Non-protected

Equality impact assessment

Template



# Name of policy: Standardised research approach

## Introduction

|  |  |
| --- | --- |
| Lead officer | Patricia Horton |
| Others involved in the assessment | Jacqui Fitzpatrick, Karina Robertson, Louise Dobbie, Tom Sharples |
| Date(s) of assessment | November 2016 |

## Description of policy

|  |  |
| --- | --- |
| Background | Across 2011-15, **sport**scotland developed a model called the ‘Indicators of Change’ to explore how our work was achieving the goals set out in our corporate plan. This model has been updated to fit the 2015-19 corporate plan:  A World Class Sporting for everyone in Scotland  Corporate Plan  Enablers  Outcomes  BELIEF  Our activities  Business Plan  Evidence to support  review of the plan  Indicators  The Indicators of Change model illustrates the way we use a pool of indicators to evidence how far our programmes and projects are contributing to the enablers and outcomes set out in our corporate plan.  The standardised research approach describes how we collect data for these indicators. The approach has three components: basic monitoring, basic evaluation and wider evaluation.  **Basic Monitoring**  This area of work gathers basic numbers to show the scale of our work (e.g. no. of participants on a course). The data gathering systems and processes are in place. The data gathering is done through a number of methods including our online system ‘*My Sport’*.  **Short Term Evaluation**  This area of work gathers short term evaluation data which provides the qualitative information on the impact of our work. This includes:   * A standardised continuous improvement form (Impacts and Interventions), to gather information from our supported posts. This information is captured and reported through our online system ‘*My Sport’*. * The Kirkpatrick model to evaluate our training programmes. * Ongoing customer feedback via standardised surveys (primarily on facilities funding applications at this stage).   **Wider Evaluation**  The wider evaluation is the most in depth area of work. This is expected to be conducted by external contractor(s). We will use the information from the basic monitoring and short term evaluation to design this wider evaluation.  Rather than evaluating a specific project, each evaluation will look at a broad theme or area. For example: how are we supporting schools across a range of our projects, or what interventions are most effective at increasing club growth?  The timing and approach will be determined in detail once we have more information back from the project monitoring and short term evaluations.  **Business Intelligence**  The information we gather also feeds into our Business Intelligence system ‘*Pathway’* to help partners plan for sport and inform future programme design. *My Sport* and *Pathway*, our online systems, have been designed to provide club, school and hub data in an accessible format.  These online tools are included in the Planning for Sport EQIA. |
| Purpose and outcomes | The purpose of this area of work is to explore the impact of our actions/activity in achieving the goals set out in the corporate plan.  This will also gather useful business intelligence to support operational and strategic decision making, and inform future programme design. |
| How it links to **sport**scotland corporate and business plans | **Corporate plan** This area of work is designed to have an impact across the whole corporate plan. This work explores how far we are achieving our outcomes and enablers, as well as supporting our priorities for improvement. The monitoring and short term evaluation information should be used as part of continuous improvement, to help each project reflect on how far they are achieving their aims, and how they can improve. In the longer term, all three sets of information should contribute to our strategic decision making.  ***sport****scotland core functions:* This approach contributes to **sport**scotland’s core function of leading, supporting and coordinating the key providers involved in Scottish sport.  *Maximising and aligning resources:* This approach will provide information to the system to support improved decision-making and continuous improvement.  *Priorities for improvement:*   * *Collaboration and impact:* This approach will support our partners to acknowledge the existence of a wider system for sport, using business intelligence from schools, clubs and community environments. * *Equalities and Inclusion:* This approach will improve planning and the use of business intelligence, which will lead to greater opportunities to analyse under representation and to focus and prioritise resources to where the needs are greatest. Specifically, the Equality Research will help staff better understand the equality implications of their work so they can focus activity on identifying and tackling the issues that prevent or constrain people from getting involved and progressing in any aspect of sport.   **Business plan**  The activities in this project are included within the Our Organisation portfolio under the Smarter Organisation programme and Research within the 2015-17 business plan. |
| How we intend to implement the policy | The research approach has three components: basic monitoring, basic evaluation and wider evaluation, as well as business intelligence. These are detailed in the background section.  The key aims of this approach are:   * Consistency * Keeping it simple and light touch * Supporting learning and continuous improvement * Supporting business intelligence * Minimising the burden on us, and our partners * Building a more systematic picture: connecting the information we have about schools, clubs, people and places |

## Who policy is likely to impact on and how

|  |  |
| --- | --- |
| Who will the policy benefit (i.e. who is the customer?) If applicable, you should consider how **sport**scotland’s investment is spent in the context of this policy. | There are a variety of customers for this work.   * Internal stakeholders (**sport**scotland staff e.g. partnership managers, project leads, senior management etc.) * Our operational delivery partners (e.g. Active Schools co-ordinators, hub officers, etc.) * Our wider strategic partners (e.g. local authorities, leisure trusts, Scottish Government) * The public |
| Is it designed to impact on one/some/all people who share a protected characteristic? How? | The standardised research approach is not designed to specifically benefit or impact on any group. |
| How will customers be involved in the development and roll out of the policy? If no involvement mechanism, how will customer needs be identified and addressed? | **Internal Stakeholders**  Internal stakeholders have been involved in the design of the indicators of change model which underpins the research approach, and which is developed in collaboration with project leads.  Each strand of the standardised research approach (basic monitoring, short term evaluation and wider evaluation) has been developed in collaboration with users across the organisation, primarily involving heads of development, project leads and portfolio management groups.  Project leads and representatives have been, and will continue to be, involved in the design of each specific project within the approach, as part of the development process.  **Our delivery partners**  There has been limited involvement of our delivery partners in the design of the overall standardised research approach. We have briefed our main networks (Active Schools network, Hub network, heads of development in Scottish governing bodies of sport, regional posts etc.), and invited limited discussion. However, the design of the specific projects within the approach regularly involves the delivery partners who are involved in each project. For example, all of the pilot areas were consulted during the development of the school sport competition monitoring and evaluation approach and we request regular feedback on each approach.  **Our strategic partners**  This Active Scotland Outcomes Framework describes Scotland’s ambitions for sport and physical activity. It is the Scottish Government’s key policy framework for delivering a more active Scotland.  The standardised research approach provides indicators which are summarised and fed into the Active Scotland Outcomes Framework, demonstrating how we contribute to an active Scotland. This is the process where we will identify their needs, and ensure they are addressed. |
| Which partners will be involved in the development and roll out of the policy and how? | For the wider evaluation, we expected this to be conducted by external contractor(s). |

## Think about the impact the policy/practice will have on eliminating discrimination, promoting equality of opportunity and fostering good relations between different groups. Also consider whether there is potential for discrimination.

|  |  |  |  |
| --- | --- | --- | --- |
| Protected characteristic | What do we know about this group in the context of this policy?[[1]](#footnote-1) | What is the potential impact (positive, neutral and negative) on people who share the characteristic? | What could we do to reduce any negative impacts, maximise positive impacts and ensure quality information?  What further evidence should we collect? |
| All | Capture of data relating to protected characteristics is programme dependent. Generally data covers a combination of gender (male/female) and age bands (Under 18s/over 18s).  Certain characteristics such as sexual orientation, race and socio-economic disadvantage are not normally collected.  **sport**scotland’s staff profile is under representative for each of the protected characteristics when compared to the Scottish population. As such it is important to consciously and actively consider the specific needs of these groups. | **Data collection**  We collect data on certain characteristics across a number of programmes. We have gone through a process of data rationalisation across some of our programmes so that we can report consistently across main programme areas such as club sport. Club sport programmes now collect data on gender (male/female) and age bands (under 18s/over 18s) for members and this provides programmes with consistent data over time to help with planning.  If we are not collecting data on a particular characteristic, there is the potential that people who share this characteristic are being overlooked when data is being used for planning. There is a potential positive where we are able to use the data we have on gender and age bands for planning.  Recently we signed off our new equality outcomes and associated action plan. We will review the data we collect on protected characteristics against the equality outcomes action plan and prioritise collecting data that will provide evidence of progress against these actions.  **Design of tools and resources**  Potential negative – Without an understanding of our customer and their support needs we may design tools and resources that are not accessible for all.  **Additional research and wider evaluation**  Potential positive – wider evaluation can be directed to investigate the impact of our programmes focused on a particular protected characteristic.  Potential negative – if we focus on a particular protected characteristic through the wider evaluation there is the potential that people who do not share this characteristic are being overlooked. | **Data collection**  Review current equalities data collected through a range of data capture tools including Active Schools, *My Sport* and *Pathway*. Review this data against the equality outcomes and identify gaps, review how these can be addressed, and make changes to future data collection processes where possible.  **Design of tools and resources**  Collect data on who our customers are. We can then use this to embed consideration of the needs of a range of groups into our planning and design process. In the short term, we can also review our existing tools and resources.  **Additional research and wider evaluation**  We have additional research projects and the wider evaluation that we can use to address specific research questions around protected characteristics. |
| Age | **sport**scotland’s 2015-16 diversity and equality monitoring survey reported that 86% of **sport**scotland’s staff were between the ages of 25 and 54, with relatively less representation from younger and older people, when compared with the overall population.  **sport**scotland   |  |  | | --- | --- | |  | **sport**scotland | | 16-24 | 3% | | 25-34 | 32% | | 35-44 | 30% | | 45-54 | 24% | | 55-64 | 9% | | Prefer not to say | 2% |   **Public**  The National Records Scotland’s mid-year population estimates for 2015 reports the following national breakdown by age:   |  |  | | --- | --- | |  | **Scotland** | | 0-15 | 17% | | 16-29 | 18% | | 30-44 | 19% | | 45-59 | 22% | | 60-74 | 16% | | 75+ | 8% |   **Coaches**  sports coach UK conducts an annual survey of coaches. In 2016, 687 coaches working in Scotland reported their age as follows:   |  |  | | --- | --- | |  | **Coaches in Scotland** | | Under 18 | 4% | | 18-24 | 9% | | 25-34 | 12% | | 35-44 | 18% | | 45-54 | 24% | | 55-64 | 20% | | 65+ | 13% |   **Strategic partners**  No data available  **Delivery partners**  No data available |  |  |
| Disability | **sport**scotland  In 2015-16, 4% of respondents to **sport**scotland’s annual diversity and equality monitoring survey regarded themselves as having a disability.  A comparison with the Census data indicates a significantly lower representation of disabled people within **sport**scotland’s workforce.  **Public**  In the 2011 Census, 20% of people stated their day-to-day activities were limited due to a health problem or disability. For those of working age (16 to 64), this figure changed to 15%.  **Coaches**  sports coach UK conducts an annual survey of coaches. In 2016, 682 coaches working in Scotland self-reported their disability as follows:   |  |  | | --- | --- | | Do you have a physical or mental health condition or illness lasting or expected to last 12 months or more? | | | Yes\* | 11% | | No | 87% | | Don't know | 1% | | Prefer not to say | 2% |   \*If “yes”, we also ask about the type of condition or illness  **Strategic partners**  No data available  **Delivery partners**  No data available | We provide guidance notes on basic monitoring and basic evaluation. There may be difficulties for people with specific disabilities to access and read these. | We will provide guidance notes in alternative formats where necessary. |
| Gender reassignment | **sport**scotland  The 2015-16 **sport**scotland annual diversity and equality monitoring survey asked **sport**scotland staff whether they have ever identified as transgender.  98.6% of respondents answered ‘no’ to this question, with the remaining 1.4% of respondents answering ‘prefer not to say’.  **Strategic partners**  No data available  **Delivery partners**  No data available |  |  |
| Race | **sport**scotland  The 2015-16 equality monitoring survey asked staff to identify which ethnic group they identified with most. 59% of respondents identified themselves as White Scottish and 34% identified themselves as White British.  No respondents ticked an option that was not ‘White’ or ‘Prefer not to answer’.   |  |  | | --- | --- | |  | **sport**scotland | | White Scottish | 59% | | White British | 34% | | White Irish | 1% | | White Other | 3% | | Prefer not to answer | 2% |   This is a significant variance from the general population.  **Public**   |  |  | | --- | --- | |  | **Scotland** | | White Scottish | 84% | | White British | 7.9% | | White Irish | 1% | | White Other | 1% | | Any other Mixed Background | 0.4% | | All other groups *(Groups that no respondent in* ***sport****scotland chose)* | 5.7% |   **Coaches**  sports coach UK conducts an annual survey of coaches. In 2016, 689 coaches working in Scotland self-reported their race as follows:   |  |  | | --- | --- | |  | Coaches in Scotland | | Scottish | 79% | | Other British | 13% | | Other White | 5% | | Non-white | 2% |   **Strategic partners**  No data available  **Delivery partners**  No data available |  |  |
| Religion or belief | **sport**scotland  From **sport**scotland’s 2015-16 equality monitoring survey, staff were asked what religion or belief they identified with. The data showed:   |  |  | | --- | --- | |  | **sport**scotland | | None | 44.8% | | Church of Scotland | 31.1% | | Roman Catholic | 12.3% | | Other Christian | 5.9% | | Prefer not to answer | 3.7% | | Other Religion or Belief | 1.8% | | Buddhist | 0.5% |   **Public**   |  |  | | --- | --- | |  | **Scotland** | | No religion | 36.7% | | Church of Scotland | 32.4% | | Roman Catholic | 15.9% | | Religion not stated | 7.0% | | Other Christian | 5.5% | | Muslim | 1.4% | | Hindu | 0.3% | | Other religion | 0.3% | | Buddhist | 0.2% | | Sikh | 0.2% | | Jewish | 0.1% |   **Strategic partners**  No data available  **Delivery partners**  No data available |  |  |
| Sex | **sport**scotland  From **sport**scotland’s 2015-16 equality monitoring survey, staff were asked how they identify themselves in terms of sex. 48.9% of respondents answered male and 49.8% answered female. 1.4% answered ‘prefer not to say’.  The total population of Scotland is 49% male and 51% female.  **Coaches**  sports coach UK conducts an annual survey of coaches. In 2016, 660 coaches working in Scotland self-reported their sex as follows:   |  |  | | --- | --- | |  | **Coaches in Scotland** | | Male | 60% | | Female | 38% | | Prefer not to say | 2% |   **Strategic partners**  No data available  **Delivery partners**  No data available |  |  |
| Sexual orientation | **sport**scotland  The survey asked employees to best describe their sexual orientation with 91.3% identifying themselves as heterosexual and 5.5% describing themselves as lesbian, gay or bisexual (LGB). 3.2% of respondents preferred not to answer the question  **Public**  Stonewall Scotland estimates that between 5% and 7% of the population is gay, lesbian, or bisexual.  **Coaches**  sports coach UK conducts an annual survey of coaches. In 2016, 677 coaches working in Scotland self-reported their sexual orientation as follows:   |  |  | | --- | --- | | Which of the following options best describes how you think of yourself? | | | Heterosexual / Straight | 95% | | Gay / Lesbian | 1% | | Bisexual | 0% | | Prefer not to say | 3% |   **Strategic partners**  No data available  **Delivery partners**  No data available |  |  |
| Pregnancy and maternity\* | **sport**scotland  N/A |  |  |
| Marriage/civil partnerships\* | **sport**scotland   |  |  | | --- | --- | |  | **sport**scotland | | Married / Civil partnership | 55% | | Single | 22% | | Partnership | 16% | | Separated / Divorced | 4% | | Widowed | 1% | | Prefer not to say | 2% | |  |  |
| Socio-economic disadvantage | **sport**scotland  No data available  **Public**  No data available  **Strategic partners**  No data available  **Delivery partners**  No data available |  |  |
| Looked after children | N/A |  |  |

\*where policy is HR related

## Who will be consulted internally on this EQIA?

In planning internal consultation please consider anyone internally who may have an interest in this EQIA, additional knowledge in the policy area, or be impacted by the actions you have identified.

|  |
| --- |
| We will consult with the Head of Strategic Planning and the Planning and Improvement Manager. The completed EQIA will go to the Corporate Services Heads for sign off. |

## Who will be consulted externally on this EQIA?

In planning external consultation please refer to the guidance on page five and speak to the strategic planning team for advice and support. It may be that there are several EQIAs that require external consultation at the same time and it is important this is coordinated.

|  |
| --- |
| Given the potential equalities impacts identified, the assessment team has decided that external consultation is not required on this EQIA. |

## What recommended steps should we take to improve the policy and monitor its equality impact?

In developing an action plan, project leads should balance how to maximise the positive impact of the policy or practice on all people who share the protected characteristics, with the requirement to maximise the core outcomes of the policy/practice (i.e. recommendations should be proportional and relevant.) The assessment should take steps to embed ways of monitoring the ongoing impact of the policy and practice.

|  |  |  |
| --- | --- | --- |
| Action | Responsibility | Timeline |
| Review the data we collect on protected characteristics against the equality outcomes action plan and prioritise collecting equalities data that will provide evidence of progress against these actions. The research team will develop appropriate monitoring tools to collect the identified equalities data across our programmes. | Patricia Horton | 30/6/2017 |
| Once we have identified gaps in our current monitoring of equalities data against the action plan we will work with the relevant teams to revise data collection forms and systems across **sport**scotland programmes.  This will ensure we have collected the relevant data to report progress against the action plan. | Patricia Horton | 30/09/17 |
| Review current research outputs/documents, consider suitability of formats for all customers/protected characteristics to ensure they are accessible. | Research Team | 30/06/17 |
| Input into the development of the internal and external equalities groups. With the aim of ensuring their work is informed by our data, wider evidence and socio-political context. Additionally, to ensure they are aware of the limitations of a standardised research approach (as identified above). | Research Team | 30/06/17 |
| Ensure that the EQIA process is articulated in key overview documents including the overview of our Standard Research Approach to ensure that we are reflecting our equalities approach. | Research Team | 30/04/17 |
| Establish working communication with relevant partner organisations, to gain insight into protected characteristics where gaps are identified in our knowledge, for example in the development of new projects and key pieces of work. | Research Team | 31/07/17 |

## Sign off

|  |  |
| --- | --- |
| Assessment signed off by: | Senior management team |
| Sign off date: | 4 April 2017 |

1. Best practice would involve gathering evidence through internal and external consultation. [↑](#footnote-ref-1)