

Impact Assessment Toolkit Form

Update as at March 2018



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Section 1 : General Information

		Guidance
1	Name of policy: Health and Wellbeing Service Review – 2019 (HWBSR-2019)	The word policy is used throughout this document for ease but it could also be a strategy, plan, project or budget option (saving or income generation).
2	Is this policy: new - YES	
3	Lead Service(s) involved in the delivery of this policy: (a) Community Health and Social Care Directorate (b) Community Health Wellbeing Teams (c) Quit Your Way (formerly known as Smoking Matters) (d) Public Health	
4	Who else is involved in the implementation of this policy: Other Health and Social Care Directorates Local Authority (D&G Council) Third Sector Independent Sector Communities This will evolve as the model develops therefore is not exhaustive	e.g. other Services or partner agencies
5	Lead person: Sharon Walker – NHS Dumfries and Galloway (PHP)	The lead person should be someone who has a good knowledge of the policy to be assessed and has been trained in the toolkit.
6	Names and organisations of those involved in the process : Sharon Walker – NHS Dumfries and Galloway (PHP) - lead Scott McGill – NHS Dumfries and Galloway (HSCP projects) Stacie Scott – Building Healthy Communities (public member) Tina Lockhart – D&G Council (Communities)	The tool should be completed by no fewer than two people. It is good practice to involve stakeholders and in particular the relevant Equality and Diversity Group(s) must be involved.

Billie Lockhart – Community Development Worker – NHS Dumfries and Galloway Lynsey Fitzpatrick – Equality and Diversity Lead - NHS Dumfries and Galloway Yen Nalci – Project Manager DGMA (Dumfries and Galloway Multi Cultural Association)	
6 Date of Impact Assessment (IA): 25 June 2019 and updated on 3 October 2019	
8 Do all participants understand the Guidance? Yes	The lead person should check all attending have read and understood the purpose or process of IA

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Section 2 : Aims of the policy

		Guidance
<p>9 What are the main aims of the policy? Please list</p> <p>The aim of the model is to ensure that Community Health & Social Care Directorate resources maximise opportunities across Dumfries and Galloway to improve population health and wellbeing and reduce inequalities.</p>		<p>This should describe the policy and what you are trying to do. Think about:</p> <ul style="list-style-type: none"> • Why is it needed? • What outcomes does the organisation hope to achieve by it? • In particular will the policy contribute to the organisations' Objectives/Priorities, the Single Outcome Agreement and/or Health and Social Care Integration?
<p>10 Will the policy assist in meeting the aims of legislation?</p> <p>Yes</p> <p>Give details</p> <p>(a) The Equality Act 2010 <input type="checkbox"/> YES</p> <p>(b) Human Rights Act 1998 <input type="checkbox"/> YES</p> <p>(c) Climate Change Scotland Act 2009 <input type="checkbox"/> N/A</p> <p>(d) Environmental Assessment (Scotland) Act 2005 <input type="checkbox"/> N/A</p>		<p>The purpose of IA is to assess which individuals or groups will be most affected and how. Think also about how the policy will be delivered (e.g. through existing outlets?) and how it will be communicated to clients</p>

Section 3 : Evidence

	Guidance
<p>11 What evidence has or will be used to identify any potential positive or negative impacts?</p> <p>Insert details in the boxes below (a) to (e):</p>	<p>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 (inc. complaints made), officer knowledge and experience, equalities monitoring data, academic publications, consultants' reports, etc. Also identify where there are gaps in the evidence and set out how these will be filled.</p>
<p>(a) Involvement in development/ review</p> <p>Local Communities plus wider stakeholder engagements e.g. Social Work, Mental Health, HWB Staff, Woman and Children Directorate, Local Authority, GP Clusters, Third Sector organisations and members of the public.</p>	<p>Who has been involved in the development so far of your policy?</p>
<p>(b) Benchmarking and lessons learned from recent AHP Service Review conducted. Health and Wellbeing Model for Dumfries & Galloway (2019) Project Charter Existing evidence e.g. newspapers, survey results, outcome focussed plans, photographs SWOT (Strengths, Weaknesses, Opportunities and Threats) exercise.</p> <p>National Health and Wellbeing Outcomes for Health and Social Care; Public Health Priorities for Scotland (2018); Community Empowerment Act 2015; Public Bodies (Joint Working) (Scotland) Act 2014; Health and Social Care Strategic Plan; The Fairer Scotland Duty, Part 1 Equality Act 2010 (2018); Christie Report 2011; Scotland Taskforce on Health Inequalities (2008). Equally Well: Report of the Ministerial Task Force on Health Inequalities; Transforming Primary Care; Anti-Poverty Strategy.</p> <p>This is not an exhaustive list but is the main policy/ strategic drivers.</p>	<p>Have you conducted any research or what research are you using?</p>

(c) Expertise coming via various working groups, people from the community, clinical and non-clinical backgrounds. Also everything outlined above.	What expertise or individual information are the group using to inform their judgements?
(d) Monitoring data: various amounts of data have been collected and logged including service budgets; current job descriptions; Outcome Focus Plans for localities et al. Also everything outlined above.	What data is available locally or nationally to inform the group?
(e) Feedback; verbal and survey based via staff engagement sessions and FAQ process and also the community and stakeholder engagements.	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

Section 4: Impact Areas

This section covers the Protected Characteristics, Human Rights, health, climate change and sustainable development.

12 **AGE**

This refers to children and adults of a particular age or age range.

Remember different age groups have different concerns e.g.

- violence is more likely to happen to you if you are a young man but the fear of crime can be debilitating if you are an older or lone woman.
- can all age groups access your service even on a dark winter night?
- children (people under 18) have a right to advice and information but this may need to be in a different format from the same information directed at adults
- when considering age/ children remember that some children are more vulnerable or have particular issues that may need additional consideration, for example children in poverty or Looked After Children (LAC).

Useful website: [UN Convention on the Rights of the Child](#) [Age UK](#)

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>Yes</p>			<p>Maximising community development approaches in effect makes services more inclusive and accessible.</p> <p>The model will have a focus on a whole system approach to improving health and wellbeing and reducing health inequalities across the life course i.e. prevention, early intervention and maintenance</p> <p>There will be an opportunity to develop intergenerational working</p>

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13 DISABILITY

A person has a disability if they have a physical or mental impairment (including learning disabilities) which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

- How does this policy affect disabled people in Dumfries and Galloway?
- Is there any reason to believe that disabled people are being, or could be, adversely affected by this policy?
- Are there any impairment groups who are particularly adversely affected by the policy?
- Could your policy adversely affect individuals as a result of something arising from their disability?
- Does your policy ensure that the rights of people with learning disabilities to dignity, equality and non-discrimination are respected and upheld?

Useful websites and publications: [Disability Rights](#) [Equality and Human Rights Commission](#) [DGVoice](#)
[Keys to Life Report- Improving Quality of Life for People with Learning Disabilities](#)

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>	Yes			<p>As long as our delivery model takes into account holistic care, support and accessibility.</p> <p>Maximising community development approaches in effect makes services more inclusive and accessible.</p> <p>The new model will encourage involvement with more community groups e.g. Men's Shed, Tai Chi groups, DG Voice, Capability Scotland.</p> <p>Consistency is important, as will be reducing duplication</p>

14 **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 feel male or female; they may feel like 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.

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

Useful websites: [Scottish Women's Convention](#) [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>	Yes			<p>This model may help to educate staff, enhance awareness and help staff working with people to signpost more effectively.</p> <p>Learning and good practice can be shared better to benefit many more people e.g. Men’s Shed and Women’s groups.</p>

15 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. 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).
- **Other transgender identities** - such as polygender, androgyne, intersex, cross-dressing people. 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.
- e.g. does your policy, function or service include people of different gender identities? Will your facilities impede transgender individuals in any way?

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

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>	Yes			<p>Indirectly, this could likely have a positive impact and will increase opportunities to access more services/more often.</p> <p>Staff may require training to increase their knowledge. We may need advocates and/or ‘champions’.</p> <p>More joint working with 3rd and Independent sectors will help too which this new model requires.</p>

16 MARRIAGE AND CIVIL PARTNERSHIP

The rights and responsibilities that come with marriage and civil partnership are almost identical although civil partnerships in Scotland are currently only available to same-sex couples.

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 websites:

[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>		Yes		<p>At this point, there should be no impact as this is integral to current practice. However, we appreciate that we need to be mindful of language used.</p>

17 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 woman unfavourably because she is breastfeeding.

e.g. Do you provide facilities for breastfeeding mothers?

Useful websites:

[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>	<p>Yes</p>			<p>There is an opportunity with this model to share good practice and learning across the region and embed into practice.</p> <p>Maximise opportunities through the use of community development principles and values, to help with health prevention education and early interventions.</p> <p>We need to be mindful of language used.</p>

18 RACE

This refers to a group of people defined by their ethnic or national origins, race, colour, and nationality (including citizenship). All minority race and ethnic groups are covered including, for example, gypsies and travellers, Jews, English as well as visible 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.

e.g. What about language and information? Is it in the right format?

Useful websites: [Equality and Human Rights](#) [BEMIS – Scotland’s Ethnic & Cultural Minority Communities](#) [CEMVO](#)

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>Yes</p>			<p>Maximise opportunities through the use of community development principles and values, to help with health prevention education and early interventions.</p> <p>This model has the potential to identify the barriers that may result in people not accessing care and support services.</p> <p>This model will endeavour to work with a wide range of partners e.g. ethnic minority groups/organisations that could help us access relevant groups and people to address this.</p>

19 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.

e.g. 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 website: [Interfaith Scotland](#) [National Secular Society](#)

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>Yes</p>			<p>Maximise opportunities through the use of community development principles and values.</p> <p>Increase opportunities for education and awareness raising within staff teams and communities</p> <p>This model will endeavour to work with a wide range of partners e.g. ethnic minority groups/organisations that could help us access relevant groups and people to address this</p>

20 SEXUAL ORIENTATION

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. This includes people who are heterosexual, lesbian, gay or bisexual.

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

Useful website: [LGBT Youth](#) [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>	<p>Yes</p>			<p>This model will endeavour to work and involve a wide range of partners and groups such as LGBT Youth, LGBT Plus and the wider LGBT communities, both locally and regionally.</p>

21 HUMAN RIGHTS

This is about protecting and promoting individuals' rights and freedoms in relation to 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.

1	The right to life – protects your life, by law. The state is required to investigate suspicious deaths and deaths in custody;
2	The prohibition of torture and inhuman treatment – you should never be tortured or treated in an inhuman or degrading way, no matter what the situation
3	The right to liberty and freedom – 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
4	Protection against slavery and forced labour – you should not be treated like a slave or subjected to forced labour;
5 and 6	The 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
7	Respect for privacy and family life – protects against unnecessary surveillance or intrusion into your life
8	Freedom of thought, religion and belief – you can believe what you like and practise your religion or beliefs
9 and 10	Free speech and peaceful protest – you have a right to speak freely and join with others peacefully, to express your views
11	The right to marry - you have the right to marry and raise a family
12	No discrimination – everyone's rights are equal. You should not be treated unfairly – because, for example, of your gender, race, sexuality, religion or age
13,14 and 15	Protection of property, the right to an education and the right to free elections – protects against state interference with your possessions; means that no child can be denied an education and that elections must be free and fair

Please refer to the Guidance for more information.

Useful Websites and documents: [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
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance the aims of the Human Rights Act</p> <ul style="list-style-type: none"> • Prevent breaches of human rights • Respect people’s rights • Foster good relations – tackle prejudice, promote understanding 	<p>7 and 8 and 12</p>			<p>See comments above at 12-20</p> <p>Education of communities (14)</p> <p>One of the core components of this model is to reduce health inequalities through the adoption of a whole system approach to planning, development and implementation.</p>

22 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, 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?

Think about how this policy will impact on increasing opportunities for:

- Participation in physical activity
- Accessing healthy food choices
- Promoting positive mental health and wellbeing

Useful websites and publications: [Health Services](#) [Health Inequalities in Scotland](#) [Joseph Rowntree Foundation](#) [Dumfries and Galloway Council Tackling Poverty](#) [Fairer Scotland Duty](#)

How does your policy impact on health and wellbeing and health inequalities?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate inequalities and increase access to opportunities for improving health and wellbeing</p> <p>Advance opportunities for increasing health and wellbeing across the whole population</p> <p>Foster good practice for population wide health and wellbeing</p>	<p>Yes</p>			<p>This model is to improve health and wellbeing and reduce health inequalities through the adoption of a whole system approach to planning, development and implementation.</p> <p>The embedding of the core components outlined in the health and wellbeing model; 1-1 support and community development will support people’s voices being heard, promote independence, meet individual and community needs and accessing appropriate information across the region.</p> <p>Projects and programmes will be evidence based and targeted towards need. This will be supported by data and intelligence available across the system.</p> <p>One size will not fit all therefore some ‘flexibility’ may be required to ensure improved outcomes for people and communities across our region.</p>

23 ECONOMIC AND SOCIAL SUSTAINABILITY

This is about e.g. 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.

How will your policy impact on e.g. social status, employment (paid or unpaid), opportunities to expand on learning experiences, opportunities for volunteering, encourage investment in skills and training, assist people on low incomes or support other disadvantaged groups in any way, help people access advice on financial inclusion, availability or delivery of services for people living rurally, and increase access to facilities for arts, cultural and leisure pursuits.

How will the policy work in rural areas where the existing infrastructure is typically less developed or where infrastructure does not exist (e.g. mains gas, fast broadband connections)?

Does your policy encourage the payment of the Living Wage?

Useful websites and publications: [Poverty Alliance](#) [Scottish Living Wage](#)

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate disadvantage or inequality</p> <p>Advance opportunities for individuals</p> <p>Foster good relations and sustainability of communities</p>	Yes			<p>This work supports people to access what they have identified they need such as: increasing social connections; accessing opportunities to expand on learning experiences; opportunities for volunteering, skills development and training; access to activity and leisure, access to financial advice.</p>

24 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 use, renewable energy technologies,

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.

In order to comply with the Climate Change (Scotland) Act and [Carbon Reduction Commitment Energy Efficiency Scheme](#) organisations must maintain accurate records and data with regard to its Emissions. If your policy may lead to a change in levels of emissions, has account been taken of the need to accurately record this data?

Will your policy affect infrastructure, land or buildings?

Indicate if the Impact is High (H), Medium (M) or Low (L) or (✓) if No Impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate bad practice particularly in waste and carbon usage</p> <p>Advance good practice, particularly the use of innovative technology</p> <p>Foster a culture of personal responsibility</p>	Yes			<p>This model will enable the sharing of good practice across the region e.g. work on community food sharing projects, helping people to grow their own food, and community transport initiatives.</p>

25 SUMMARY OF IMPACT

Summarise your results from section 12 to 24 in the table below:

<u>Impact Area</u>	<u>Positive Impact</u>	<u>No Impact</u>	<u>Negative Impact</u>
Age	Y		
Disability	Y		
Sex	Y		
Gender reassignment and Transgender	Y		
Marriage and Civil Partnership		Y	
Pregnancy and Maternity	Y		
Race	Y		
Religion or belief	Y		
Sexual orientation	Y		
Human Rights	Y		
Health & Wellbeing & Health Inequalities	Y		
Economic & Social Sustainability	Y		
Environmental Sustainability, Climate Change and Energy Management	Y		
	Total Positive Impacts = 12	Total No Impacts = 1	Total Negative Impacts = 0

Positive and No Impact(s) - the Policy needs no further IA at this stage. Transfer the totals to the Summary Sheet for publication

Negative Impact(s) - please complete section 26

26 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
N/A		

Once completed transfer the actions to the Summary Sheet for publication

Section 5 : Monitoring And Reviewing

		Guidance
27	<p>How will the implementation of the policy be monitored?</p> <p>To be added in due course</p>	e.g. customer/service user satisfaction questionnaires.
28	<p>What (if any) environmental data is to be monitored and who is responsible for the collection of this data?</p> <p>N/A</p>	TBC
29	<p>How will the results of the monitoring be used to develop the policy?</p> <p>Acknowledgement of comments and ongoing review</p>	This information will be useful when you review the policy
30	<p>When and how is the policy due to be reviewed?</p> <p>A date for review will be agreed in due course.</p>	Detail who is responsible. If there are a significant number of negative impacts, then an earlier date may be recommended

Section 6 : Quality Assurance and Public Reporting of Results

(Information required for the Summary Sheet)

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 Planning and Performance Unit - email it to ImpactAssessment@dumgal.gov.uk

For NHS Dumfries and Galloway email it to lynsey.fitzpatrick@nhs.net

Section 7 : Improving the Impact Assessment Process

Feedback (optional) - Please use the space below to detail any matters arising from the Assessment which will help us improve the process

Please tick (✓)

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

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

4 Any other comments

Please send this form to:

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