

---

# Equality Impact Assessment

---

## Template Form



**SHETLAND**  
ISLANDS COUNCIL

## **INTRODUCTION**

An Equality Impact Assessment (EQIA) is an evidence-based approach designed to help the Council ensure that its policies, strategies and proposals for change meet the needs of everyone.

This Equality Impact Assessment (EQIA) enables you to assess what you're proposing against the Public Sector Equality Duty and the Fairer Scotland Duty. The EQIA process involves:

- Step 1:        Develop a Clear Understanding of your Objectives: outlining details of your proposal and background information.
- Step 2:        Data & Consultation: evidence sources for assessment.
- Step 3:        Screening Assessment of Impact: completing the screening process to determine if the proposal requires completion of a full impact assessment. The screening process can stand alone as a final summary if no significant impacts are identified.
- Step 4:        Full Impact Assessment: to enable a more detailed analysis of the proposal, the impacts and any mitigations or actions to be put in place. This Step may not be required depending on the outcome at Step 3.
- Step 5:        Monitor & Review: setting out how impacts will be monitored.
- Step 6:        Decision & Authorisation: setting out decision from impact assessment and authorisation.
- Step 7:        Publication of Result

<b>STEP 1: Develop a clear understanding of your objectives</b>		
Title of your proposal*	Shetland Community Learning and Development (CLD) Plan 2024 - 2027	
Do you have authority for your proposal?	Yes <input checked="" type="checkbox"/>	Shetland Islands Council has a statutory duty under The Requirements for Community Learning and Development (Scotland) Regulations 2013 to produce a three-year plan, which outlines how Community Learning and Development (CLD) will be coordinated and delivered in the local authority area. The purpose of the CLD Plan is empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning.
	No <input type="checkbox"/>	please explain how and when you intend to get approval:
Do you have budget for your proposal?	Yes <input checked="" type="checkbox"/>	YES – actions in the Plan will be delivered using the combined budgets of all CLD partners
	No <input type="checkbox"/>	please explain how and when you intend to get budget:
Lead officer (name and job title)	June Porter, Team Leader, Community Development	
Is this a new or existing policy/proposal? (include any information on previous relevant work)	Yes, the Plan is new, and replaces the 2018 – 2021 Plan on a rolling 3-year cycle.	
Brief description of policy / proposal (including purpose, intended outcomes, aims, objectives and/or legislation)	Shetland Islands Council has a statutory duty under The Requirements for Community Learning and Development (Scotland) Regulations 2013 to produce a three-year plan, which outlines how Community Learning and Development (CLD) will be coordinated and delivered in the local authority area. The purpose of the CLD Plan is empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning.	

<b>STEP 2: Data &amp; Consultation</b>
What evidence sources are you using in making the assessments?

Internal or existing data	The Council and wider CLD Partnership hold a wealth of information and data which informs Shetland's Partnership Plan, the Islands with Small Populations Locality Plan and CLD activity. Sources include - Data Sources: CACI Paycheck 2022; Highlands and Islands Enterprise - Minimum Income Standard 2016; Improvement Service 2023; National Records Scotland (NRS) Population estimates 2021, Rounded Population estimates (Census) 2022; NHS Shetland Population Health Survey 2021; Scottish Government: House Prices - Residential Properties Sales and Price 2022; Shetland Islands Council Local Development Plan 2014 Appendix III Environmental Baseline; Shetland Islands Council 2023; Skills Development Scotland, Annual Participation Measure 2023; Scottish Health Survey 2021; Scottish Household Survey 2020. Definitions, full details and links can be found on the Shetland Partnership website.
Consultations with officers or partner organisations	This Plan has been developed in consultation with all Shetland CLD Partnership members: Shetland Islands Council, Voluntary Action Shetland, Skills Development Scotland, UHIU Shetland, NHS Shetland, Citizens Advice, Highlands and Islands Enterprise. Consultation has been undertaken with young people, adults, volunteers, and community representatives.
Other:	

### STEP 3: Screening Assessment of Impact

Please identify the type of impact your proposal will have on those with a protected characteristic. A positive impact is likely to contribute to promoting equality or improving relations within an equality group. A negative impact could disadvantage that particular equality group. A brief explanation should be provided, based on the evidence or information gathered and outlined above.

<a href="#">Equalities – Protected Characteristics</a>	Please identify the type of impact your proposal will have on those who fall into the following categories:		
<p><b>Age</b> Will your proposal have an impact on those within an age group? For example, those over 60.</p> <p>Will your proposal have a negative impact on those within a particular age range? For example (18 to 30 year olds)</p>	<p>Positive <input checked="" type="checkbox"/></p> <p>The Plan will have a positive impact on all age groups. As directed by the Scottish Government Guidance, CLD is about improving life</p>	<p>Neutral <input type="checkbox"/></p> <p>please explain:</p>	<p>Negative <input type="checkbox"/></p> <p>please explain:</p>

<p>Note: Age discrimination only applies to those over 18.</p>	<p>chances for people of all ages through learning, personal development and active citizenship; and building stronger, more resilient, supportive, influential, inclusive communities.</p>		
<p><b>Disability</b> Will your proposal have an impact on those who have a disability? For example, will those who have a disability be discriminated compared to those who do not? For example, someone with a hearing impairment.</p>	<p>Positive <input checked="" type="checkbox"/> The Plan will have a positive impact on those who have a disability. The Plan aims through its key priorities and actions around Participation, Poverty and inclusion, to ensure that individuals have increased skills, knowledge and are able to influence decisions that affect them, and that the health and life chances of those most in need are improved so they can thrive and reach their potential</p>	<p>Neutral <input type="checkbox"/> please explain:</p>	<p>Negative <input type="checkbox"/> please explain:</p>
<p><b>Gender Reassignment</b> Will your proposal have an impact on those who are considering,</p>	<p>Positive <input type="checkbox"/> please explain:</p>	<p>Neutral <input checked="" type="checkbox"/> The Plan does not have any</p>	<p>Negative <input type="checkbox"/> please explain:</p>

undergoing or have undergone gender reassignment? For example, would the proposal lead to discrimination for those who have undergone gender reassignment (a process to reassign your sex)		particular impact in relation to those who have undergone or are undergoing gender reassignment. Inclusion is central to CLD and the delivery of this Plan.	
<b>Marriage and Civil partnership</b> Will your proposal have an impact on those who are married or in a civil partnership? For example, would the introduction of your proposal lead to discrimination for anyone who is married or in a civil partnership?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> The Plan update does not have any particular impact in relation to those who are married or in a civil partnership or otherwise. Inclusion is central to CLD and the delivery of this Plan.	Negative <input type="checkbox"/> please explain:
<b>Pregnancy and Maternity</b> Will your proposal have an impact on those who are pregnant or on maternity (up to 26 weeks) compared to those who are not?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> The Plan does not have any particular impact in relation to those who are pregnant or on maternity leave.	Negative <input type="checkbox"/> please explain:
<b>Race</b> Will your proposal have an impact on anyone because of their race, ethnicity or nationality?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> The Plan does not have any particular impact in relation to race.	Negative <input type="checkbox"/> please explain:
<b>Religion or Belief</b> Will your proposal affect those who have a religion, belief or lack of religion or belief? For example, will those who have a religion be affected negatively?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> The Plan does not have any particular impact in relation to religion or belief.	Negative <input type="checkbox"/> please explain:
<b>Sex</b> Could your proposal have an impact on those of a specific sex, for example males would be impacted differently to those who are female?	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/> The Plan does not have any particular impact in relation to sex.	Negative <input type="checkbox"/> please explain:
<b>Sexual Orientation</b>	Positive <input type="checkbox"/> please explain:	Neutral <input checked="" type="checkbox"/>	Negative <input type="checkbox"/> please explain:

<p>Could your proposal have an impact on those who are heterosexual, gay, lesbian or bisexual?</p>		<p>The Plan does not have any particular impact in relation to sexual orientation</p>	
<p><a href="#">Fairer Scotland Duty - Socio-economic Inequalities</a></p>		<p>Please identify the type of impact your proposal will have on low income households.</p>	
<p><b>Low income / income poverty</b> Those who cannot afford to maintain regular payments such as bills, food, clothing payments</p>	<p>Positive <input checked="" type="checkbox"/> The Plan will have a positive impact on those who are on a low income / income poverty. Poverty and inclusion is a key priority in the Plan, with preventative work with individuals and families prioritised to tackle generation inequalities which impact on family circumstances. The Plan will meet people where they are, whatever their starting point, and provide opportunities to grow, build literacy and numeracy skills, job skills, digital skills, life skills to help maximise their household income.</p>	<p>Neutral <input type="checkbox"/></p>	<p>Negative <input type="checkbox"/> please explain:</p>

<p><b>Low and/or no wealth</b> Those who can meet basic living costs but have no savings for unexpected spend or provision for the future</p>	<p>Positive <input checked="" type="checkbox"/> As above</p>	<p>Neutral <input type="checkbox"/></p>	<p>Negative <input type="checkbox"/> please explain:</p>
<p><b>Material deprivation</b> Those who cannot access basic goods and services, such as repair/replace broken electrical goods, heat their homes or access to leisure or hobbies</p>	<p>Positive <input checked="" type="checkbox"/> As above. While the Plan is not to deal with material deprivation, the Plan will support individuals to develop the skills to make positive changes in their lives.</p>	<p>Neutral <input type="checkbox"/></p>	<p>Negative <input type="checkbox"/> please explain:</p>
<p><b>Area deprivation</b> Consider where people live (such as rural areas) and where they work (accessibility and cost of transport)</p>	<p>Positive <input checked="" type="checkbox"/> The Plan will have a positive impact on area deprivation. Participation, Poverty and Inclusion and Community Resilience are priorities. Actions will seek to support communities to address barriers of rurality, and increase access to digital skills learning and low cost activities.</p>	<p>Neutral <input type="checkbox"/> please explain:</p>	<p>Negative <input type="checkbox"/> please explain:</p>
<p><b>Socio-economic background</b> Social class, such as parents' education, employment, income</p>	<p>Positive <input checked="" type="checkbox"/> The Plan will have a positive impact on tackling</p>	<p>Neutral <input type="checkbox"/></p>	<p>Negative <input type="checkbox"/> please explain:</p>

	inequalities associated with class, employment and income, and aims to address generational inequalities through early intervention approaches with those who need it most		
--	--	--	--

<b>Outcome of Screening Process</b>		
If any negative impacts have been identified above, a Full Impact Assessment will be required (Step 4).		
Will a Full Impact Assessment (FIA) be required for:		
Equalities	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Fairer Scotland Duty	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

If a Full Impact Assessment (FIA) is not required, do not complete Step 4 or 5 and proceed to Steps 6 & 7.

<b>STEP 4: Full Impact Assessment</b>			
The full impact assessment must be completed where negative impacts have been identified at Step 3 above. Each of the negative impacts identified at Step 3 above will be explored in more detail to identify whether the proposal has a low, medium or high impact and whether there are any appropriate mitigating actions or changes that can be put in place to lessen that impact.			
<b>Protected Characteristic</b>	<b>Identified Negative Impact from Step 3</b>	<b>Low /Medium / High Negative Impact</b>	<b>Mitigating Actions/Changes</b> Please state and summarise your mitigating actions or changes to the proposal for the negative impact(s) identified in Step 3.


<b>Type of Socio-Economic Disadvantage</b>	<b>Identified Negative Impact from Step 3</b>	<b>Low/ Medium / High Negative Impact</b>	<b>Mitigating Actions/Changes</b> Please state and summarise your mitigating actions or changes to the proposal for the negative impact(s) identified in Step 3.

<b>STEP 5: Monitor &amp; Review</b>	
What will change as a result of this proposal?	
How will the implementation of the proposal and any impacts be monitored?	
When is the proposal due to be reviewed?	
Who is responsible for ensuring this happens?	

<b>STEP 6: Decision</b>
-------------------------

Implement proposal with no amendments	<input checked="" type="checkbox"/>
Implement proposal taking account of mitigating actions as outlined above.	<input type="checkbox"/>
Reject proposal due to disproportionate negative impact.	<input type="checkbox"/>
<b>Reason for decision:</b> The screening did not identify any negative impacts or a need to amend the revised Policy.	

Authorisation			
<b>Title of Policy / Proposal:</b>	Shetland Community Learning and Development Plan (CLD) Plan 2024 - 2027		
<b>Directorate and Service:</b>	Development / Community Planning and Development		
<b>Policy and assessment author (s)</b>	<table border="1"> <tr> <td>Name: June Porter Job title: Team Leader, Community Development Date: 13<sup>th</sup> August 2024</td> <td>Name: Job title: Date:</td> </tr> </table>	Name: June Porter Job title: Team Leader, Community Development Date: 13 <sup>th</sup> August 2024	Name: Job title: Date:
Name: June Porter Job title: Team Leader, Community Development Date: 13 <sup>th</sup> August 2024	Name: Job title: Date:		
<b>Authorised and approved by Director or Executive Manager</b>	Name: Vaila Simpson Job title: Executive Manage, Community Planning and Development Date: 14 <sup>th</sup> August 2024		

STEP 7: Publication
Please include a detailed summary of the result of the assessment in any Council reports.  This summary and the EQIA should now be published at <a href="#">Diversity and Inclusion – Shetland Islands Council</a>