
IMPACT ASSESSMENT TOOLKIT

As of September 2024

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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)*

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

 New

 Reviewed

3. Date of Policy

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

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

6. Lead person and Job Title *(This must be someone who has completed the Impact Assessment Training and should be someone who has a good knowledge of the policy to be assessed)*

7. Names, job titles and organisations of those involved in the IA process *(The IA should be completed by no fewer than four people and no more than twelve people. It is good practice to involve relevant external 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)*

8. **Please list the stakeholders/ partner organisations/ community groups you have consulted with** (*It is good practice to involve stakeholders and those with lived experience. Have you consulted with the Tackling Poverty Reference Group and/ or the Equality and Diversity Working Group?*)

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

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.*

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

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?

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

c. What data is available locally or nationally to inform the group? *(This may be in relation to specific protected characteristic groups that use this service)*

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

Section 4 : Impact Assessment

This section covers the Protected Characteristics, Human Rights, Children’s Rights, Care Experienced Young People, British Sign Language Users, Armed Forces and Veterans, Health and Wellbeing, Poverty, Economic & Social Sustainability, Consumer Duty and Environment and Climate Change.

13 AGE

This refers to children and adults of a particular age or age range.
Remember different age groups have different concerns. For example:

- can all age groups access your service at all available times?
- advice and information may need to be available in different formats to ensure all age groups can access it
- 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 care experienced young people please also refer to Section 23

Useful resources: [UN Convention on the Rights of the Child](#) [Age UK](#) [Scottish Child Poverty Action Group](#) [Getting It Right For Every Child](#)
[Health and Social Care Strategic Needs Assessment](#) [10,000 Voices](#) [DG Youth Council](#)
[Dumfries and Galloway Council Equality Outcomes](#)

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>				

14 DISABILITY

A person has a disability if they have a physical or mental condition which has a substantial and long-term impact on that person's ability to carry out normal day-to-day activities. For example:

- 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 resources: [Disability Rights](#) [Equality and Human Rights Commission](#) [DGVoice](#)
[Keys to Life Report- Improving Quality of Life for People with Learning Disabilities](#) [Mind](#)
[Dumfries and Galloway Council Equality Outcomes](#)

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 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>				

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](#) [Fawcett Society](#) [Engender](#) [Equality and Human Rights](#) [A Voice for Men](#)
[DGMA International Women's Group](#) [LGBT Youth](#) [LGBT Plus](#) [Dumfries and Galloway Council Equality Outcomes](#)

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>				

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](#)
[Dumfries and Galloway Council Equality Outcomes](#)

How does your policy affect this protected characteristic?

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<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>				

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](#)
[Dumfries and Galloway Council Equality Outcomes](#)

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>				

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](#) [Dumfries and Galloway Council Equality Outcomes](#)

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>				

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 \(DGMA\)](#) [Dumfries and Galloway Council Equality Outcomes](#)

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>				

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 \(DGMA\)](#)
[Dumfries and Galloway Council Equality Outcomes](#)

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>				

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](#) [Dumfries and Galloway Council Equality Outcomes](#)

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>				

22 HUMAN RIGHTS

This is about protecting and promoting individuals' rights and freedoms in relation the [Human Rights Act 1998](#).

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 do not feature in the UK's Human Rights Act. This is because, by creating the Human Rights Act, the UK has fulfilled these rights and therefore there is no requirement for them to be assessed in this Impact Assessment process.

Useful resources: [Scottish Human Rights Commission](#) [Equality and Human Rights Commission](#)

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 				

23 CHILDREN'S RIGHTS

The United Nations Convention on the Rights of the Child (UNCRC) sets out 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children are entitled to. There are four articles in the Convention that are seen as special. They are known as the 'General Principles' and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all Children, they are:

Article 2	Non-discrimination – The convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
Article 3	Best interests of the child – The best interests of the child must be a top priority in all decisions and actions that affect children.
Article 6	Life, survival and development – Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
Article 12	Respect for the views of the child – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Have you considered:

- Will your policy affect children and young people up to the age of 18?
- Which groups of children or young people will be affected? (is it individual children, groups of children or children in general)
- How do you involve young people in the delivery of this service area?

Useful Resources: [A Summary of the UNCRC](#)
[Children's Rights and Wellbeing Impact Assessment](#)

[Scottish Government's Children's Rights and Wellbeing Impact Assessment Guidance](#)
[UN Convention on the Rights of the child](#) [DG Youth Council](#)

How does your policy affect Children's 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 Advance the aims of the UNCRC</p> <ul style="list-style-type: none"> • Prevent breaches of Children's rights • Respect children's rights • Foster good relations – tackle prejudice, promote understanding 				

Note: If your policy will impact on either Children and/ or Young People, you are also required to complete a [Children's Rights and Wellbeing Impact Assessment](#). For more information on the Children's Rights and Wellbeing Impact Assessment, the Scottish Government Guidance can be found [here](#). A copy of this should be sent to the Poverty and Inequalities Team for quality assurance checking and publishing on our Council website for a period of six months.

24 CARE EXPERIENCED YOUNG PEOPLE

For Scotland to support our children and young people to grow up feeling loved, safe and respected so that they release their full potential, [the Promise](#) outlines the need for a redesign of the 'care system' including a fundamental shift in how decisions are made, and money is spent in supporting Scotland's children and families.

Have you considered:

- Will your policy affect care experienced young people?
- Have you involved care experienced young people in the delivery of your services? Consider involving young people in the Champions Board and Listen 2 Us

Useful resources: [The Promise Scotland Getting it right for every child \(GIRFEC\)](#)

[Dumfries and Galloway Council – About the Promise](#)
[UN Convention of the rights of the Child Champions Board](#)

How does your policy affect care experienced young people?

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>				

Note: If your policy will impact on either Children and/ or Young People, you are also required to complete a [Children's Rights and Wellbeing Impact Assessment](#). For more information on the Children's Rights and Wellbeing Impact Assessment, the Scottish Government Guidance can be found [here](#). A copy of this should be sent to the Poverty and Inequalities Team for quality assurance checking and publishing on our Council website for a period of six months.

25 BRITISH SIGN LANGUAGE (BSL) USERS

People whose first or preferred language is BSL should be fully involved in daily and public life in Scotland, as active, healthy citizens, and will be able to make informed choices about every aspect of their lives. For example:

- How does this policy affect a BSL user in Dumfries and Galloway?
- Is there any reason to believe that BSL users are being, or could be, adversely affected by this policy?
- Can BSL users access your policy/ service area?

Useful resources: [Dumfries and Galloway British Sign Language Plan 2018 – 2024](#)
[Scottish Government's British Sign Language Plan 2023 - 2029](#)

How does your policy impact on British Sign Language Users?

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>				

26 ARMED FORCES AND VETERANS

The Armed Forces Covenant is a promise that together we acknowledge and understand that those who serve or have served in the Armed Forces, and their families, should be treated with fairness and respect in the communities, economy, and society they serve with their lives. The Covenant focuses on helping members of the Armed Forces community have the same access to Government and commercial services and products as any other citizen.

- How does this policy affect a Veteran in Dumfries and Galloway?
- Is there any reason to believe that Veterans are being, or could be, adversely affected by this policy?
- Does this policy give support to Armed Forces Personnel, Veterans and their families?

Useful resources: [Armed Forces Covenant](#) [Dumfries and Galloway Armed Forces Funding](#)

How does your policy affect veterans?

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>				

27 HEALTH AND 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. 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

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

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 health 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>				

28 POVERTY

Poverty impacts on every aspect of the lives of the individuals and families who experience poverty and this has a profound effect on their life chances. We know that to enable people to escape from poverty we have to increase their incomes and reduced their costs. For example:

- Will your policy increase the amount of money in people's pockets?
- Will your policy reduce financial pressures for individuals and families?
- Will your policy reduce barriers to accessing services that tackle 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?

Useful resources: [Dumfries and Galloway Council Tackling Poverty](#) [Poverty Alliance](#) [Poverty and Inequalities Strategy 2021 - 2026](#)

How does your policy impact on those who may be experiencing poverty?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
Eliminate inequalities or disadvantage for those experiencing poverty				
Advance opportunities for those experiencing poverty				
Foster good practice and support				

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

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
<p>Eliminate disadvantage or inequality</p> <p>Advance opportunities for individuals</p> <p>Foster good relations and sustainability of communities</p>				

30 CONSUMER DUTY

The Consumer Duty aims to put consumer interests at the heart of strategic decision making. The Consumer Scotland Act 2020 requires public bodies, when making strategic decisions, to have regard to the impact of those decisions on consumers and to also have regard to the desirability of reducing harm to consumers.

A consumer is defined as an individual or small business in Scotland who buys, uses, or receives goods or services supplied in the course of a business and includes future consumers. This definition extends to individuals or small businesses in Scotland who buy, use or receive goods or services supplied by Dumfries and Galloway Council.

When regarding the impact or harm on consumers, consideration should be given to the seven consumer principles – access, choice, safety, information, fairness, representation and redress.

- Does your policy impact on consumers or vulnerable consumers?
- Is it likely that harm will be experienced by consumers as a result of this proposal?

Useful resources: [The Consumer Duty Guidance](#)

How will your policy affect consumers?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate harm or disadvantage experienced by consumers</p> <p>Advance protection for consumers</p> <p>Foster the desirability of reducing harm to consumers</p>				

Note: If your policy will impact on consumers, you are also required to complete a Consumer Duty Impact Assessment. For more information on the Consumer Duty Impact Assessment, the Consumer Scotland Guidance can be found [here](#). For more information, please contact trading.standards@dumgal.gov.uk

31 ENVIRONMENTAL SUSTAINABILITY, CLIMATE CHANGE AND ENERGY MANAGEMENT

This is about how we are contributing towards supporting the twin crises, Climate Change and Biodiversity through enhancing our 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. 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 impact does your policy have on the Council and regions current carbon emissions?
- What impact does your policy have on the regions Biodiversity?
- What is the impact of your policy on infrastructure – housing, roads, and buildings?
- Does it promote active travel and physical activity?
- Does it promote digital options?

Useful resources: [Sustrans](#) [Scottish Environment Protection Agency – climate change](#) [D&G Carbon Management Plan](#)
[D&G Climate Emergency Declaration](#) [Strategic Route Map to Net Zero](#) [Local Heat and Energy Efficiency Strategy](#)

How will your policy affect the Council's and regions current carbon emissions and the natural environment and Biodiversity?

Indicate if the impact is positive or negative or if there is 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>				

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 positive or negative environmental effect, a full SEA may be required.

32 SUMMARY OF IMPACT - Summarise your results from impact areas 13 to 30 in the table below:

<u>Impact Area</u>	<u>Positive Impact</u>	<u>No Impact</u>	<u>Negative Impact</u>
Age			
Disability			
Sex			
Gender reassignment and Transgender			
Marriage and Civil Partnership			
Pregnancy and Maternity			
Race			
Religion or belief			
Sexual orientation			
Human Rights			
Children's Rights			
Care Experienced Young People			
British Sign Language Users			
Armed Forces and Veterans			
Health and Wellbeing and Health Inequalities			
Poverty			
Economic and Social Sustainability			
Consumer Duty			
Environmental Sustainability, Climate Change and Energy Management			
	Total Positive Impacts =	Total No Impacts =	Total Negative Impacts =

- 33** 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 : Public Reporting of Results

Our Council is required to publish the findings and results of all Impact Assessments conducted. Monitoring of all Impact Assessments will be carried out by expert advisors and may result in additional information being required.

The lead person is responsible for collating the key comments and actions. All members of the group completing the impact assessment 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 Poverty and Inequalities Team where it will be quality assured and then the summary pages will be published on our Council's [public website](#) for a period of six months.

Please email completed impact assessments to - impactassessmentscreenings@dumgal.gov.uk

SUMMARY SHEET

SUMMARY OF IMPACT ASSESSMENT (IA)

Policy Date of IA

Lead service Contact person for process

Names & Job Titles of those involved in process

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>Impact Assessment (section 4) From the summary table at number 32 list the impacts.</p>	Positive Impact(s) – No Impact(s) Negative Impact(s) –

Summary of actions arising from the Impact Assessment

Transfer details from table at number 33

Actions	Responsibility	Timescale

