

Impact Assessment Toolkit

as at 28th July 2022



Contents

SECTION 1 General Information

SECTION 2 Aims of the function or policy

SECTION 3 Evidence

SECTION 4 Impact Assessment

SECTION 5 Monitoring and Reviewing

SECTION 6 Quality Assurance and Public Reporting of Results

SECTION 7 Improving the Impact Assessment process

Section 1 : General Information

1. **Name of Policy** *The word policy is used throughout this document for ease but it could also be a strategy, plan, project or budget option (saving, income generation or priority investment)*

Skills, Employment, and Inclusion – No One Left Behind

2. **Is this policy** (place a cross in the relevant box below)

New

Reviewed

3. **Date of Policy**

July 2022

4. **Lead Service(s) involved in the delivery of this policy**

Local Authority Employability and Skills, Department of Work and Pensions, Local Authority Education, Developing the Young Workforce, Skills Development Scotland, Third Sector D&G

5. **Who else is involved in the implementation of this policy?** *(e.g. other Services or partner agencies)*

All Employability Pipeline providers and partner agencies delivering as part of the No One Left Behind plus those supporting with the referral of people for support: SDS, Education, DWP, Third Sector Organisations.

All partners are encouraged to register on the LEP Directory of Services and attend quarterly Training Practitioner and Provider Forums. This enables progress updates to be provided to all delivery partners as well as sharing any updates to the policy to consider the ongoing equality and impact of any changes with a wide group of key stakeholders.

The LEP is linked to the CPP Equalities and Diversity Working Group which co-ordinates the equality and diversity work in Dumfries and Galloway. It has representatives from public sector and community groups representing the different Protected Characteristics enabling us to link directly with representatives for these groups to assess impact and make any necessary adjustments to policy to offer equitable access to support and mitigate any negative impacts.

[CommunityPlanning - Equality and Diversity \(dumgal.gov.uk\)](https://www.dumgal.gov.uk/communityplanning-equality-and-diversity)

6. **Lead person and Job Title** *(The lead person should be someone who has a good knowledge of the policy to be assessed and has been trained in the Toolkit)*

Lynne Burgess, Employability, Skills and Partnerships Manager

7. **Names, job titles and organisations of those involved in the IA process** *(The IA should be completed by no fewer than two people. It is good practice to involve stakeholders. Representatives of people experiencing inequality – for example people experiencing poverty should be considered and the relevant Equality and Diversity Group(s) must be involved)*

Lynne Burgess	Employability, Skills & Partnerships Manager
Lesley Sloan	No One Left Behind Partnership Officer
Melanie McEwen	Development Manager, Employability & Skills
Craig Hope	Employer and Partnership Manager Department of Work and Pensions
Graeme Galloway	Programme Manager Developing Young Workforce
Sharee Rennie	Employability Manager Third Sector D&G
Andrea Hall	Area Manager Skills Development Scotland
Anna Tuite	Workforce Engagement Manager

8. **Does this change require consideration of the [Fairer Scotland Duty](#)?**

No - standard considerations for the LA remain.

9. **Is the proposal likely to result in the risk of controversy due to the nature of the service, the nature of the staff/ service users affected, complaints or media coverage?**

No - will be positive as policy to offer additional support and opportunities for people.

Section 2 : Aims of the policy

10. What are the main aims of the policy? Please detail. *This should describe the policy and what you are trying to do.*

To provide a coordinated approach to enable residents in Dumfries and Galloway who have barriers to employment to access support to enter employment, education, training or formal volunteering. The vision for this policy as stated in the Local Employability and Skills Delivery Plan is:

By 2025 Dumfries & Galloway will have a collaborative, effective and easily understood employability and skills system focused on positive outcomes which are person-centred and provide pathways to sustainable and fair work

11. Who will be affected by this change? *(e.g. Staff, public, service users, carers)*

Members of the public - people across the region will benefit by receiving quality support at the right time, in the right place and in the right way to support them to progress into sustainable employment.
 Third sector services – by receiving funding to provide tailored support for people where there is an identified local need.
 Businesses and public sector employers – by receiving applications for employment from people supported by a key worker and potentially an employer recruitment incentive.

Section 3 : Evidence

12. What evidence has or will be used to identify any potential positive or negative impacts? *Evidence could be based on a specific geographical area or a community of interest and could include consultations, surveys, focus groups, interviews, pilot projects, user feedback (including complaints made), officer knowledge and experience, equalities monitoring data, academic consultants reports etc.*

a. Who has been involved in the policy development so far? How have staff, service users, the public etc been involved?

Dumfries & Galloway's Local Employability & Skills Partnership (D&G LEP) was established in 2006 and refreshed in 2020. The partnership exists to coordinate our local approach to the provision of employment and skills services and to ensure these meet the needs of local people seeking employment, employers, and business groups and have worked collaboratively to develop a five year delivery plan which will be reviewed at each full LEP meeting and subject to continuous improvement.

Membership – The partnership is chaired by Dumfries and Galloway Council and includes senior officers from:

- Developing Young Workforce Regional Group
- Dumfries & Galloway College
- Dumfries & Galloway Council (CLD, Education, Economic Development Services)
- D&G Community Justice Partnership
- Dumfries & Galloway Economic Leadership Group
- Department for Work & Pensions
- Loreburn Housing Association
- NHS Dumfries & Galloway
- Scotland's Rural College
- Scottish Council for Development and Industry
- Scottish Fire and Rescue
- Skills Development Scotland
- South of Scotland Enterprise
- Third Sector Dumfries & Galloway

The delivery plan and priorities have been informed by an in-depth SWOT analysis including local data on SIMD, participation measure, claimant count rate, disability employment rate, percentage children in low-income families supplemented by the knowledge and experience of members

In addition, the D&G LEP Subgroups: Young Persons' Guarantee Partnership; 25+ Partnership; Training, Provider and Practitioner Forum and Employer Engagement Partnership have representation by a member of the Local Employability and Skills Partnership. These subgroups meet regularly and are responsible for providing operational knowledge and experience to support the development

of a consistent and quality-driven regional approach to delivering No-One Left Behind. Equality and Impact of the LEP Delivery Plan is considered by these groups and approaches planned appropriately or concerns raised with the LEP.

Consideration will be given through these subgroups to asking providers funded via the LEP to provide a copy of their Equality and Diversity Policy or commit to working towards developing if not in place. In addition, future subgroup plans and LEP resource allocation will consider how best to support / resourcing groups working with people with protected characteristics to provide advice to delivery partners e.g. through the Training, Practitioner and Provider Forum and making explicit links with funded organisations.

The LEP is linked to the CPP Equalities and Diversity Working Group which co-ordinates the equality and diversity work in Dumfries and Galloway. It has representatives from public sector and community groups representing the different Protected Characteristics. The next stage of this process will be to engage with this working group enabling us to link directly with representatives for these groups to assess impact and make any necessary adjustments to policy to offer equitable access to support and mitigate any negative impacts.

[CommunityPlanning - Equality and Diversity \(dumgal.gov.uk\)](http://dumgal.gov.uk)

b. What research are you using? (Useful statistical information can be found in the [Equality Evidence Finder](#))

Scottish Government statistics on the impact of Covid-19, DWP and ONS Statistics including Annual Population survey, Business Register and Employment survey

For young people: Participation Measure plus locally commissioned research undertaken by Sleeping Giants in partnership with the Galloway Glens, previous work '10,000 Voices', current and previous Youth Council information and feedback from LGBT Youth research.

All age: We will consider and take appropriate action based on SoSE 'Equalities Engagement' work once published along with using any relevant information from the and current work being done on the experience of minority ethnic workers withing the NHS.

One of our local partners Sleeping Giants are currently working for Scottish Rural Action on a project mapping equalities infrastructure across rural and island Scotland to identify gaps in evidence. Once shared we can work in partnership and consider at the LEP if resources are required to address any actions identified for Dumfries and Galloway as a very rural region.

In addition: Burning Glass Technologies. Labour Insight [Salary Stats Centre | Adzuna](#); National Health Service Scotland. Workforce Dashboard. [NHSScotland workforce | Turas Data Intelligence](#)

c. What data is available locally or nationally to inform the group?

As above and:

NOLB Toolkit developed by the Intelligence Hub

[Young person's local authority labour market dashboard - gov.scot \(www.gov.scot\)](http://www.gov.scot)

In addition, we are accessing information from the 16+ data hub, participation measure, using local knowledge from Employability Coordination Groups operating in school and post school and working with DWP to understand the needs of people claiming UC. We also have local information from 2021/22 recruitment events across the region including targeted HSCP recruitment events and have DGC Workforce data.

Through the work of the Improvement Service access is available to an interactive data toolkit, focussing on socioeconomic indicators that are pertinent to the No One Left Behind and Young Person's Guarantee programmes. As a local authority this tool is being used to inform LEP delivery decisions by enabling the LEP to conduct comparative analyses of D&G data against local authorities with similar socioeconomic circumstances, whilst also establishing respective performance gaps with national and regional comparators.

The data is gathered at a national, local authority and, where available, regional level.

Data is organised by Local Government Benchmarking Framework (LGBF) Family Group. These groupings follow the definitions outlined on the Improvement Service website for family groups related to:

- Children, Social Work and Housing indicators
- Environmental, Culture & Leisure, Economic Development, Corporate and Property indicators

d. What feedback is available to inform the IA? e.g. both positive and negative users' experiences of the policy – surveys, Board or Elected Members enquiries and comments etc

Implementation will be fully evaluated on an ongoing basis and the evaluations will be used to inform improvement as the programme is implemented. Work is planned to directly engage with people across the region to collect, collate and analyse whether we are meeting their needs as detailed in LEP Objective 2:

To use a range of labour market data and evidence including the actual experience of service users to coordinate and inform decision making, identify priorities and support effective partnership delivery.

Through our links with the CPP Equalities and Diversity Working Group we will discuss and consider how best to support / resource groups working with people with protected characteristics to provide feedback on delivery plans and impact.

By asking providers funded via the LEP to provide a copy of their Equality and Diversity Policy or commit to working towards developing if not in place and provide feedback on equality and diversity as part of any reporting process we can access user's experience of any policies.

Section 4 : Impact Assessment

This section covers the Protected Characteristics, Human Rights, Health and Wellbeing, Economic & Social Sustainability, Environment and Climate Change.

13 AGE

15 SEX (GENDER)

This covers biological sex - whether you are a man, a woman or non-binary. Non-binary is used for people who don't identify as male or female; they may identify as both, or something in between, or they may not relate to gender at all. Some prefer to use the pronoun "they" rather than he or she. For example:

- does the function or policy take account of different roles and responsibilities?
- does it wrongly assume, for example, that men have no caring responsibilities?
- is the function or policy flexible enough to provide a service that everyone can access?

Useful resources: [Scottish Women's Convention](#)
[DGMA International Women's Group](#)

[Fawcett Society](#)

[Engender](#)

[Equality and Human Rights](#)

[A Voice for Men](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>	X			<p>Participants involved with the programme will be supported develop an appropriate action plan with their key worker tailored to individual needs and aspiration and not limited by sex or gender. People will be supported by an employability key worker throughout.</p> <p>Any support required to mitigate any barriers, perceived or otherwise due to sex or gender will be part of a suitable action plan developed with the person, including ensuring employers or training providers are able to support any requirements highlighted.</p>

16 GENDER REASSIGNMENT (TRANSGENDER IDENTITY)

This covers both:

Gender reassignment, which is the process of transitioning from one gender to another. Individuals in this category are often termed transsexual, although this term is rejected by many transgender people, as it could lead to a false understanding of transgender identity being about sexuality. Gender reassignment does not need to involve any medical supervision or surgical procedures; it could simply involve a permanent change of the social gender role in which the person lives their life, (for example through a permanent change of name and the way they dress); and **Other transgender identities** - such as polygender, androgyne, intersex and cross-dressing.

The terms **transgender** and **trans** are both widely used by equality organisations to refer to a diverse range of people who find their gender identity does not fully correspond with the sex they were “assigned” at birth. Although the term transgender does refer in part to transsexual people (see above), not all transgender people will undergo the process of gender reassignment but may face similar barriers to access.

- Does your policy, function or service include people of different gender identities?
- Will your facilities impede transgender individuals in any way?

Useful resources: [Equality and Human Rights](#) [Transgender Equality and Rights](#) [Equality Network](#) [LGBT Youth](#) [LGBT Plus](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>	X	X		<p>Participants involved with the programme will be supported develop an appropriate action plan with their key worker tailored to individual needs and aspiration. People will be supported by an employability key worker throughout.</p> <p>Any support required to mitigate any barriers, perceived or otherwise due to gender reassignment will be part of a suitable action plan developed with the person, including ensuring employers or training providers are able to support any requirements highlighted.</p>

17 MARRIAGE AND CIVIL PARTNERSHIP

The rights and responsibilities that come with marriage and civil partnership are almost identical.

Under the Equality Act 2010 it is unlawful discrimination for people who are married or in a civil partnership to be treated less favourably in employment than people who are not married or in a civil partnership.

Equality legislation also protects people in relation to sexual orientation, which means that you cannot be treated less fairly as a same-sex couple than a mixed-sex couple would be treated.

Useful resources:

[Registration – Getting Married or Registering a Civil Partnership in Scotland](#) [Marriage and Civil Partnership in Scotland](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> removing or minimising disadvantage meeting the needs of particular groups that are different from the needs of others encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>	X	X		Support is available to everyone facing barriers to employment between the ages of 16 and 67, regardless of marriage/civil partnership status.

18 PREGNANCY AND MATERNITY

Pregnancy is the condition of being pregnant/expecting a baby. Maternity refers to the period after the birth. Protection against maternity discrimination covers 26 weeks after giving birth, and this includes treating a person unfavourably because they are breastfeeding. For example:

- Do you provide facilities for anyone breastfeeding?
- Does your policy provide flexibility and privacy for those who are pregnant and breastfeeding?

Useful resources: [Maternity Pay and Leave](#) [Maternity Leave and Pay - ACAS](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>	X			The LEP Delivery Plan provides a range of approaches which are designed to encourage and support participants into employment and has a particular focus on supporting parents. Any support plan would be tailored to the individual and their needs at that time.

19 RACE

This refers to a group of people defined by their ethnic or national origins, race and nationality (including citizenship). All minority race and ethnic groups are covered including, for example, gypsies and travellers and minority groups like African, Caribbean and Asian.

Consider the impact your function or policy has on someone from a minority ethnic group. Remember the impact may differ depending on the gender, disability, faith, sexual orientation or age of the person as different cultures have different views on what is acceptable. For example:

- What about language and information?
- Is it in the right format?
- Does your policy appear to be inclusive to all people regardless of their race and background?

Useful resources: [Equality and Human Rights](#) [BEMIS – Scotland’s Ethnic & Cultural Minority Communities](#) [CEMVO](#)
[Dumfries & Galloway Multicultural Association \(DGMA\)](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>	<p>X</p> <p>X</p> <p>X</p>			No One Left Behind offers support to everyone facing barriers to employment between the ages of 16 and 67. Key workers will identify specific barriers at an initial discussion and needs assessment. Any support required to mitigate any language barriers will be part of a suitable action plan developed with the person, including ensuring employers or training providers are able to support any requirements highlighted.

20 RELIGION OR BELIEF

Religion is the worship or faith in a God or Gods but belief is wider and includes religious, spiritual and philosophical beliefs. It also includes lack of belief or no belief in religion (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition. For example:

- Does the function or policy take into account different festivals, holidays, religious days and traditions?
- Will the different faith beliefs impact on, for example, women from that group and exclude or prevent them from using the service?

Useful resources: [Interfaith Scotland](#) [National Secular Society](#) [Dumfries & Galloway Multicultural Association \(DGMA\)](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>		<p>X</p> <p>X</p> <p>X</p>		<p>Support is available to all 16–67-year-olds with barriers to employment regardless of religion or belief.</p> <p>Key workers will identify specific barriers at an initial discussion and needs assessment. Any support required to mitigate any barriers, perceived or otherwise due to religion or beliefs will be part of a suitable action plan developed with the person, including ensuring employers or training providers are able to support any requirements highlighted.</p>

21 SEXUAL ORIENTATION

Whether a person's sexual attraction is towards their own sex, the opposite sex, to both sexes or to an individual regardless of their sex. This includes people who are heterosexual, lesbian, gay, bisexual or pansexual. For example:

- What are the issues for this group in terms of your function or policy?
- Are the needs of this group being met?

Useful resources: [LGBT Youth](#) [LGBT Plus](#) [Stonewall Scotland](#) [Equality Network](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>	X	X		<p>Support to all 16–67-year-olds with barriers to employment regardless of sexual orientation.</p> <p>Key workers will identify specific barriers at an initial discussion and needs assessment. Any support required to mitigate any barriers, perceived or otherwise due to sexual orientation will be part of a suitable action plan developed with the person, including ensuring employers or training providers are able to support any requirements highlighted.</p>

22 HUMAN RIGHTS

This is about protecting and promoting individuals' rights and freedoms in relation the [Human Rights Act 1998](#). The UN Convention on the Rights of the Child has a much broader approach that may be of interest and reference although the focus of the Impact Assessment is the UK legislation, linked below.

Article 2	Right to Life – protects your life, by law. The state is required to investigate suspicious deaths and deaths in custody
Article 3	Freedom from torture and inhuman or degrading treatment - you should never be tortured or treated in an inhuman or degrading way, no matter what the situation
Article 4	Freedom from slavery and forced labour - you should not be treated like a slave or subjected to forced labour
Article 5	Right to liberty and security - you have the right to be free and the state can only imprison you with very good reason – for example, if you are convicted of a crime
Article 6 and 7	Right to a fair trial and no punishment without law - you are innocent until proven guilty. If accused of a crime, you have the right to hear the evidence against you, in a court of law
Article 8	Respect for your private and family life, home and correspondence – you have the right to live your life privately and enjoy family relationships without interference from government
Article 9	Freedom of thought, belief and religion - you can believe what you like and practise your religion or beliefs
Article 10	Freedom of expression – your right to hold your own opinions and to express them freely
Article 11	Freedom of assembly and association – your right to protest by holding meetings and demonstrations with other people
Article 12	Right to marry and start a family - you have the right to marry and raise a family
Article 14	Protection from discrimination in respect of these rights and freedoms - everyone's rights are equal. You should not be treated unfairly – because, for example, of your gender, race, sexuality, religion or age
Protocol 1, Article 1	Right to peaceful enjoyment of your property – property can include things such as land, houses, objects you own, shares, licenses, leases, patents, money, pensions and certain types of welfare benefits

Protocol 1, Article 2	Right to Education – protects your right to an effective education. Parents also have a right to ensure that their religious and philosophical beliefs are respected during their children’s education
Protocol 1, Article 3	Right to participate in free elections – support your right to free expression by holding free elections at reasonable intervals
Protocol 13, Article 1	Abolition of the death penalty - no one shall be condemned to such penalty or executed

*Article 1 and 13 of the ECHR to not feature in the Act. This is because, by creating the Human Rights Act, the UK has fulfilled these rights.

For example, Article 1 says that states must secure the rights of the Convention in their own jurisdiction. The Human Rights Act is the main way of doing this for the UK.

Article 13 makes sure that if people’s rights are violated, they are able to access effective remedy. This means they can take their case to court to seek a judgment. The Human Rights Act is designed to make sure this happens.

Please refer to the Impact Assessment Toolkit Guidance for more information.

Useful resources: [Scottish Human Rights Commission](#) [Equality and Human Rights Commission](#)
[A Guide to the Human Rights Act for Public Authorities](#) [UN Convention on the Rights of the Child](#)

How does your policy affect people’s human rights?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
Eliminate discrimination, harassment, victimisation or any other prohibited conduct Advance the aims of the Human Rights Act <ul style="list-style-type: none"> • Prevent breaches of human rights • Respect people’s rights • Foster good relations – tackle prejudice, promote understanding 	X			The programme allows the opportunity for training, education or employment with all parts of the support pathway designed to develop transferrable skills to enable moving forward to sustained employment at the appropriate point.
	X			
	X			

23 HEALTH & WELLBEING and HEALTH INEQUALITIES

This is about physical and mental health and wellbeing and includes e.g., feelings of safety and security, leisure activity, participation, creativity, affection and developing/achieving your potential. It also covers all aspects of poverty including income and fuel poverty, lack of confidence and self-esteem. The Fairer Scotland Duty places a requirement on public bodies to actively consider how they can reduce inequalities of outcome in any major decision they make.

Think about the determinants of health and the different causes of health inequalities:

- **fundamental causes** like macro-economic position, societal values about fairness and equity
- **wider environmental influences** like availability of jobs; physical environment e.g., pollution, housing, food production and access to food, learning, availability services, democratic engagement
- **individual experiences** like mental health and wellbeing, family income, home and heating, diet and nutrition, exercise and physical activity, substance use, learning, readiness for school, ability to navigate services, connectedness, community involvement and personal resilience
- **socio-economic disadvantage** like low income, low wealth, material deprivation and area deprivation

Think about the different causes and types of poverty:

- Will this policy give people and families experiencing poverty the opportunity to make sure that their **voice is heard**?
- Will the policy support people experiencing poverty to **move from dependence to independence**?
- Will the **information and services be easy to access**?
- Will the policy **provide services that meet the needs of people** experiencing poverty?

Useful resources: [Health Services](#) [Health Inequalities in Scotland](#) [Joseph Rowntree Foundation](#)
[Dumfries and Galloway Council Tackling Poverty](#) [Fairer Scotland Duty – Interim Guidance](#) [Health & Social Care Strategic Needs Assessment](#)

How does your policy impact on health and wellbeing inequalities?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
Eliminate inequalities and increase access to opportunities for improving health and wellbeing	X			<p>The LEP Delivery Plan provides a range of approaches which are designed to encourage and support participants into employment with the desired impact being to address inequality and increase the opportunities to maximise family income therefore reducing the impacts of poverty.</p> <p>The emphasis in this delivery plan is to support to progress to fair work which offers job security, maximises income, widens social networks and gives people a purpose. This contributes to improving physical and mental wellbeing. extending beyond the adults being supported to their children, wider social network and communities.</p> <p>Programmes delivered as a result of the D&G LEP Plan are designed to equip participants with the transferrable skills required to progress to and sustain future employment.</p>
Advance opportunities for increasing health and wellbeing across the whole population	X			
Foster good practice for population wide health and wellbeing	X			

24 ECONOMIC AND SOCIAL SUSTAINABILITY

This is about pay, employment opportunities, assisting businesses to develop or grow, welfare to work schemes and disadvantaged groups, local self-help schemes, and valuing and supporting voluntary work. It also covers issues around aspects of poverty including individual and community resilience. The Fairer Scotland Duty places a requirement on public bodies to actively consider how they can reduce inequalities of outcome in any major decision they make. For example

- social status, employment (paid or unpaid), flexibility and agility in working arrangements
- opportunities to expand on learning experiences, encourage investment in skills and training
- opportunities for volunteering
- helping people access advice and support, confidentially and with no stigma
- availability or delivery of services for people living rurally
- increase access to facilities for arts, cultural and leisure pursuits
- connectivity and infrastructure, particularly in rural areas including mains gas, water, transport and broadband connections
- encourage payment of the Living Wage?
- increase income/reduce expenditure/reduce financial and material deprivation

Useful resources: [Poverty Alliance](#) [Scottish Living Wage](#) [Dumfries & Galloway Council's Volunteer Strategy](#)
[Regional Skills Assessment Dumfries & Galloway Summary Report](#) [Regional Skills Assessment South of Scotland Insight Report](#)
[Dumfries & Galloway Council Tackling Poverty](#)

How will your policy impact on economic and social sustainability?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
Eliminate disadvantage or inequality	X			The D&G LEP Delivery Plan supports our contribution to the Scottish Government Fair Work Action Plan which was published 19 th February 2021. Fair Work: action plan - gov.scot (www.gov.scot) Any delivery elements developed with employers will be conditional on providing Fair Work by breaking down and removing barriers to opportunity and investing in supporting people into work with the following key priorities: <ul style="list-style-type: none"> • Providing appropriate channels for effective voice, such as trade union recognition.
Advance opportunities for individuals	x			
Foster good relations and sustainability of communities	x			

				<ul style="list-style-type: none">• Investing in workforce development.• No inappropriate use of zero hours contracts.• Actions to tackle the gender pay gap and create a more diverse and inclusive workplace.• Payment of the real Living Wage.
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25 ENVIRONMENTAL SUSTAINABILITY, CLIMATE CHANGE AND ENERGY MANAGEMENT

This is about enhancing the built environment, preserving local heritage, reducing the need to travel by improving or adding to local facilities, conditions for pedestrians and cyclists and promote public transport, living conditions such as housing and green spaces, biodiversity, the amount of emissions, fuel consumption, fuel type, renewable energy technologies. In June 2019 Dumfries and Galloway Council announced a Climate Emergency Declaration and agreed a 12-point plan of commitments.

- If your policy may lead to a change in levels of emissions, has account been taken of the need to accurately record this data?
- What is the impact of your policy on infrastructure – housing, roads, and buildings?
- Does it promote active travel and physical activity?

Useful resources: [Sustrans](#) [Scottish Environment Protection Agency – carbon reduction](#) [D&G Carbon Management Plan](#)
[D&G Climate Emergency Declaration](#)

How will your policy affect the environment and carbon usage?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
Eliminate bad practice particularly in waste and carbon usage		X		<p>The Delivery plan provides key worker support and individual needs action planning. Part of this plan has the potential to consider how individual choices could reduce carbon emissions and cost by promoting sustainable travel choices.</p> <p>In addition, D&G LEP Objective 5 states:</p> <p><i>“To encourage employers to adopt fair work principles and promote inclusive growth which is sustainable for people and planet”</i></p> <p>In all work with employers using our influence to encourage sustainable practices provides a potential positive impact.</p>
Advance good practice, particularly the use of innovative technology		X		
Foster a culture of personal responsibility	X			

Note: If the effect or possible effect is minimal, no action is required under the requirements of Strategic Environmental Assessment (SEA) but there is a duty under the Environmental Assessment Scotland Act 2005 to notify the SEA authorities. There are templates available to help this process. This should be noted on the summary sheet. If there is any likely positive or negative environmental effect, a full SEA may be required.

26 SUMMARY OF IMPACT

Summarise your results from impact areas 13 to 25 in the table below:

<u>Impact Area</u>	<u>Positive Impact</u>	<u>No Impact</u>	<u>Negative Impact</u>
Age	2	1	
Disability	3	0	
Sex	3	0	
Gender reassignment and Transgender	1	2	
Marriage and Civil Partnership	1	2	
Pregnancy and Maternity	3	0	
Race	3	0	
Religion or belief	1	3	
Sexual orientation	2	1	
Human Rights	3	0	
Health & Wellbeing & Health Inequalities	3	0	
Economic & Social Sustainability	3	0	
Environmental Sustainability, Climate Change and Energy Management	1	2	
	Total Positive Impacts = 29	Total No Impacts = 11	Total Negative Impacts = 0

Where there are Positive and No Impact(s) the Policy needs no further IA at this stage. Where there are Negative Impact(s) please complete section 27.

27 If Negative Impact(s) have been identified choose the most appropriate option below (a, b or c). Once you have identified your option, record your decision in the table below highlighting the Impact Area and action to be taken.

- a. **unjustifiable** - your policy must be revised and rewritten to remove the negative impact. This is the concept of 'treat' in risk management
- b. **can be justified** without further consultation. The justification is noted and recorded and the policy is signed off. This is the concept of 'managed' in risk management
- c. **may or may not be justifiable** - the proposed justification for the risk is noted and the policy is then consulted upon at the level that is appropriate. For instance, an employment policy may require only internal consultation where as a service delivery policy may require partner and external consultation.

Impact Area	Option (a), (b) or (c)	Explanation and action to be taken

Once completed transfer the actions to the Summary Sheet for publication.

Section 5 : Monitoring And Reviewing

28. How will the implementation of the policy be monitored and how will it be used to develop this policy? (e.g. – customer satisfaction questionnaires, reports to committee, equality monitoring questions)

Quarterly review by the Partnership Management Office will take place in preparation for LEP meetings. A full review will take place after three years aligned with full review of delivery plan. Ongoing updates will take place in line with any updates to the delivery plan and are the responsibility of the Partnership Management Office.

Reports to Committee and to Scottish Government

29. What (if any) environmental data is to be monitored and who is responsible for the collection of this data?

Statistics on the number of people supported, their characteristics and outcomes following support are collected by the local authority and reported to Scottish Government.

30. When and how is the policy due to be reviewed? (include the month and year when this is planned, and also detail who is responsible. If there are a significant number of negative impacts, then an earlier date may be appropriate)

The policy is a Scottish Government Policy and part of the No-One Left Behind Framework. It will be reviewed annually by Scottish Government following the submission of end of year reports in July 2023. Locally we will review operation delivery of the D&G Delivery Plan at each full LEP meeting (quarterly) and subject to continuous improvement.

- 2022/23 will be a transitional year with iterative development and continuous improvement of the delivery plan toward the review in 2025
- National Frameworks and Charters will be integrated and aligned within local delivery
- Partners will implement service user involvement adopting the Scottish Approach to Service Design
- A shared risk register will be maintained by the LEP to monitor factors which may impact on the development and delivery of the plan.

Section 6 : Quality Assurance and Public Reporting of Results

The organisation is required to publish the findings and results of all IAs conducted. Monitoring of IA returns will be carried out by expert advisors and may result in additional information being required or a revised assessment.

The lead person is responsible for collating the key comments and actions. All members of the group should receive a copy of the final impact assessment.

The Impact Assessment information should be reported as part of the approval process for the policy.

The lead person is responsible for sending a copy of this completed Impact Assessment Toolkit form to the relevant service for the lead organisation where it will be quality assured and then part or all will be published on the public website.

For Dumfries and Galloway Council this is the Equality & Diversity Officer - email it to impactassessmentscreenings@dumgal.gov.uk

For NHS Dumfries and Galloway email it to dumf-uhb.odl@nhs.net

Section 7 : Improving the Impact Assessment Process

Feedback (optional) – We would encourage you to use the space below to detail any matters arising from the Assessment which will help us improve the process.

Please score from 1 to 6 where 1 is low and 6 is high

Please tick (✓)

	1	2	3	4	5	6
1 How well did this toolkit help you understand the IA process?						✓
2 Did the toolkit assist you in improving your policy?					✓	
3 Was the language and format easy to follow?						✓

4 Any other comments

Please send this form to:

SUMMARY SHEET

SUMMARY OF IMPACT ASSESSMENT (IA)

Policy	Skills, Employment, and Inclusion – No One Left Behind	Date of IA	28 th July 2022
Lead service	Employability and Skills	Contact person for process	Lynne Burgess

Names & Job Titles of those involved in process

Lynne Burgess	Employability, Skills & Partnerships Manager
Lesley Sloan	No One Left Behind Partnership Officer
Melanie McEwen	Development Manager, Employability & Skills
Craig Hope	Employer and Partnership Manager Department of Work and Pensions
Graeme Galloway	Programme Manager Developing Young Workforce
Sharee Rennie	Employability Manager Third Sector D&G
Andrea Hall	Area Manager Skills Development Scotland
Anna Tuite	Workforce Engagement Manager
Grace Cardozo	Managing Director Sleeping Giants

Summary of IA

The Council is required to publish the findings and results of all IAs conducted. The publication should include a summary of the following:

<p>Research and data (section 3) What was used to assess the impact of the policy and a summary of the findings? Who was involved and consulted during the assessment stage? What were the findings from the consultation and how was this information used to develop the policy?</p>	<p>The following sources of information were used when developing the policy: Scottish Government statistics on the impact of Covid-19, DWP and ONS Statistics including Annual Population survey, Business Register and Employment survey, Burning Glass Technologies. Labour Insight Salary Stats Centre Adzuna; National Health Service Scotland. Workforce Dashboard. NHSScotland workforce Turas Data Intelligence Local information from: DWP statistics and knowledge to understand the needs of people claiming UC. Information from 2021/22 recruitment events across D&G including targeted HSCP recruitment. DGC Workforce data.</p>
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	<p>For young people: Participation Measure, 16+ data hub, local knowledge from Employability Coordination Groups operating in school and post school, locally commissioned research undertaken by Sleeping Giants in partnership with the Galloway Glens, previous work '10,000 Voices', current and previous Youth Council information and feedback from LGBT Youth research.</p> <p>Young person's local authority labour market dashboard - gov.scot (www.gov.scot)</p> <p>Via the Improvement Service access is available to an NOLB interactive Toolkit developed by the Intelligence Hub, focussing on socioeconomic indicators that are pertinent to the No One Left Behind and Young Person's Guarantee programmes. As a local authority this tool is being used to inform LEP delivery decisions by enabling the LEP to conduct comparative analyses of D&G data against local authorities with similar socioeconomic circumstances, whilst also establishing respective performance gaps with national and regional comparators.</p> <p>The data is gathered at a national, local authority and, where available, regional level.</p> <p>Data is organised by Local Government Benchmarking Framework (LGBF) Family Group. These groupings follow the definitions outlined on the Improvement Service website for family groups related to:</p> <ul style="list-style-type: none"> • Children, Social Work and Housing indicators • Environmental, Culture & Leisure, Economic Development, Corporate and Property indicators <p>Combined research and data informed the priority groups targeted in the policy therefore offering support to everyone facing barriers to employment between the ages of 16 and 67 with a positive outcome for people with protected characteristics.</p> <p>A wide range of partners were consulted initially with ongoing links being made with the CPP Equalities and Diversity Working Group through the LEP to enable continuous impact assessment of delivery plans.</p>
<p>Impact Assessment (section 4) From the summary table at number 25 list the impacts.</p>	<p>Positive Impact(s) – 29 No Impact(s) - 11 Negative Impact(s) – 0</p>
<p>Monitoring and review (section 5) How is the policy to be monitored - how often and by whom?</p>	<p>Quarterly review by the Partnership Management Office will take place in preparation for LEP meetings. A full review will take place after three years aligned with full review of delivery plan. Ongoing updates will take place in line with any updates to the delivery plan and are the responsibility of the Partnership Management Office.</p>

Summary of actions arising from the Impact Assessment

Transfer details from table at number 26

Actions	Responsibility	Timescale