people?	x		
Does your proposal impact on the <b>rights of children</b> and young people	x		

<p><b>Reasoning</b></p> <p>Briefly describe your reasoning for the responses given above: <i>The removal of these posts would impact on a large number of young people who would be more likely to miss out on Outdoor Learning in Moray and would particularly impact</i></p>
--

those currently taking part in programmes. There is a voluntary [Moray Duke of Edinburgh Awards Committee](#) who support volunteers and training but they could not replace the work of the removed posts.

*There is a safety issue which the council would need to assess and to clearly articulate how those roles would be fulfilled without the posts and hours currently available.*

**If you have answered “maybe” or “yes” to any of the Stage 1 questions above then proceed to complete the Stage 2 Integrated Impact Assessment questions below.**

**If you have answered “no” to the Stage 1 questions above then provide the details below and submit to [email]**

Lead Officer for developing the contract	
Other people involved in the screening (this may be council staff, partners or others i.e. contractor or community)	
Date	

## STAGE 2: INTEGRATED IMPACT ASSESSMENT

### Brief description of the affected service

1. Describe what the service does:

*The posts support the delivery of Duke of Edinburgh in Moray and provide advice and authorisation for outdoor learning activities – a function that was previously paid for through an external company. The staff advise schools and youth groups on the safe delivery of off-site activities and review all adventurous activities logged on the EVOLVE system. They are responsible for renewing the Council’s Adventurous Activities Licence which included checking that external providers (outdoor centres, organisations etc.) are operating safely and with appropriate policies and safeguard in place.*

*The officers also support the delivery of Outdoor Learning in general and the Duke of Edinburgh Award Scheme with a particular focus in the current team plan to widen access to traditional non participants.*

2. Who are your main stakeholders?

*The young people who participating in the Duke of Edinburgh programme (433 last quarter); young people who take part in any off campus activity.*

*Schools are key stakeholders and will lose the oversight and capacity building provided by the officers as well as the accredited wider achievement outcomes that young people gain through participation.*

*Our Youth Work team are delivering support at S3 and S4 level to young people not engaging or at danger of not moving on to a positive destination and participation in the Duke of Edinburgh programme is a component part of that approach ( recognising that people learn in different ways and not just in classrooms)*

3. What changes as a result of the proposals? Is the service reduced or removed?

*This proposal would remove both posts completely impacting on significant numbers of young people.*

*There would be a significant reduction in young people able to take part in Duke of Edinburgh activities at the same time as the Corporate plan prioritises young people fulfilling their full potential.*

4. How will this affect your customers?

*Less young people will complete or start Duke of Edinburgh awards – there are currently 438 young people taking part. 106 of them have already taken part in an expedition which will have been safety checked and authorised by the 2 Officers.*

5. Impact on staff providing the service –

*The two staff members have very specific skill sets and are both armed forces veterans. The work could not be picked up by other staff without outdoor experience and qualifications.*

<b>6. Please indicate if these apply to any of the protected characteristics</b>	
<b>Protected groups</b>	<b>Potential impacts and considerations</b>
Race	
Disability	<i>There is a drive nationally and locally to widen access and to adapt programmes as required to allow people to fully participate. This will be less likely to happen without ongoing development and support.</i>
Carers (for elderly, disabled or minors)	
Sex	
Pregnancy and maternity (including breastfeeding)	
Sexual orientation	

<p>Age (include children, young people, midlife and older people)</p>	<p><i>Less young people will be likely to take part in Duke of Edinburgh and other outdoor learning activities – which are recognised national as quality accreditation which builds confidence and resilience in young people.</i></p> <p><i>A recent <u>Young Minds survey</u> showed that 83% of young people said the pandemic has made their mental health worse.</i></p> <p><i>Safety is paramount from training volunteers; taking part in activities off site etc. This is a key aim in the Partnership CLD Plan in terms of Workforce Development – with workforce relating to paid staff and volunteers.</i></p> <p><i>If we do not have trained and confident youth workers then there will be a reduction in opportunities for young people across time.</i></p>
<p>Religion, and or belief</p>	
<p>Gender reassignment</p>	
<p>Inequalities arising from socio-economic differences</p>	<p><i>Part of the officers' role is to widen access to outdoor learning in terms of accessing the equipment and clothing required to take part in some activities. The local charity Moray Duke of Edinburgh Awards Committee provide support for this at the minute.</i></p>

**Human rights**

<p><b>List of convention rights</b></p>	<p><b>Describe, where applicable, if and how specific rights are engaged</b></p>
<p>Article 5: Right to liberty and security</p>	
<p>Article 6: Right to a fair trial</p>	
<p>Article 8: Right to respect for private and family life, correspondence and the home</p>	
<p><i>Article 10: Freedom of expression</i></p>	
<p><i>Article 11: Freedom of assembly and association</i></p>	
<p><i>Article 12: Right to marry</i></p>	
<p><i>Article 14: Prohibition of discrimination (in relation to the convention rights)</i></p>	

List of convention rights	Describe, where applicable, if and how specific rights are engaged
Article 1 of Protocol 1: Protection of property	
Article 2 of Protocol 1: Right to education	
Article 3 of Protocol 1: Right to free elections by secret ballot	

### Children's Rights and Wellbeing

Relevant articles – UNCRC	
Article 2 – Non discrimination	
Article 12 – Respect of the views of the child	
Article 3.1 – Best interest of the child	
Article 6.2 – Right to survival and development	

### 7. Evidence. What information have you used to make your assessment?

<b>Performance data</b>	<p>We report quarterly on Duke of Edinburgh Activities and levels of involvement which are shared online in our <a href="#">CLD Service Updates</a> and to Committees.</p> <p>Moray Council had a number of <a href="#">HMI inspections</a> which culminated in a final report in July 2020. Findings noted 'Work with young people in Buckie continues to be of good quality. They are gaining life skills and accreditation through a range of programmes including The Duke of Edinburgh's award and the Mentoring Young People group. A few young people with hearing impairment benefit from a bespoke outdoor activity programme...'</p> <p>The inclusive nature of the approach was identified by HMI in 2018 – 'There is a strong focus on targeted and inclusive provision for those with additional support needs (ASN). Young people with ASN are supported in working towards their Duke of Edinburgh's Award or Scouts Award alongside their peers'</p>
<b>Internal consultation</b>	<p>Not possible at this stage due to confidentiality. Future requirement to further consultation on impact with schools outdoor learning activities</p>

<b>Consultation with affected groups</b>	<i>Not possible at this stage due to confidentiality. Future requirement to further consultation required with external agencies currently supporting</i>
<b>Local statistics</b>	268 young people doing Bronze Award – 118 doing Silver and 47 doing Gold. The programme includes young people developing a skill; volunteering in the community and taking part in an expedition.
<b>National statistics</b>	<p><i>Targeted youth work delivered in partnership with schools has played a vital role in efforts to close the poverty-related attainment gap in Scotland – including through dramatically improving school attendance (<a href="#">YouthLink Scotland</a>)</i></p> <p><i>Vulnerable teenagers able to access quality extra-curricular activities are more likely to go to university (Peck et al) and reach their numeracy and reading targets (<a href="#">Education Research Quarterly</a>)</i></p>
<b>Other</b>	<p><i>A bill to establish a right for all secondary age pupils to take part in a residential learning experience is in motion. <a href="#">Proposed Schools (Residential Outdoor Education) (Scotland) Bill</a> If implemented the officers would pick up and set up and maintain the systems for this.</i></p> <p><i>The Duke of Edinburgh organisation is <a href="#">explicit in its intent</a> to <b>focus particularly on those who experience marginalisation, ensuring that D of E is open to all young people and that our participants reflect the most diverse generation of young people ever</b></i></p>

**8. Evidence gaps**

Do you need additional information in order to complete the information in the previous questions?

*Clearly there are many stakeholders who have not been consulted about this proposal yet and the impact it will have on current and potential participants. It is almost guaranteed that there will be a high degree of resistance to the proposal and the council will require to show how we will mitigate against this.*

*The safety and diligence activities will still require to be met and will incur costs for the council which have not been included in the Budget Template.*

*Evidence will be sought on the safety elements of the role and the number of near misses or similar which meant that young people involved were kept safe – and therefore the council itself was not deemed to be negligent in a critical or fatal outcome involving a young person.*

**9. Mitigating action**

*Can the impact of the proposed policy/activity be mitigated? Please explain*

*If option to remove the posts to progress then recommended that consideration should be given to reducing to one post rather than two – which at least keeps some continuity and ensures the continuation of programmes safely.*

*The local volunteers Group will likely campaign around any decision to reduce these posts with influential supporters. That body may have the potential to take more responsibility as may the Duke of Edinburgh itself but such an outcome would have more likelihood of working if done incrementally.*

## **10. Justification**

If nothing can be done to reduce the negative impact(s) but the proposed policy/activity must go ahead, what justification is there to continue with the change?

**SECTION 3 CONCLUDING THE IIA**

**Concluding the IIA**

1. No potential negative impacts on any of the protected groups were found.	
2. Some potential negative impacts have been identified.  The impacts relate to: <i>significant numbers of young people unable to complete their Awards – including young people who face multiple barriers.</i>	x
Reducing discrimination, harassment, victimisation or other conduct prohibited under the Equality Act 2010	
Promoting equality of opportunity	x
Fostering good relations	
3. The proposals interfere with human rights and/or the rights of the child	
4. Negative impacts can be mitigated the proposals as outlined in question 8	
5. The negative impacts cannot be fully mitigated but are justified as outlined in question 9.	x
6. Further consultation with affected groups is needed.	x
7. It is advised not to go ahead with the proposals.	

**Decision**

Set out the rationale for deciding whether or not to proceed with the proposed actions:

**Date of Decision:**

CONFIDENTIAL

Sign off and authorisation:

<b>Service</b>	Communities
<b>Department</b>	Education Resources and Communities
<b>Policy/activity subject to IIA</b>	A6-4 Option 2
We have completed the integrated impact assessment for this policy/activity.	Name: Kevin McDermott Position: Communities Services Manager Date: 2 October 2023
Authorisation by head of service	Name: Andy Hall Position: Acting Head of Education Resources and Communities Date: 11 <sup>th</sup> October 2023
Permission to publish on website -	
Please return this form to the Equal Opportunities Officer, Chief Executive's Office.	