Example Combined Impact Assessment

The below is an example of a combined impact assessment, collated by Angus Health & Social Care Partnership. It gives an example of how compliance with the consumer duty can be combined with other assessments that a public authority may require to report on.

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| **COMBINED IMPACT ASSESSMENT**  **EQUALITY IMPACT ASSESSMENT (EQIA)**  **FAIRER SCOTLAND DUTY ASSESSMENT (FSDA)**  **CONSUMER DUTY ASSESSMENT (CDA)**  **CHILD RIGHTS & WELLBEING IMPACT ASSESSMENT (CRWIA)** |  |

1. **INTRODUCTION**

|  |  |
| --- | --- |
| **Title of policy, practice or project being assessed** |  |

1. **BACKGROUND INFORMATION**

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| --- | --- |
| **Provide a brief description of the policy, practice or project being assessed.**  (Include rationale, aims, objectives, actions, and processes) |  |
| **What are the intended outcomes and who does this impact?** |  |

1. **EQIA PROTECTED CHARACTERISTICS SCREENING**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Impact on Relevant Stakeholders** | | | | | | | | |
| Does the policy, practice or project have a potential to impact in **ANY** way on the service users and/or public holding any of the [protected characteristics](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics)? (Please mark (x) as appropriate) | | | | | | | | |
|  | **Yes** | **No** |  | **Yes** | **No** |  | **Yes** | **No** |
| **Age** |  |  | **Race** |  |  | **Gender Reassignment** |  |  |
| **Disability** |  |  | **Pregnancy and Maternity** |  |  | **Marriage and Civil Partnership** |  |  |
| **Sex** |  |  | **Religion or Belief** |  |  | **Sexual Orientation** |  |  |

1. **EQIA - SCREENING DECISION**

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| --- | --- | --- |
| **Is a full EQIA required?** (Please mark as appropriate) | **YES** - Proceed to full EQIA in section 6 below | **NO** – State the reason below and proceed to section 10. |
|  |  |

**FULL EQUALITY IMPACT ASSESSMENT (EQIA)**

1. **EVIDENCE**

|  |  |
| --- | --- |
| **Evidence: Please provide detailed evidence (e.g. statistics, research, literature, consultation results, legislative requirements etc.) or any other relevant information that has influenced the policy, practice or project that this EQIA relates to. For strategic decisions which may impact consumers. There are example scrutiny questions to consider during the evidence process to ensure the** [**Consumer Duty**](https://consumer.scot/the-consumer-duty/) **is met.** | |
| Quantitative evidence (numerical/statistical) |  |
| Qualitative evidence (narrative/exploratory) |  |
| Other evidence (please detail) |  |
| What gaps in evidence/research were identified? |  |
| Is any further evidence required? Yes or No (please provide reasoning) |  |
| Has best judgement been used in place of evidence/research? Yes or No (If yes, please state who made this judgement and what was this based on?) |  |

1. **ENGAGEMENT**

|  |  |
| --- | --- |
| **Engagement: Please provide details on any engagement that has been conducted during the policy/practice or project. For strategic decisions which may impact consumers. There are example scrutiny questions to consider during the engagement process to ensure the** [**Consumer Duty**](https://consumer.scot/the-consumer-duty/) **is met.** | |
| Has engagement taken place? Yes or No |  |
| If No, why not? |  |
| If Yes, please answer the following questions: | |
| Who was the engagement with? |  |
| Have other relevant groups i.e. unpaid carers been included in the engagement? If No, why not? |  |
| How was it carried out? (Survey, focus group, public event, Interviews, other (please specify) etc.) |  |
| What were the results from the engagement? |  |
| How did the engagement consider the [protected characteristics](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics) of its intended cohort? |  |
| Has the policy, practice or project been reviewed/changed as a result of the engagement? If YES, please explain. |  |
| Is further engagement required? Yes or No (please provide reasoning) |  |

1. **PROTECTED CHARACTERISTICS**

This section looks at whether the policy, practice or project could disproportionately impact people who share characteristics protected by the Equality Act (2010). Please use the following link to find out more about the: [protected characteristics.](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics) Please specify whether impact is likely to be neutral, positive or negative and what actions will be taken to mitigate against any negative impacts or discrimination.

| **Service Users, Public or Unpaid Carers with Protected Characteristics** | | | | |
| --- | --- | --- | --- | --- |
| **Protected Characteristic** | **Potential Neutral Impact (X)** | **Potential Positive Impact (X)** | **Potential Negative Impact (X)** | **Please provide evidence of the impact on this protected characteristic and any actions to mitigate against possible negative impact.** |
| **Age** |  |  |  |  |
| **Sex** |  |  |  |  |
| **Disability** |  |  |  |  |
| **Race** |  |  |  |  |
| **Sexual Orientation** |  |  |  |  |
| **Religion or Belief** |  |  |  |  |
| **Gender Reassignment** |  |  |  |  |
| **Pregnancy and Maternity** |  |  |  |  |
| **Marriage and Civil Partnership** |  |  |  |  |
| **Any other relevant groups i.e. unpaid carers, current & former Armed Forces personnel (please specify)** |  |  |  |  |

1. **EQIA FINDINGS AND ACTIONS**

| **Having completed the EQIA template, please select one option which best reflects the findings of the Equality Impact Assessment in relation to the impact on protected characteristic groups and provide reasoning.** | |
| --- | --- |
| **Option 1 - No major change** **required** (where no impact or potential for improvement is found and no actions have been identified) |  |
| **Option 2 - Adjust** (where a potential negative impact or potential for a more positive impact is found, make changes to mitigate risks or make improvements) |  |
| **Option 3 - Continue** (where it is not possible to remove all potential negative impact, but the policy, practice or project can continue without making changes) |  |
| **Option 4 - Stop and review** (where a serious risk of negative impact is found, the policy, practice or project being assessed should be paused until these issues have been resolved) |  |

| **Actions – from the actions to mitigate against negative impact (section 8) and the findings option selected above in section 9 (options 2 or 4 only), please summarise the actions that will be taken forward.** | **Date for Completion** | **Who is responsible (initials)** |
| --- | --- | --- |
| Action 1 -  Action 2 -  Action 3 - etc. |  |  |

1. **FAIRER SCOTLAND DUTY ASSESSMENT (FSDA) – STRATEGIC DECISIONS ONLY**

**The Fairer Scotland Duty (FSD) places a legal responsibility on particular public bodies in Scotland to actively consider (‘pay due regard’ to) how they can reduce inequalities of outcome caused by socioeconomic disadvantage, when making strategic decisions.** **FSD assessments are only required for strategic, high-level decisions. There are clear links between socio-economic disadvantage and Equality considerations and the protected characteristics so you may find it beneficial to complete the FSD assessment regardless of whether your policy, practice or project is strategically important or not. In broad terms, ‘socio-economic disadvantage’ means living on a low income compared to others in Scotland, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services. Socio-economic disadvantage can be experienced in both places and communities of interest, leading to further negative outcomes such as social exclusion. To read more information please visit:** [**Fairer Scotland Duty Guidance - Scottish Government**](https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/)

1. **FSDA - SCREENING DECISION**

|  |  |  |
| --- | --- | --- |
| **Is your policy, practice or project strategically important?** Yes or No? | **YES** - Proceed to section 12. Full Fairer Scotland Duty Assessment (FSDA) below | **NO** – Provide reasoning below and proceed to sections 15 onwards to conclude. |
|  |  |

1. **FULL FAIRER SCOTLAND DUTY ASSESSMENT (FSDA)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evidence** | | | | | |
| What evidence do you have about socio-economic disadvantage and inequalities of outcome in relation to this strategic decision?  Is it possible to gather new evidence, involving communities of interest? |  | | | | |
| **Please state if there is a potentially positive, negative, neutral impact for each of the below groupings:** | | | | | |
|  | | **Potential Neutral Impact (X)** | **Potential Positive Impact (X)** | **Potential Negative Impact (X)** | **Please provide evidence on your selection** |
| Low and/or no income (those living in relative poverty.) | |  |  |  |  |
| Low and/or no wealth (those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.) | |  |  |  |  |
| Material Deprivation (those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, life insurance, leisure and hobbies.) | |  |  |  |  |
| Area Deprivation (where people live e.g. rural areas, or where they work e.g. accessibility of transport. Living in a deprived area can exacerbate negative outcomes for individuals and households already affected by issues of low income.) | |  |  |  |  |
| Socio-economic Background (social class including parents’ education, people’s employment and income) | |  |  |  |  |
| Unpaid Carers | |  |  |  |  |
| Homelessness, Addictions and Substance Use | |  |  |  |  |
| Children, Family and Justice | |  |  |  |  |
| Other e.g. current & former Armed Forces personnel (please specify) | |  |  |  |  |

1. **CONSUMER DUTY ASSESSMENT (CDA) – STRATEGIC DECISIONS ONLY**

The [**Consumer Scotland Act 2020 Duty**](https://consumer.scot/the-consumer-duty/) came into force on 1 April 2024. The Act requires that a relevant public authority must, when making decisions of a strategic nature about how to exercise its functions, consider the impact of those decisions on consumers in Scotland, and the desirability of reducing harm to them.

*Duty to have regard to consumer interests*  
*(1)       A relevant public authority must, when making decisions of a strategic nature about how to exercise its functions, have regard to:*  
*(a) the impact of those decisions on consumers in Scotland, and*  
*(b) the desirability of reducing harm to consumers in Scotland.*

The definition of ‘consumer’ for the purposes of the 2020 Act is an individual or small business who buy, use or receive goods or services in Scotland, or could potentially do so, supplied by a public authority or other public body.

There are also the seven consumer principles which must be taken into consideration: Access, Choice, Safety, Information, Fairness, Representation and Redress.

1. **CONSUMER DUTY– SCREENING DECISION**

|  |  |  |
| --- | --- | --- |
| **Is your policy, practice or project strategically important?** Yes or No? | **YES (X)** - Proceed to question 15 below | **NO (X)** – Provide reasoning below and proceed to sections 16 onwards to conclude. |
|  |  |

1. **EVIDENCE OF DUE REGARD – CONSUMER DUTY**

|  |  |
| --- | --- |
| **If this strategic decision impacts consumers you have a duty to give regard to consumer interests. Please confirm that throughout this combined impact assessment you considered and evidenced the following two requirements:** | |
|  | **Please mark with an (X) in the relevant boxes.** |
| The impact of the strategic decision on consumers and the desirability of reducing harm to consumers have been considered throughout the process. |  |
| An outcomes-based approach has been taken to achieve the best outcomes for consumers. |  |

1. **EVIDENCE OF DUE REGARD - EQUALITY ACT**

|  |  |
| --- | --- |
| [**Public Sector Equality Duty**](https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland/public-sector-equality-duty-faqs)**: The responsible officer should be satisfied that the group, service or organisation behind the policy, practice or project has given ‘due regard’ to the below duties. Please evidence which parts of the General Equality Duty have been considered. How much regard is 'due' will depend on the circumstances and in particular on the relevance of the needs in the general equality duty to the decision or function in question in relation to any particular group. The greater the relevance and potential impact for any group, the greater the regard required by the duty.** | |
|  | **Please mark with an (X) in the relevant boxes.** |
| Eliminate unlawful discrimination, victimisation and harassment. |  |
| Advance equality of opportunity |  |
| Foster good relations between any of the Protected Characteristic groups |  |

**CHILD RIGHTS & WELLBEING IMPACT ASSESSMENT (CRWIA) - ASSESSING CHILDREN’S RIGHTS**

|  |  |  |  |
| --- | --- | --- | --- |
| We should encourage children and young people’s participation in decision-making; champion their interests, and think about what we can do to place children and young people at the centre of our policies/proposals.  You need to:   * identify, research, analyse and record the anticipated impact of any proposed policy, service or other measure on children's human rights and wellbeing. * think about the means of involving children and young people in the development of your policy/measure. * ensure decisions are necessary and proportionate when balanced against any impact on children’s rights.   \*Please Note: There is a new requirement in 2024 to carry out a children’s rights assessment under the United Nations Convention on the Rights of the Child for young people aged up to 18.  There are four articles in the [United Nations Convention on the Rights of the Child](https://www.unicef.org.uk/what-we-do/un-convention-child-rights/) (UNCRC) that are seen as special. They’re known as the “General Principles”. They help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. Please answer the following questions below: | | | |
| **Which of the general principles apply to your proposal? Select all that apply:** (please mark with an (x) as appropriate) | | | |
| **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)** |  |
| **None** |  |  |  |

|  |  |
| --- | --- |
| **What impact will your proposal have on children’s rights, i.e. positive, negative or neutral?** |  |
| **How will the proposal give better effect to the UNCRC in Scotland?** |  |
| **How will the impact be monitored?** |  |
| **How will you communicate to children and young people the impact of the proposal on their rights?** |  |

1. **EQIA REVIEW DATE**

|  |  |
| --- | --- |
| **A review of the EQIA should be undertaken 6 months later to determine any changes.**  (Please state planned review date and Lead Reviewer Name) |  |

1. **EQIA 6 MONTHLY REVIEW SHEET**

|  |  |  |
| --- | --- | --- |
| **Title of policy, practice or project being reviewed** |  | |
| **Lead Officer responsible for review** |  | |
| **Date of this review** |  | |
| **Please detail activity undertaken and progress on actions highlighted in the original EQIA under section 9.** | | **Status of action (with reasoning)**   * **Complete** * **Outstanding** * **New** * **Discontinued etc.** |
| **Action 1 -** | |  |
| **Action 2 -** | |  |
| **Action 3 etc. -** | |  |