

# EQUALITY IMPACT ASSESSMENT (EQIA) and FAIRER SCOTLAND DUTY ASSESSMENT (FSDA)

## 1. INTRODUCTION

<b>Title of policy, practice or project being assessed</b>	Angus IJB Strategic Financial Plan 2024/25 – 2026/27
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<b>Type of policy, practice or project being assessed:</b> (please mark with a (x) as appropriate)					
	<b>New</b>	<b>Existing</b>		<b>New</b>	<b>Existing</b>
<b>Strategy</b>			<b>Policy</b>		
<b>Guidance</b>			<b>Procedure</b>		
<b>Operational Instruction</b>			<b>Budget Saving Proposal</b>		
<b>Service Development Proposal</b>			<b>Other (Please specify)</b>		X Strategic Financial Plan Update

## 2. GOVERNANCE

<b>Lead Officer Responsible for assessment</b> (Name, designation)	Alexander Berry, Chief Finance Officer
<b>Date Assessment Started</b>	20/03/24

## 3. BACKGROUND INFORMATION

<b>Provide a brief description of the policy, practice or project being assessed.</b> (Include rationale, aims, objectives, actions, and processes)	The purpose of this report is to update the Integration Joint Board (IJB) regarding the further development of the Angus IJB Strategic Financial Plan for the period 2024/25 to 2026/27 and to seek approval for the 2024/25 contents of this updated plan.
<b>What are the intended outcomes and who does this impact?</b> (E.g. service users, unpaid carers or family, public, staff, partner agencies)	To enable the Angus IJB to set a balanced budget that support the delivery of the priorities within Angus Strategic Commissioning Plan.

#### 4. EQIA PROTECTED CHARACTERISTICS SCREENING

Impact on Service Users, Unpaid Carers or the Public								
Does the policy, practice or project have a potential to impact in <b>ANY</b> way on the service users and/or public holding any of the <a href="#">protected characteristics</a> ? (Please mark as appropriate)								
	Yes	No		Yes	No		Yes	No
Age		X	Race		X	Gender Reassignment		X
Disability		X	Pregnancy and Maternity		X	Marriage and Civil Partnership		X
Sex		X	Religion or Belief		X	Sexual Orientation		X

Impact on Staff or Volunteers								
Does the policy, practice or project have a potential to impact in <b>ANY</b> way on employees or volunteers holding any of the <a href="#">protected characteristics</a> ? This includes employees and volunteers of NHS Tayside, Angus Council, 3rd Sector organisations or any other organisation contracted to carry out health or social care functions on behalf of the Angus Health and Social Care Partnership. (Please mark as appropriate)								
	Yes	No		Yes	No		Yes	No
Age		X	Race		X	Gender Reassignment		X
Disability		X	Pregnancy and Maternity		X	Marriage and Civil Partnership		X
Sex		X	Religion or Belief		X	Sexual Orientation		X

**PLEASE NOTE:** If you have answered yes to any of the above protected characteristics in section 4 then please mark yes in the screening decision and proceed to a full EQIA below.

#### 5. EQIA - SCREENING DECISION

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 FSDA screening in section 10-12 then complete sections 14-16 to conclude.
		No – As this is an update report there is no impact on any protected characteristics. However for any projects specifically identified through the Strategic Financial plan they will be subject to screening to determine whether a full EQIA assessment is required.

## **FULL EQUALITY IMPACT ASSESSMENT (EQIA)**

### **6. EVIDENCE**

<b>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.</b>	
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?)	

### **7. ENGAGEMENT**

<b>Engagement: Please provide details on any engagement that has been conducted during the policy/practice or project.</b>	
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 <a href="#">protected characteristics</a> 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)	

## 8. 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](#). 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. When considering impact, please consider impact on: health related behaviour; social environment; physical environment; and access to & quality of services of NHS Tayside, Angus Council, AHSCP or 3rd sector social justice.

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				

**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.
Race				
Sexual Orientation				
Religion or Belief				
Gender Reassignment				
Pregnancy and Maternity				
Marriage and Civil Partnership				
Any other relevant groups i.e. unpaid carers (please specify)				

**Employees or Volunteers 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				

Employees or Volunteers 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.
Sexual Orientation				
Religion or Belief				
Gender Reassignment				
Pregnancy and Maternity				
Marriage and Civil Partnership				
Any other relevant groups i.e. unpaid carers (please specify)				

### 9. 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.	
<b>Option 1 - No major change required</b> (where no impact or potential for improvement is found and no actions have been identified)	
<b>Option 2 - Adjust</b> (where a potential negative impact or potential for a more positive impact is found, make changes to mitigate risks or make improvements)	
<b>Option 3 - Continue</b> (where it is not possible to remove all potential negative impact, but the policy, practice or project can continue without	

**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.**

making changes)	
<b>Option 4 - Stop and review</b> (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)	

<b>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.</b>	<b>Date for Completion</b>	<b>Who is responsible (initials)</b>
Action 1 - Action 2 - Action 3 - etc.		

## 10. FAIRER SCOTLAND DUTY ASSESSMENT (FSDA)

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. Socioeconomic 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](#)

## 11. 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 13 onwards to conclude.
		No – As this is an update report there is no requirement for a full FSDA. However any projects specifically identified through the Strategic Financial Plan will be subject to screening to determine whether a full FSDA is required.

## 12. 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 (please specify)				

### 13. EVIDENCE OF DUE REGARD

<p><b>Public Sector Equality Duty:</b> 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. To 'have due regard' means that AHSCP have a duty to consciously consider the needs of the general equality duty: eliminate discrimination; advance equality of opportunity and foster good relations. 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.</p>	
Eliminate unlawful discrimination, victimisation and harassment.	Not applicable.
Advance equality of opportunity	Not applicable.

Foster good relations between any of the Protected Characteristic groups

Not applicable.

## 14. ASSESSING 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.

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.

There are four articles in the [United Nations Convention on the Rights of the Child](#) (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 a (x) as appropriate)

<b>1. Non-discrimination (Article 2)</b>		<b>2. Best interest of the child (Article 3)</b>	
<b>3. Right to life, survival and development (Article 6)</b>		<b>4. Right to be heard (Article 12)</b>	
<b>None</b>	X		

<b>What impact will your proposal have on children's rights, i.e. positive, negative or neutral?</b>	<b>Neutral.</b>
<b>How will the proposal give better effect to the UNCRC in Scotland?</b>	<b>Not Applicable.</b>
<b>How will the impact be monitored?</b>	<b>Not Applicable.</b>
<b>How will you communicate to children and young people the impact of the proposal on their rights?</b>	<b>Not Applicable.</b>

## 15. PUBLICATION

<b>Is the corresponding IJB/Committee paper exempt from publication?</b>	<b>No</b>
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### 16. SIGN OFF and CONTACT INFORMATION

<b>Lead Officer Responsible</b>	
Name:	Alexander Berry
Designation:	Chief Finance Officer
Date:	28/03/24

<b>Lead Equalities Officer Responsible</b>		<b>Service Leader Responsible</b>	
I confirm that the EQIA demonstrated the use of data, appropriate engagement, identified mitigating actions as well as ownership and appropriate review of actions to confidently demonstrate compliance with the general and public sector equality duties.		I confirm that the EQIA demonstrated the use of data, appropriate engagement, identified mitigating actions as well as ownership and appropriate review of actions to confidently demonstrate compliance with the general and public sector equality duties.	
Name:	Morgan Low	Name:	Jane Moug
Designation:	Strategy and Improvement Manager	Designation:	Finance Manager
Date:	22/03/24	Date:	20/03/24

**For further information on this EQIA and FSDA, or if you require this assessment in an alternative format, please email: [tay.angushscp@nhs.scot](mailto:tay.angushscp@nhs.scot)**

### 17. EQIA REVIEW DATE

<b>A review of the EQIA should be undertaken 6 months later to determine any changes.</b> (Please state planned review date and Lead Reviewer Name)	
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### 18. EQIA 6 MONTHLY REVIEW SHEET

<b>Title of policy, practice or project being reviewed</b>	
<b>Lead Officer responsible for review</b>	
<b>Date of this review</b>	
<b>Please detail activity undertaken and progress on actions highlighted in the original EQIA under section 9.</b>	<b>Status of action (with reasoning)</b>  <ul style="list-style-type: none"> <li>• Complete</li> <li>• Outstanding</li> <li>• New</li> <li>• Discontinued etc.</li> </ul>
<b>Action 1 -</b>	

**Action 2 -**

**Action 3 etc. -**