

# Integrated Impact Assessment

The purpose of Aberdeen City Council is to protect the people and the place of Aberdeen from harm, enabling them to prosper and supporting them in the event of harm happening.

The purpose of an Integrated Impact Assessment is to evidence that Aberdeen City Council are making decisions in an informed way, and that the impact of decisions made is understood and accepted. The legislation that is considered within this assessment are:

- Section 2 [Equality Act 2010 protected characteristics](#)
- Section 3 [Socio-Economic](#)
- Section 4 [Human Rights](#)
- Section 5 [Children and Young People’s Rights](#)

The term ‘policy’ is used throughout this document and applies to policies, proposals, strategies, provision, criteria, functions, practice, budget savings and activities that includes delivery of our services.

## 1. About the Policy

<b>1.1 Title</b>
Community Learning and Development (CLD) Plan 2024-27
<b>1.2 What does this policy seek to achieve?</b>
This policy proposes an interim CLD plan for 24-25, with a further plan for 25-27 to be presented to the Education and Children Services Committee informed by information from Scottish Government following the recommendations from the Independent <a href="#">Review</a> of Community Learning and Development (CLD) and local consultation with all CLD stakeholders.
<b>1.3 Is this a new or existing policy?</b>
This is a new policy.
<b>1.4 Is this report going to a committee?</b>
Yes
<b>1.5 Committee name and date:</b>
Education and Children’s Services Committee 17 September 2024
<b>1.6 Report no and / or Budget proposal number and / or Business Case reference number:</b>
F&C/24/269
<b>1.7 Function and cluster:</b>
Education and Lifelong Learning, IIA author: Margaret Stewart Chief Officer: Shona Milne

## Impacts

This section demonstrates the considerations that have been made in relation to the policy - and that the impact of proposals made is understood and accepted.

## 2: Equality Act 2010 - Protected Characteristics

Aberdeen City Council wants to ensure everyone is treated fairly. This section identifies the [protected characteristics](#) that the policy potentially affects and records the impact and mitigating steps.

2.1 What impact could this policy have on any of the below groups?

Protected Characteristic	What is the impact?				
	Negative			Neutral	Positive
	High	Medium	Low		
<a href="#">Age</a>					X
<a href="#">Disability</a>					X
<a href="#">Gender Reassignment</a>					X
<a href="#">Marriage and Civil Partnership</a>				X	
<a href="#">Pregnancy and Maternity</a>					X
<a href="#">Race</a>					X
<a href="#">Religion or Belief</a>					X
<a href="#">Sex</a>					X
<a href="#">Sexual Orientation</a>					X

2.2 In what way will the policy impact people with these protected characteristics?

This policy continues to bring an early intervention and prevention focus providing young people and adults with skills for life, learning and work addressing personal and social development, active citizenship, and individual health and wellbeing issues and empowering people, both as individuals and in communities, to make positive changes in their lives. It also focuses on growing community-led groups and services that make communities more cohesive, sustainable, and better able to overcome the challenges they face, as well as working with community groups to support them to be well-run, sustainable, independent effective community learning and development practice plays an essential role in ensuring people, particularly those facing discrimination and disadvantage, gain the confidence and skills they need to influence decisions that affect their lives.

This policy details the approach to consulting learners, community members, CLD providers, partners and Governance Groups in the CLD plan for 25-27, as this progresses this IIA will be subject to review.

2.3 What considerations have been made in reaching the above assessment?

### What internal or external data has been considered? What does this data tell us?

Data from learners, community members and staff along with updated LOIP and Locality Plans have also been considered along with demand data from ESOL assessments and Family learning waiting lists informing the continuing and updated outcomes within this policy.

- Data relating to outcomes achieved by learners, community members and staff across Youth Work, Adult Learning, (including Family Learning) and Community Development is reported in Appendix A of the Community Learning and Development (CLD) Plan (Sept 24)
- The HMIE Progress Visit in May 24, reinforced strengths in Citywide CLD delivery and identified areas for development which are taken forward in this policy. [Aberdeen City Council Community Learning and Development Progress Visit Report 09/07/24 \(education.gov.scot\)](#)

- Learner, community members and staff impact information collected at budget consultation 23/24: [E111 Redesign of Community Learning & Development service to support only statutory duties - IIA - Budget 2024.pdf \(aberdeencity.gov.uk\)](https://www.aberdeencity.gov.uk/~/media/2024/01/E111-Redesign-of-Community-Learning-&-Development-service-to-support-only-statutory-duties-IIA-Budget-2024.pdf)

**What consultation and engagement has been undertaken with officers and partner organisations?**

The continuing and new outcomes updated in this policy are based on identified priorities and needs and have been considered across CLD stakeholders including CLD practitioners at all levels, His Majesty’s Inspectorate of Education (HMIE), the Community Empowerment Group and The Children’s Services Board.

- On going CLD practitioners’ self-evaluation practices continue to reflect on progress on outcomes, identification and review of priorities and emerging need.
- Current governance across the Community Empowerment Group and the Children’s Services Board has included consultation on this policy with members of each group providing valuable input.

This policy details the approach to consulting learners, community members, CLD providers, partners in the CLD plan for 25-27, as this progresses this IIA will be subject to review.

**What consultation and engagement has been undertaken with people who may be impacted by this policy (e.g. citizens, community groups, or other people/groups)?**

Community Learning and Development teams promote learner voice within their programmes, with learner input informing staff self-evaluation as detailed above.

This policy details the approach to consulting learners, community members, CLD providers, partners in the CLD plan for 25-27, as this progresses this IIA will be subject to review.

2.4 What mitigations can be put in place?

**What mitigations are there against any negative impacts (if applicable)?**

No negative impacts identified at this stage

**With mitigations in place, what is the new overall rating of the negative impact(s)?**

High
Medium
Low
Negative Impact Removed

### 3: Socio-Economic Impacts

This section is used to consider the impact of the policy on people who might be **unemployed, single parents**, people with lower **education** or **literacy**, **looked after children**, those with **protected characteristics** as examples.

Use this guide to understand more on socio-economic inequalities: [The Fairer Scotland Duty: Guidance for Public Bodies \(www.gov.scot\)](http://www.gov.scot)

#### 3.1 What impact could this policy have on any of the below groups?

Group	Negative			Neutral	Positive
	High	Medium	Low		
Low income / income poverty – those who cannot afford regular bills, food, clothing payments.					X
Low and/or no wealth – those who can meet basic living costs but have no savings for unexpected spend or provision for the future					X
Material deprivation – those who cannot access basic goods and services, unable to repair/replace broken electrical goods, heat their homes or access to leisure or hobbies					X
Area deprivation – consider where people live and where they work (accessibility and cost of transport)					X
Socio-economic background – social class, parents' education, employment, income.					X

#### 3.2 In what way will the policy impact people in these groups?

As detailed above this policy continues to bring an early intervention and prevention focus providing young people and adults with skills for life, learning and work addressing personal and social development, active citizenship, and individual health and wellbeing issues and empowering people, both as individuals and in communities, to make positive changes in their lives. It also focuses on growing community-led groups and services that make communities more cohesive, sustainable, and better able to overcome the challenges they face, as well as working with community groups to support them to be well-run, sustainable, independent effective community learning and development practice plays an essential role in ensuring people, particularly those facing discrimination and disadvantage, gain the confidence and skills they need to influence decisions that affect their lives.

This policy details the approach to consulting learners, community members, CLD providers, partners in the CLD plan for 25-27, as this progresses this IIA will be subject to review.

#### 3.3 What considerations have been made in reaching the above assessment?

##### What internal or external data has been considered? What does this data tell us?

As detailed above data from learners, community members and staff along with updated LOIP and Locality Plans have also been considered along with demand data from ESOL assessments and Family learning waiting lists informing the continuing and updated outcomes within this policy.

- Data relating to outcomes achieved by learners, community members and staff across Youth Work, Adult Learning, (including Family Learning) and Community Development is reported in Appendix A of the Community Learning and Development (CLD) Plan (Sept 24)

- The HMIE Progress Visit in May 24, reinforced strengths in Citywide CLD delivery and identified areas for development which are taken forward in this policy. [Aberdeen City Council Community Learning and Development Progress Visit Report 09/07/24 \(education.gov.scot\)](#)
- Learner, community members and staff impact information collected at budget consultation 23/24: [E111 Redesign of Community Learning & Development service to support only statutory duties - IIA - Budget 2024.pdf \(aberdeencity.gov.uk\)](#)

**What consultation and engagement has been undertaken with officers and partner organisations?**

As detailed above the continuing and new outcomes updated in this policy are based on identified priorities and needs and have been considered across CLD stakeholders including CLD practitioners at all levels, His Majesty’s Inspectorate of Education (HMIE), the Community Empowerment Group and The Children’s Services Board.

- On going CLD practitioners’ self-evaluation practices continue to reflect on progress on outcomes, identification and review of priorities and emerging need.
- Current governance across the Community Empowerment Group and the Children’s Services Board has included consultation on this policy with members of each group providing valuable input.

This policy details the approach to consulting learners, community members, CLD providers, partners in the CLD plan for 25-27, as this progresses this IIA will be subject to review.

**What consultation and engagement has been undertaken with people who may be impacted by this policy? citizens, community groups, or other people/groups impacted by this policy?**

Community Learning and Development teams promote learner voice within their programmes, with learner input informing staff self-evaluation as detailed above.

This policy details the approach to consulting learners, community members, CLD providers, partners in the CLD plan for 25-27, as this progresses this IIA will be subject to review.

3.4 What mitigations can be put in place?

**What mitigations are there against any negative impacts (if applicable)?**

No negative impacts identified at this stage

**With mitigations in place, what is the new overall rating of the negative impact(s)?**

High
Medium
Low
Negative Impact Removed

**4: Human Rights Impacts**

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law. The Human Rights Act came into force in the UK in October 2000

The Act sets out our human rights in a series of ‘Articles’. Each Article deals with a different right.

Use this guide to understand more about [Human Rights](#).

4.1 What impact could this policy have on Human Rights?

Human Rights Article	Negative	Neutral	Positive
Article 6: <a href="#">Right to a fair trial</a>		X	
Article 7: <a href="#">No punishment without law</a>		X	
Article 8: <a href="#">Right to respect for private and family life, home and correspondence</a>		X	
Article 9: <a href="#">Freedom of thought, belief and religion</a>		X	
Article 10: <a href="#">Freedom of expression</a>		X	
Article 11: <a href="#">Freedom of assembly and association</a>		X	
Article 12: <a href="#">Right to marry and start a family</a>		X	
Article 14: <a href="#">Protection from discrimination in respect of these rights and freedoms</a>		X	
Article 1 of Protocol 1: <a href="#">Right to peaceful enjoyment of your property</a>		X	
Article 2 of Protocol 1: <a href="#">Right to education</a>		X	
Article 3 of Protocol 1: <a href="#">Right to participate in free elections</a>		X	

4.2 In what way will the policy impact Human Rights?

No impact identified at this time. This Integrated Impact Assessment will be subject to routine review.

4.3 What mitigations can be put in place?

**What mitigations are there against any negative impacts (if applicable)?**

Not applicable at this time. This Integrated Impact Assessment will be subject to regular review.

**If mitigations are in place, does this remove the negative impact?**

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed

## 5: Children and Young People’s Rights Impacts

The United Nations Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Children’s rights apply to every child/young person under the age of 18 and to adults still eligible to receive a “children’s service” (e.g. care leavers aged 18 – 25 years old).

The Conventions are also known as the “General Principles” and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:

1. Non-discrimination (Article 2)
2. Best interest of the child (Article 3)
3. Right to life survival and development (Article 6)
4. Right to be heard (Article 12)

You can [read the full UN Convention \(pdf\)](#), or [just a summary \(pdf\)](#), to find out more about the rights that are included.

### 5.1 What impact could this policy have on the rights of Children and Young People?

UNCRC and Optional Protocols	Negative	Neutral	Positive
<b>Article 1:</b> definition of the child		X	
<b>Article 2:</b> non-discrimination		X	
<b>Article 3:</b> best interests of the child		X	
<b>Article 4:</b> implementation of the convention		X	
<b>Article 5:</b> parental guidance and a child's evolving capacities			X
<b>Article 6:</b> life, survival and development		X	
<b>Article 7:</b> birth registration, name, nationality, care		X	
<b>Article 8:</b> protection and preservation of identity		X	
<b>Article 9:</b> separation from parents		X	
<b>Article 10:</b> family reunification		X	
<b>Article 11:</b> abduction and non-return of children		X	
<b>Article 12:</b> respect for the views of the child			x
<b>Article 13:</b> freedom of expression			x
<b>Article 14:</b> freedom of thought, belief and religion		X	
<b>Article 15:</b> freedom of association		X	
<b>Article 16:</b> right to privacy		X	
<b>Article 17:</b> access to information from the media		X	
<b>Article 18:</b> parental responsibilities and state assistance		X	
<b>Article 19:</b> protection from violence, abuse and neglect		X	
<b>Article 20:</b> children unable to live with their family		X	
<b>Article 21:</b> adoption		X	
<b>Article 22:</b> refugee children		X	
<b>Article 23:</b> children with a disability		X	
<b>Article 24:</b> health and health services		X	
<b>Article 25:</b> review of treatment in care		X	
<b>Article 26:</b> social security		X	
<b>Article 27:</b> adequate standard of living		X	
<b>Article 28:</b> right to education			x

<b>Article 29:</b> goals of education		X	
<b>Article 30:</b> children from minority or indigenous groups		X	
<b>Article 31:</b> leisure, play and culture			x
<b>Article 32:</b> child labour		X	
<b>Article 33:</b> drug abuse		X	
<b>Article 34:</b> sexual exploitation		X	
<b>Article 35:</b> abduction, sale and trafficking		X	
<b>Article 36:</b> other forms of exploitation		X	
<b>Article 37:</b> inhumane treatment and detention		X	
<b>Article 38:</b> war and armed conflicts		X	
<b>Article 39:</b> recovery from trauma and reintegration		X	
<b>Article 40:</b> juvenile justice		X	
<b>Article 41:</b> respect for higher national standards		X	
<b>Article 42:</b> knowledge of rights		x	
<b>Optional</b> Protocol on a Communications Procedure			

## 5.2 In what way will the policy impact the rights of Children and Young People?

The policy focuses on Youth work and Family learning, prioritises learning as identified in the following area:

- Continue to improve data sharing and joint planning between youth work and employability providers.
- Further develop multi agency response to The Promise, including Edge of Care pilots as we develop our model of Family Support
- Further develop city wide CLD partners contribution to the Family Support Model and explore how commissioned services contribute to the Family Support Model
- Further develop opportunities for Learner’s Voice, the voice and experiences of learners, to shape future provision and priorities and use this to influence service delivery, and the development of a sense of agency
- Ensure community learning providers are encouraged and supported to contribute to the future libraries model and the development and delivery of a City adult literacies strategy
- Continue to tackle health inequalities through effective adult and family learning
- Develop actions to more effectively measure and demonstrate the impact of CLD interventions on communities.
- Develop and embed shared self-evaluation across partners and consistent sharing of data to develop a fuller understanding of the impact of CLD, which could better inform the use of resources
- Ensure there is sufficient input or influence from community representatives, young people and adult learners in CLD strategic planning

## 5.3 What mitigations can be put in place?

### What mitigations are there against any negative impacts (if applicable)?

Not applicable at this time. This Integrated Impact Assessment will be subject to regular review.

**If mitigations are in place, does this remove the negative impact?**

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed





## 6: Sign Off

### **Any further positive or negative impacts on individuals or groups that have been considered?**

This policy proposes an interim CLD plan for 24-25 with a further plan for 25-27 to be presented informed by information from Scottish Government following the recommendations from the Independent [Review](#) of Community Learning and Development (CLD) and local consultation with all CLD stakeholders. This IIA will require to be updated to reflect this.

### **Overall summary of changes made as a result of impact assessment.**

No changes at this time, This IIA will require to be regularly updated as planning and delivery progress.

### **Outline of how impact of policy will be monitored.**

The policy will continue to be monitored in line with current and developing governance reporting arrangements. This includes annual reporting, self-evaluation and through standing agenda items on the Community Empowerment Group meetings.

### **If there are any remaining negative impacts after mitigation, what is the justification for why this policy should proceed.**

None at this time, but this Integrated Impact Assessment will require very regular review as the policy is developed

<b>Assessment Author</b>	Margaret Stewart, Service Manager, Libraries and Community Learning
<b>Date</b>	02/09/2024
<b>Chief Officer</b>	Shona Milne
<b>Date</b>	