

# Integrated Impact Assessment Guidance

This guidance will assist you in completing the Integrated Impact Assessment (IIA).

**Please note:** Throughout these notes the term **initiative** is used as the collective term for a policy, function, service, procedure, strategy, plan, proposal (including any budget proposal) or project.

## Section 1 - Details of the initiative

### 1a Section self-explanatory

### 1b Section self-explanatory

### 1c Brief outline of the initiative

Provide a brief explanation of the initiative; what it is, what are the aims. Coproduced initiatives can be identified here as well as in other sections as appropriate.

### 1d Is the decision a strategic decision?

A strategic decision can be:

- Strategies developed at Regional Partnership Boards and Public Service Boards – e.g. [Well-being Plans](#)
- Medium to long term plans – e.g. [Corporate Plan](#), [development plans](#), [service delivery and improvement plans](#)
- Setting objectives – e.g. [Well-being Objectives](#), [Equality Objectives](#)
- Changes to and development of public services
- Strategic financial planning – e.g. [Budget](#)
- Major procurement and commissioning decisions – e.g. [Social Services Commissioning](#)
- Strategic policy development – e.g. [Regeneration](#), [Strategic School Improvement Programme](#)

If the initiative is one of the above (or any other as may be identified) you **must** complete section 4

If not complete section 5 instead of section 4

### **1e Who will be directly affected by this initiative?**

- Who is the initiative for? Public or staff, or both?
- Is the initiative aimed at people from particular protected groups?

### **1f When and how were people consulted?**

Consultation is essential when developing new or revising existing initiatives. Without consulting with relevant groups we will not be able to fully consider the requirements, needs and expectations of the communities we serve.

Consulting and engaging with local communities is essential – even more so with the introduction of the Socio Economic Duty. The Duty requires the better understanding of ‘people’s views and the needs of those impacted by the decision particularly those who suffer socio-economic disadvantage’.

Local equality groups are represented on the Equality and Community Cohesion Group and already play a key role in developing and monitoring policies. Consent is being sought from the representatives to sharing contact details for wider consultation/engagement purposes and these will be shared on the [Performance Hub](#) when finalised.

Consultation/engagement is often seen as something that needs to be undertaken with residents, service users, interested groups, etc., but rarely are staff consulted unless it’s for internal matters; staff can be residents, service users, and interested parties and may be willing to assist. Our Trade Unions are happy with consultations and contact details are below:

Unison

[Unison@npt.gov.uk](mailto:Unison@npt.gov.uk)

[unisonchair@npt.gov.uk](mailto:unisonchair@npt.gov.uk)

[j.gebbie@npt.gov.uk](mailto:j.gebbie@npt.gov.uk)

GMB

[a.chaves@npt.gov.uk](mailto:a.chaves@npt.gov.uk)

[r.williams12@npt.gov.uk](mailto:r.williams12@npt.gov.uk)

Standard socio economic questions will be included in consultation papers for 'strategic decisions' which will help when considering the duty.

## **Gunning Principles**

You must take into account the Gunning principles when undertaking consultation:

- Consultation must take place when the proposal is still at a formative stage
- Sufficient reasons must be put forward for the proposal to allow for intelligent consideration and response
- Adequate time must be given for consideration and response
- The product of consultation must be conscientiously taken into account

Further information on the Gunning principles is available on the [Impact Assessment](#) pages on the Performance Hub.

## **National Principles for Engagement in Wales**

Participation Cymru works with organisations in the public, private and third sectors to achieve better public engagement in the design, development and delivery of citizen-centred services. The National Principles for Engagement in Wales, endorsed by Welsh Government, are:

1. Engagement is effectively designed to make a difference
2. Encourage and enable everyone affected to be involved, if they so choose
3. Engagement is planned and delivered in a timely and appropriate way
4. Work with relevant partner organisations
5. The information provided will be jargon free, appropriate and understandable
6. Make it easier for people to take part
7. Enable people to take part effectively
8. Engagement is given the right resources and support to be effective
9. People are told the impact of their contribution
10. Learn and share lessons to improve the process of engagement

We all tend to assess impact from our own standpoint based on our age, sex, race, etc. However, to accurately assess the impact of the initiative we need to understand other people's perspectives – we don't know what we don't know! Therefore we must involve people who are able to provide this alternative perspective.

It is a statutory requirement to involve people who are representative of the various equality groups and so consultation must take place not only with service users and other relevant stakeholders but also with local equality groups who are more than willing to assist with any consultation exercise we undertake. Information on the various local equality groups and how to contact them is available on the [Impact Assessment](#) pages on the Performance Hub.

## Welsh Language Standards

When developing the initiative you will have taken into account the requirements of the Welsh Language Standards. You will have considered:

- what effects the initiative would have on:
  - people's opportunities to use the Welsh language.
  - treating the Welsh and English languages equally.
- how the initiative could be developed or revised so that it would have positive effects or increased positive on:
  - people's opportunities to use the Welsh language
  - treating the Welsh and English languages equally
- how the initiative could be developed or revised so that it would not have negative effects or decreased negative effects on:
  - people's opportunities to use the Welsh language
  - treating the Welsh and English languages equally

Additionally, as part of the consultation on the initiative you must **consider and seek views** on all of the above.

For any further information please contact Rhian Headon 01639 763010 or [r.headon@npt.gov.uk](mailto:r.headon@npt.gov.uk)

## The Older People's Commissioner for Wales

The Older People's Commissioner for Wales has developed guidance to assist officers/elected members in undertaking Equality Impact Assessments and Scrutiny from an older people perspective:

- [Equality & Human Rights Impact Assessment](#)
- [Scrutinising Changes to Community Services](#)
- [Effective Engagement with Local Authorities: Toolkit for Older People](#)

These documents stem from the Commissioner's work to protect and improve community services and consequently this is the focus of the documents. Despite this, the guidance reinforces the requirements of the assessment process and provides a useful checklist of the steps and considerations required.

Although the engagement toolkit is primarily a practical tool to help older people ensure their voices are heard it also provides general information for officers when under taking engagement/consultation with older people. Some of the more practical aspects of engaging with older people are highlighted, e.g. older people remain active and have constraints on their time in the same way that younger people do with childcare, work, etc., so a wide range of engagement methods would need to be considered in order to reach as many people as possible.

## **United Nations Convention on the Rights of the Child**

Everyone under the age of 18 is covered by the Convention. Its 54 articles cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

The Convention can be viewed in [full](#) or in [summary](#) form

The Convention must be seen as a whole: all the rights are linked and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28).

However, there are four articles in the Convention that are seen as special. They're 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:

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)

**1f What were the outcomes of the consultation?**

What was the outcome of the consultation? Did the consultation identify...:

- impacts that hadn't been considered?
- mitigating actions that hadn't been considered previously?
- impacts (positive or negative), in relation to using Welsh or treating Welsh and English equally?
- how an initiative could be developed or revised to increase positive, or lessen negative, impacts on using Welsh or treating Welsh and English equally?

Has the consultation resulted in any changes to the initiative? If so, state what changes have been made.

## **Section 2 – Evidence**

Dealing effectively with the challenges of the 21st century and maximising the opportunities this brings means having robust and reliable evidence available to inform the development and assessment of initiatives. It is important to consider the relevance of the evidence available and to collaborate with other organisations, whenever possible, to share relevant data and evidence.

What evidence do you have about socio-economic disadvantage and inequalities of outcome in relation to this decision?

Considering a range of national and local evidence will be helpful during both the development and the assessment of the initiative.

### **National**

- [Future Trends Report](#)
- [National indicators](#)
- [Welsh Report on Climate Change Risk Assessment](#)
- Research reports
- [Is Wales Fairer?](#)
- [The Well-being of Wales Report](#)
- Various reports on the impact of COVID -19 on BME communities, children, low income families, people with a disability, etc.
- Public Health Wales – various publications on health inequalities

### **Local**

- Service user data – e.g. numbers, breakdown into protected characteristics, geographic location, etc?

- Satisfaction surveys
- Local research studies
- Local Well-being Assessment
- Local strategies and plans – including the Local Development Plan, Planning Survey, Strategic Equality Plan, Corporate Plan, Local Well-being Plan (Public Service Board), etc.
- Biodiversity Duty Plan Service Assessment or Audit – when available
- Qualitative information – from focus groups, consultation exercises, etc.
- Consultation results – including consultation undertaken by neighbouring council's and other partner organisations
- Policy in Practice Tracker

If there is insufficient information available to assist you in assessing impact you should identify what actions are required to address this, e.g. undertake an annual survey, gather relevant data at an assessment review, etc.?

## Section 3 – Equalities

**Remember-** equality legislation protects **EVERYONE** in society from discrimination, so consider everyone who may access or receive a service or be affected by any changes in its operation.

### a) Impact on protected characteristics

You will need to consider:

- What information is needed to ensure that the perspectives of all stakeholders of the initiative are taken into account?
- Has the initiative been examined to assess any impact on all relevant stakeholders in terms of age, disability; gender reassignment; marriage & civil partnership; pregnancy & maternity; race; religion or belief; sex; sexual orientation; Welsh language?
- What is the likely impact on these different groups? Is it positive, negative or neutral? Think about issues such as:
  - Accessibility
  - Availability of information
  - Customer service
  - Cultural sensitivity

- Has the delivery of the initiative been examined to assess if there are any indirect effects on any of the groups identified, i.e. through examination of available data such as complaints?
- Do you need to consider the potential for discrimination by association or perception; an individual receives unfair or unfavourable treatment because of their association with someone who has a protected characteristic or because they are thought to have a particular protected characteristic no matter if they actually have it or not.
- What involvement and consultation has been done in relation to this, or similar initiatives and what are the results?

**Remember** - assessing the impact of an initiative is not just about identifying negative impacts; where positive impacts are identified these must also be included in the assessment. For example, if you have done particular work with disabled people to ensure a service is accessible to all, and acted on the recommendations made, include the information here.

Where a neutral impact has been assessed this must be explained too.

## b) Public Sector Equality Duty (PSED)

It is crucial that you consider how your initiative will affect and contribute towards meeting the Public Sector Equality Duty (PSED):

- to **eliminate discrimination, harassment and victimisation** - reduce or eradicate unfairness and discrimination. Is there a possibility that different people could be negatively affected by the initiative?
- to **advance equality of opportunity between different groups** – does the initiative ensure that everyone affected is treated fairly?
- to **foster good relations between different groups** - promoting equality/supporting cross-community contact/encouraging mutual understanding/acceptance of cultural diversity. Has the initiative improved opportunities for different groups of people?

## Section 4 Socio Economic Duty

The Socio Economic Duty forms Part 1 of the Equality Act 2010; Welsh Government commenced the Duty on 31 March 2021. The Duty requires us, when taking **strategic decisions**, such as ‘deciding priorities and setting objectives’, to consider how their decisions might help to reduce the **inequalities** associated with **socio economic disadvantage**.

The aim of the Duty is to deliver better outcomes for those who experience socio economic disadvantage.

## What is meant by...

### ...strategic decisions?

These are decisions which effect how we fulfil our intended statutory purpose over a significant period of time. They do not include day to day decisions, such as opening times of civic offices, Christmas car parking arrangements, etc. but will include the following (although these are not exhaustive):

- ✓ Strategies developed at Regional Partnership Boards and Public Service Boards which impact on our functions
- ✓ Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- ✓ Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- ✓ Changes to and development of public services
- ✓ Strategic financial planning
- ✓ Major procurement and commissioning decisions
- ✓ Strategic policy development.

**...to consider?** Consideration is demonstrated through the impact assessment process, our consultation and community engagement activities and use of local evidence and data.

**...socio-economic disadvantage?** Living in less favourable social and economic circumstances than others in the same society.

Socio-economic disadvantage can be disproportionate in both communities of interest and communities of place, leading to further inequality of outcome, which can be further exasperated when considering intersectionality.

Communities of interest - those who share one or more of the protected characteristics; who share an experience, for example, people who have experienced homelessness; who share an identity, for example, lone parents and carers.

Communities of place - people who are linked together because of where they reside, work, visit or otherwise spend a substantial portion of their time.

Intersectionality – the way in which characteristics such as gender, race or class, can interact and produce unique and often multiple experiences and disadvantages in specific situations. One single form of discrimination cannot and should not be understood in isolation from one another.

**...inequalities of outcome?** Any measurable differences in outcome between those who have experienced socio-economic disadvantage and the rest of the population. Awareness of such inequalities can be found from a wide range of quantitative data and other evidence including:

- Annual employment data published under the public sector equality Duty
- The Equality and Human Rights Commission's report *Is Wales Fairer?*
- The Equality and Human Rights Commission measurement framework for equality and human rights, setting the indicators for *Is Wales Fairer?*
- The Welsh Government's Future Trends report
- Statistics available from StatsWales and the Office for National Statistics
- The Welsh Government's Well-being of Wales Report
- Chwarae Teg's Gender Equality Review
- Older Peoples Commissioner for Wales State of The Nation Report

Consultation as part of the assessment process is an ideal opportunity to engaging directly with individuals and communities affected by socio-economic disadvantage - see **section 1e** above.

**Details of the advantage/disadvantage arising from the initiative must be identified and explained in this section.**

## **Working in Partnership**

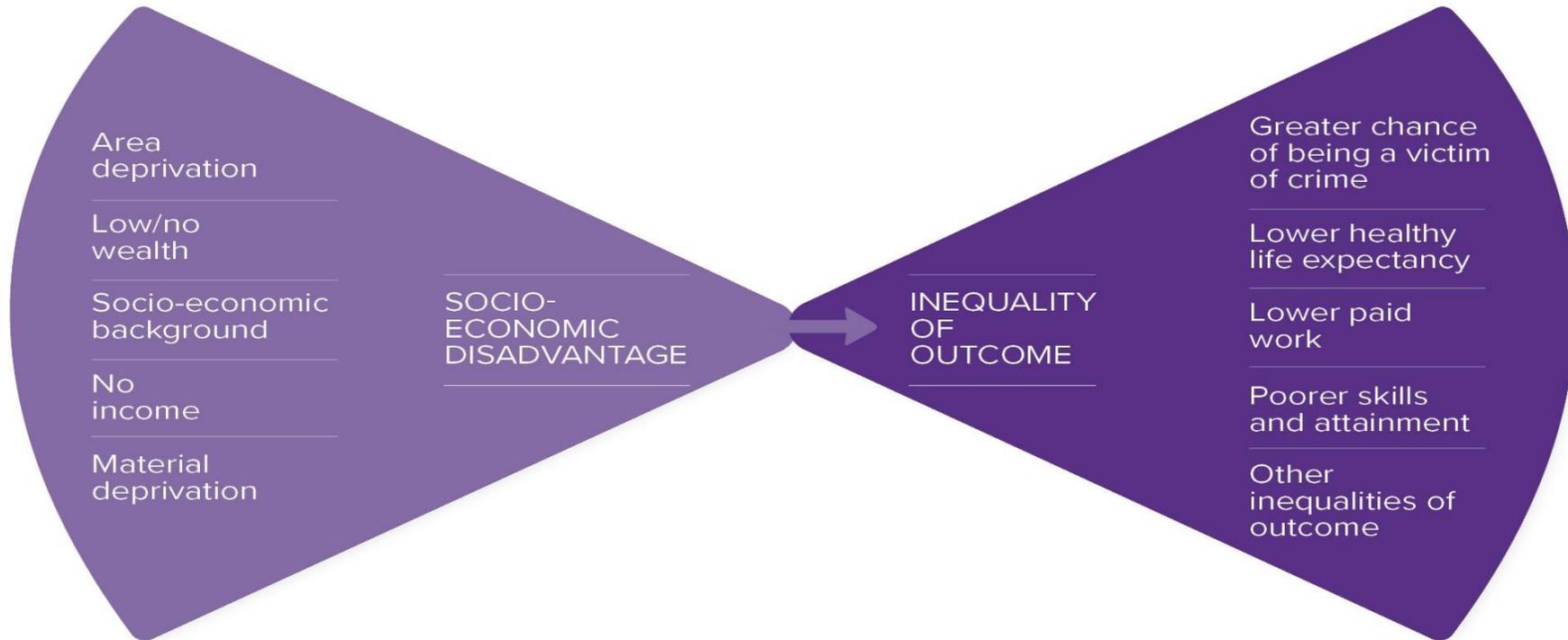
When we work in partnership with bodies not covered by the Duty, the Duty only applies to the specified body – local authorities, Health Boards, the Fire Service, etc.

For example, the local Well-being Plan is developed and owned by a range of partners, the PSB, however those public bodies subject to the Duty should ensure that they are discharging their Duty through consideration of how the elements of the plan they have responsibility for will reduce inequalities of outcome caused by socioeconomic disadvantage.

Please note Regional Partnership Boards and the Public Service Board as entities are not covered by the Duty.

Examples of the inequalities of outcomes arising from socio-economic disadvantage

Relevant public bodies need to consider how their strategic decisions can improve inequality of outcome for people who suffer socio-economic disadvantage.



## Section 5 Community Cohesion Social Exclusion and Poverty

It is important that you consider the impact of your initiative on community cohesion, social exclusion and poverty. The latter is a more general consideration of the socio economic Duty on a more day to day to day basis.

**Community cohesion** is a term to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. It also means:

- everybody has an equal chance to take part
- everybody gets equal use of services
- everybody values differences
- accepting and supporting each other
- overcoming problems.

Our communities are facing many challenges to make sure that everybody gets on together. Some of these are:

- people moving in and out of Wales, so communities are changing
- people feeling left out or isolated
- poverty can lead to poor community cohesion
- a higher demand on public services
- a lack of community facilities and services in some rural areas
- supporting Welsh-speaking communities.

Achieving the goals of Community Cohesion is all about working together in partnership with service providers and community groups working towards a common vision

**Social Exclusion** - there are multiple causes of social exclusion which are usually connected with factors affecting a person's or a community's social or economic circumstances where the effect prevents people from participating fully in society.

A number of factors can contribute to social exclusion including (but not exhaustive) unemployment, financial hardship, poor educational or skills attainment, poor housing, ill health.

Social Inclusion is the process that is used to address the multiple issues of exclusion and to make sure that people from different backgrounds have similar life opportunities.

**Poverty** - it is important to recognise that poverty is not just about income. People's expectations and opportunities are affected by a variety of different circumstances. The Welsh Government defines 3 dimensions of poverty:

- **Service Poverty:** unable to access services e.g. family support, educational, health, housing, transport etc – for various reasons.
- **Participation Poverty:** not being included in activities (social, cultural, leisure etc) or in decisions/discussions/actions affecting your life.
- **Financial Poverty:** household income less than 60% of the UK the median income (after housing costs).

## Section 6 - Welsh

There are specific requirements in relation to the Welsh Language. You must consider:

- what effects the initiative would have on:
  - people's opportunities to use the Welsh language.
  - treating the Welsh and English languages equally.
- how the initiative could be developed or revised so that it would have positive effects or increased positive on:
  - people's opportunities to use the Welsh language
  - treating the Welsh and English languages equally
- how the initiative could be developed or revised so that it would not have negative effects or decreased negative effects on:
  - people's opportunities to use the Welsh language
  - treating the Welsh and English languages equally

The Welsh Language Standards aim to encourage more use of Welsh in everyday situations, either when receiving a service or as an employee. Therefore, when we develop or revise initiatives we need to consider the impact, either positive or negative, on opportunities to use the Welsh language and on treating the Welsh and English languages equally. Think about issues such as accessibility, availability of information and customer service. Also:

- Will the initiative affect the number or percentage of people able to speak Welsh (or any other skill)?
- Will the initiative affect the number or percentage of people able to use Welsh?
- Will the initiative be undertaken in Welsh?
- Will it protect, promote and enrich the heritage and culture of the area in question in relation to the Welsh language?

Below are examples of relevant questions which could be considered when examining any positive or adverse effects from policy decisions.

### **Positive effects**

- Would the policy decision increase the number of Welsh speakers moving from/to a certain area?
- Would the policy decision be likely to make the Welsh language more visible?
- Would the policy decision lead to an increase in the number of posts requiring Welsh language skills?
- Would the policy decision encourage / facilitate the recruitment of Welsh language speakers?
- Would the policy decision ensure the sustainability of areas where the Welsh language is engrained in those communities?
- Would the policy decision provide users with the active choice of a service in Welsh?
- Would the policy decision take steps to promote and facilitate the Welsh language?
- Would the policy decision contribute to national Welsh language strategies and in specific policy areas (e.g. the Cymraeg 2050 strategy; More than just words; Welsh in Education Strategic Plans)?

Can the initiative be developed to increase positive impacts or lessen any negative impacts that have been identified?

Also see:

**Section 1** above re requirements in relation to consultation.

### **Adverse effects**

- Would the policy decision decrease the number of Welsh speakers moving from/to a certain area?
- Is there a risk that the policy decision would discriminate against Welsh language users?
- Would the policy decision lead to a fall in the number of posts requiring Welsh language skills?
- Would the policy decision lead to closing specific Welsh language services or put those services at risk?
- Would the policy decision make it harder to recruit Welsh speakers?
- Would the policy decision risk the sustainability of areas where the Welsh language is engrained in those communities?
- Would the policy decision lead to a reduction in the number of Welsh learners?
- Would the policy decision limit the accessibility of and access to Welsh language services?

## Section 7 – Biodiversity

The Environment (Wales) Act, 2016, places a new statutory Duty on public authorities. In exercising our functions, we must seek to maintain and enhance biodiversity, and in so doing promote the resilience of ecosystems, so far as is consistent with the proper exercise of those functions. The Council's [Biodiversity Duty Plan](#) outlines the actions that the Council will be undertaking to meet this Duty.

As part of the Biodiversity Duty Plan requirements, the Countryside and Wildlife Team will be undertaking a service assessment throughout the Council and an audit of council owned land. If already undertaken, this may be used to inform your assessment.

Please consider the potential impact of your initiative on maintaining and enhancing biodiversity

If you are undertaking physical works please refer to the [biodiversity protocols](#) for further guidance.

Understanding how an initiative will affect '**ecosystem resilience**' and ensuring that we don't have any adverse effects is a key component of our new Duty. This considers the wider environmental context and the benefits we gain from our environment. Some examples of how our proposals, decisions and functions can have such impacts are as follows:

1. Drainage works to a culvert could result in flooding further downstream or altering the hydrological regime upstream. These could have issues for local communities or biodiversity; with properties being at risk from flooding or wet or bog habitats that trap carbon being drained.
2. Tree felling works can destabilise slopes or cause an increase in surface water run-off or silt pollution that can also cause problems in local watercourses. Tree felling in areas of significant air pollution may also exacerbate pollution problems as many tree species trap/absorb air pollutants.
3. High level policy, plan or budget decisions may encourage or focus investment in areas that will have significant knock on issues in relation to flooding, climate change sea level rise or biodiversity loss. Alternatively, budget decisions may reduce capacity of services or infrastructure to function and to deliver community environmental services e.g. effects on well-being from a reduction in access to greenspace, parks or environmental community services.
4. Decisions can also have positive impacts on the wider environment. For example, reduction in grass cutting that encourages more wildflower growth can positively support pollinator insects that contribute to food production.

Further advice may be sought from the Countryside & Wildlife Team on 01639 686155 or [biodiversity@npt.gov.uk](mailto:biodiversity@npt.gov.uk).

## Section 8 - Well-being of Future Generations

The Well-being of Future Generations (Wales) Act 2015 (the WBFG Act) requires public bodies to think more about the long term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach. The WBFG Act places a well-being Duty on public bodies which states:

Each public body must carry out sustainable development. The action a public body takes in carrying out sustainable development must include:

- a. setting and publishing objectives (“well-being objectives”) that are designed to maximise its contribution to achieving each of the well-being goals, and
- b. taking all reasonable steps (in exercising its functions) to meet those objectives

These wellbeing goals are:

**A prosperous Wales** - an innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.

**A resilient Wales** - a nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).

**A healthier Wales** - a society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.

**A more equal Wales** - a society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).

**A Wales of cohesive communities** - attractive, viable, safe and well-connected communities.

**A Wales of vibrant culture and thriving Welsh language** - a society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.

**A globally responsible Wales** - a nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.

In addition the Act requires the Council to carry out **sustainable development** - the process of improving the economic, social, environmental and cultural well-being. The Act also sets out new ways of working that ensure all elements of well-being are considered together and to facilitate collaborative working.

The Council is required to demonstrate how it is taking all reasonable steps (in exercising its functions) to meet the well-being objectives it has set. The Council must also do this in a way where it is acting in accordance with the sustainable development principle, seeking to ensure the needs to the present are met without compromising the ability of future generations to meet their own needs.

In response to the duties of the Act the Council has set four strategic objectives – our well-being objectives. These well-being objectives fulfil the requirement under (s3(2)(a)) of the Well-being of Future Generations (Wales) Act 2015.

We have analysed how our objectives and priorities contribute to the seven national well-being goals that the Welsh Government requires all public bodies in Wales to contribute to achieve “the Wales we Want”. The Council’s well-being objectives are:

- All children get the best start in life
- All communities are thriving and sustainable
- Our local environment, culture and heritage can be enjoyed by future generations
- Local people are skilled and access high quality, green jobs

The Council’s well-being objectives and the supporting improvement priorities are set out in the Council’s [Corporate Plan](#).

Supporting each well-being objective are improvement priorities. The improvement priorities fulfil different legal requirements set out in (s3(1)) the Local Government (Wales) Measure 2009.

So, in this section you must demonstrate how you have considered/applied the following ‘ways of working’ in the development of the initiative including identifying which of the Council’s well-being objectives, the Public Services Board’s and /or other bodies’ objectives your initiative contributes to.

### **Sustainable development – ways of working**

- i. **Long term** - The importance of balancing short term needs with the need to safeguard the ability to meet long term needs, especially where things done to meet short term needs may have detrimental long term effect;

**Things to consider:**

- How does your initiative support long term well-being of people in Neath Port Talbot/Wales?
- Identify the long term, future trends, scenarios, challenges and opportunities that are most relevant to your initiative. These might be social, economic, political, environmental, cultural or technological and have a degree of certainty (e.g. aging population), and those with a higher level of uncertainty (e.g. jobs and skills needed in future)
- How do the trends affect your initiative and what impact could your initiative have on the trends?
- How does your initiative mitigate, facilitate or make the most of the trends?
- Look beyond the usual short term timescales for financial planning and political cycles
- Consider the possible impacts of the initiatives on a generational basis i.e. the next 10 years.

- ii. **Prevention** - How resources will be deployed to prevent problems occurring or getting worse, whilst contributing to the Council's well-being objectives, or another body's objectives

**Things to consider:**

- What are the root causes that your initiative could help address?
- Consider how the initiative could prevent problems occurring or getting worse
- Consider how improving understanding of underlying causes of problems for people and communities can help find different solutions and ensure early intervention to prevent problems occurring rather than reacting to problems

- iii. **Collaboration** - What collaboration with any other person will assist the Council to meet the well-being objective , or assist another body to meet theirs

**Things to consider:**

- Can the initiative be delivered by working with other council services?
- Could the initiative be delivered by working with other partners (public, private or voluntary sector) who have similar well-being objectives?
- How/ what engagement has taken place with those partners to date.

- iv. **Involvement** - How other people with an interest in the topic have been involved in developing/implementing proposals whilst demonstrating that the people involved reflect the diversity of the population

### **Things to consider:**

- Consider how you can involve people and communities in developing and implementing the initiative
  - Consider if the people you have involved reflect the diversity of the population you serve
  - Who has been involved in developing the initiative? Examples include:
    - Local elected members
    - Relevant public, private and voluntary partners
    - Children and young people
    - Older people
    - Persons with protected characteristics
    - Staff representatives
  - Note who has been involved and provide a summary of their feedback.
- v. **Integration** - The need to take an integrated approach by considering how:
- your initiative may impact upon each of the well-being goals;
  - your initiative impacts upon other public bodies' objectives in particular where steps taken by the Council may contribute to meeting one objective but may be detrimental to meeting another;

### **Council's well-being objectives**

- All children get the best start in life
- All communities are thriving and sustainable
- Our local environment, culture and heritage can be enjoyed by future generations
- Local people are skilled and access high quality, green jobs

### **Public Services Board priorities**

- Support children in their early years, especially children at risk of adverse childhood experiences.
- Create safe, confident and resilient communities, focussing on vulnerable people
- Encourage Ageing Well
- Promote well-being through and in the workplace
- Recognise and promote green infrastructure, how green infrastructure can support the economic, social and cultural well-being of the people of Neath Port Talbot

### **Things to consider:**

- Consider the relationship interdependencies and possible tensions between the initiative and others initiatives, internal or external to the Council
- Consider if this initiative along with other recently agreed or pending initiatives creates a cumulative impact on certain communities, characteristics, services or partners
- Consider possible conflicting impacts on economic, social environmental and cultural well-being
- Consider other initiatives that may have an impact on this in a positive and negative way

**Please note** the 'Things to consider' are neither exhaustive nor will they all be relevant to every initiative being assessed):

### **Section 9 - Monitoring arrangements:**

The assessment process does not end with the introduction of the initiative. The initiative should be reviewed annually to ensure the content of the Integrated Impact Assessment is still relevant and accurate.

It is not enough to just make the changes expected to eliminate adverse impact or promote equality, etc., it is also necessary to implement any actions identified in the action plan and use the monitoring, evaluation and review processes to ensure that the anticipated impact is the actual impact and that actions are implemented.

Throughout the assessment process actions may be e.g. to gather information on your customers, eliminate discrimination or develop monitoring arrangements, etc. These actions must be entered into the **action plan template** (section 10).

The monitoring arrangements should include consideration of the actual impact the initiative may have; monitoring must be on an ongoing basis to show that as a council we are continuing to meet the various duties.

Actions identified when assessing impact must also be included in any monitoring arrangements associated with the initiative. If you have completed an action plan as part of your Integrated Impact Assessment, you will need to ensure you progress the actions and have appropriate reporting arrangements in place.

- How is the initiative being monitored (e.g. consultation and involvement activities, performance indicators, annual reviews, data collection on service users etc.)?
- Who is responsible for the monitoring process?
- What is the timetable?

## Section 10 – Assessment Conclusions

By undertaking the assessment you may have reached either a single outcome or possibly mixed outcomes under each element; for example under equalities the initiative might be have a positive outcome for age and sex but a negative outcome of disability with neutral outcomes for the other characteristics. The details of the conclusions reached in relation to each element of the assessment must be recorded under the relevant section heading.

Using the evidence/information gathered throughout the assessment including the conclusions detailed in relation to each element, you must then determine which of the four possible outcomes apply to your initiative overall

In the '**Overall Conclusion**' you should clearly indicate which of the following 4 'conclusions' you have reached:

- Continue - as planned as no problems and all opportunities have been maximised
- Make adjustments - as potential problems/missed opportunities/negative impacts have been identified along with mitigating actions
- Justification - for continuing with the initiative even though there is a potential for negative impacts or missed opportunities
- STOP - redraft the initiative as actual or potential unlawful discrimination has been identified

Details of how you have reached that conclusion must be given. This must include the impact on the individual elements, consultation outcomes, including what if anything has been changed as a consequence, along with any mitigating actions to:

- remove negative impacts/conflicts
- better promote equalities
- maximise contribution to achieving both the Council's well-being objectives

The information provided in this section will form the 'summary' that must be included in any accompanying committee report (please see **Next Steps** below) and referenced in the [Executive and Non-Executive/Regulatory Report Guidance](#).

## **Section 11 - Actions**

The Action Plan is definitely **not** the end of the process.

Actions identified and throughout the assessment must be included in the action plan and, along with any other actions considered appropriate, must be monitored and reported accordingly.

Progress against these actions must be included in reporting arrangements to Members as part of the monitoring process.

## **Section 12 - Sign Off**

The assessment must be signed off by both the officer completing the assessment and the relevant Head of Service.

### **Next steps**

#### **Publication and Reporting arrangements**

Please ensure the completed Integrated Impact Assessment is appropriately filed within your directorate because it may be required as evidence should a legal challenge be made.

Integrated Impact Assessments are included as part of committee documents and are published accordingly on our website. Please bear in mind that even if the Integrated Impact Assessment is part of a private report the Integrated Impact Assessment remains a public document.

#### **Reporting Arrangements**

When reporting to Committee it is essential that the following is taken into account:

A recent judicial review ruled that it wasn't enough for Members to be aware of the existence of an 'Equality' Impact Assessment and where to access it, nor for only a summary to be included in the papers without expressly stating that the full 'Equality' Impact

Assessment is read for the purpose of the meeting. With this in mind the [Executive and Non-Executive/Regulatory Report Guidance](#) has been reviewed to reflect this, along with our other legal requirements.

To ensure the Council demonstrates it has discharged its duties under the various pieces of legislation, the Executive and Non-Executive/Regulatory Report Guidance includes a series of statements from which the most appropriate one must be selected for inclusion in the accompanying report.

The summary referred to in the various statements in the report template will contain the information you have provided in **Section 9 - Assessment Conclusions** (including the Explanation of Conclusion).

Please Note: **if it states in the relevant statement that ‘a summary is included’, then a summary must be included!**