

EQUALITY IMPACT ASSESSMENT (EqIA)

Summary results of the EqIA

Title of policy/ practice/ process/ service:

Development of a grant funded programme (Debt Advice Journey Programme 2020) as described in a plan of the criteria¹. This development has been undertaken on behalf of Scottish Government and is subject to Ministerial approval.

Is the policy new (proposed), a revision to an existing policy or a review of current policy?

This is a new programme. If Ministers approve, SLAB would implement the programme: seek applications, assess application, award grants and monitor and report on the programme

Key findings from this assessment (or reason why an EqIA is not required):

The programme is designed to provide an opportunity for advice agencies to identify tools and ways of working in the delivery of debt advice that may have broader benefit in adapting service models which were historically based on face to face direct delivery, where individuals have to seek and make their way to providers. This assessment has identified potential equality impact on people due to their race, disability, gender or age.

Summary of actions taken because of this assessment:

Applications which are concerned with service development will address if and how any reasonable adjustments/ accessibility features associated with their development will be built into project plans.

Applications which are concerned with service development will address if and how their developments impact on those with English as a second language are built into project plans.

The assessment criteria will additionally take account of applications which in otherwise addressing the priority/priorities also address equalities impacts, including the potential for scaling up to a wider impact across/between equality groups.

Funded organisations must have current equalities policies to cover duties as employer and service provider.

¹ In opening a new programme for funding, SLAB is required under Section 4a of the Legal Aid Scotland Act (1986) to publish a plan as to the criteria which SLAB will apply in considering whether or not to make a grant.



Lead person(s) for this assessment (job title and department only):

Raphael Bleakley, Policy Development Officer, Strategic Development Department

Senior responsible owner agreement that the policy has been fully assessed against the needs of the general duty (job title only):

Anne Dickson, Director, Strategic Development Department

Publication date (for completion by Communications):

[Click here to enter a date.](#)

This EqlA will be published alongside the guidance for the new debt levy programme.



Step 1 - Framing the planned change

Discussing step 1 and step 2 with the Corporate Policy Officer (Equalities) at an early stage will help identify appropriate evidence. This may include support from the wider Policy and Development team.

1.1 Briefly describe the aims, objectives and purpose of the policy/ practice/ process/ service. *You can use the information in your project specification, business case etc.*

Background

This new programme is designed to be small scale and to support and test new ways of working to manage the demands experienced by advice agencies. The grants programme does not provide a service specification, a Scottish Government priority was for agencies to be allowed to apply for funding based on their experience of need. The programme is therefore designed to allow flexibility around the range of projects to be funded and the range of interventions that are to be tested.

Debt Advice Journey Programme

Scottish Government Consumer Directorate asked SLAB to develop a debt advice related grant funded programme subject to their priorities and parameters. This programme has been developed for submission to Ministers for approval. This programme is intended to complement the work around the Scottish Government's Debt Routemap² using funding from the levy on financial services.

The proposed grant funding programme is designed to fund projects that seek to help manage demand through existing debt advice services and improve the experience for clients and staff. Subject to decisions of Scottish Ministers, it is likely that this programme will run to March 2023. The programme's purpose is to provide evidence to the Scottish Government about ideas for managing demand for debt advice which if successful could be incorporated into longer term Scottish Government commissioning plans for use of the debt advice funds raised from the levy on the credit industry devolved to the Scottish Government.

The programme's objectives are to improve management of demand for debt advice to services and ways of working at key stages of the debt advice journey in free advice services.

² [A Debt Advice Routemap for Scotland](#), 2019, Scottish Government



Implementation of this programme

Implementation of any new grants programme includes use of SLAB's well established processes for open application arrangements, assessment against criteria, programme building and then monitoring of projects and programmes.

1.2 Why is an EqIA required?

The policy development process is focussed on the development of new funding programme requested by Scottish Government together with the key elements of implementation of the programme linked to the design of the guidance and application process.

The programme is concerned with the distribution of funds to free advice services to develop ways to manage demand at debt advice services or develop ways of working which assist in demand management. Funding for service improvements provides opportunities and risks around the effect of service design and debt journey improvements on groups with protected characteristics both as clients and in the debt advice workforce. Although this is a small scale intervention designed to test approaches, it has the capacity to inform future commissioning and design of services or aspects of services.

1.3 Who is affected by this policy/ practice/ process/ service?

Providers of free debt advice will be eligible for funding. These include Citizens Advice Bureau, independent advice agencies, law centres and local authorities.

People affected include service users and workforce (including where relevant a volunteer workforce).

1.4 Policy/ practice/ process/ service implementation date

Subject to decisions by Scottish Government the programme will launch in 2020 with funding available for the second half of 2020 through to March 2023.



- 1.5 What other SLAB policies or projects may be linked to or affected by changes to this policy/ practice/ process/ service?** The EqIA for related policies might help you understand potential impacts, and/ or your findings might be relevant to share. Refer to SLAB's business plan, our current equality outcomes, current project list etc.

EqIA for grant funding function

Step 2: Consider the available evidence and data relevant to your policy/ practice/ process/ service

The information you gather in this section will:

- help you to understand the importance of your policy/ practice/ process/ service for different equality groups,
- inform the depth of equality impact assessment you need to do (this should be proportional to the potential impact on equality groups), and
- provide justification and an audit trail behind your decisions, including where it is agreed an equality impact assessment is not required.

2.1 What information is available about the experience of each equality group in relation to this policy/ practice/ process/ service? Stay focused on the topic and scope of your policy/ practice/ process/ service. Does the policy/ practice/ process/ service relate to an area where there are already known inequalities? Refer to the EqlA guidance for sources of evidence.

Note: If you proceed to a full EqlA you should continue to add to this section as you develop the policy/ practice/ process/ service, come across new evidence and/ or **undertake a consultation**.

| Equality characteristics | Evidence source (e.g. web link, report, survey, complaint) | What does the evidence tell you about the experiences of this group in relation to the policy/ practice/ process/ service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3). |
|--------------------------|--|---|
| Age | SLAB Grant Funding Data MAW3 Evaluation Wyman review of debt advice 2018 | The Wyman review highlights that younger people have more difficulties keeping up with financial commitments and is a heavy burden, this is equivalent of 16% in the 25-34 age group. Wyman quotes that the vast majority of debt advice seekers are within the 25-59 age groups. SLAB data suggests that older age groups are more likely to visit debt advice services face to face. Stepchange data suggests that younger people access debt advice |

| Equality characteristics | Evidence source (e.g. web link, report, survey, complaint) | What does the evidence tell you about the experiences of this group in relation to the policy/ practice/ process/ service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3). |
|--------------------------|--|--|
| | Stepchange - Scotland in the Red 2019 | <p>differently, with younger clients opting for advice by web and with the 25-39 age group over-represented in the numbers of calls received.</p> <p>SLAB evaluation data indicates that working age people may not have time to access face to face debt advice services. Agencies may identify this as a barrier they want to address.</p> <p>Published data doesn't focus on throughput and management of demand by age at different stages in the debt advice process.</p> |
| Disability | <p>SLAB grant funding data MAW3 evaluation</p> <p>Improvement Service 2015</p> | <p>Our MAW3 evaluation found that people with specific disabilities require more time to help resolve their debt problems and that services need to have in-built flexibility of service design and time to support this group.</p> <p>The Improvement Service notes that people with a disability are also disproportionately high users of money advice services - 40% of money advice users, despite comprising only 20% of the overall population. Evidence suggests that advice services are relatively effective in their targeting of this group.</p> <p>Available data doesn't identify throughput and demand management by disability at different stages in the debt advice process.</p> |
| Race | <p>SLAB grant funding data</p> <p>Shelter 2007 research</p> <p>Improvement Service research 2015</p> | <p>The proportion of people from BAME groups who receive help through the ERAP programme is 6% of all clients.</p> <p>The Improvement Service have found that BME populations are over-represented in debt advice data in Scotland, making up 12% of people accessing money advice services. BME groups are more likely to experience multiple levels of inequality and the figures may represented effective targeting of this group.</p> |

| Equality characteristics | Evidence source (e.g. web link, report, survey, complaint) | What does the evidence tell you about the experiences of this group in relation to the policy/ practice/ process/ service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3). |
|--------------------------|--|--|
| | | <p>Shelter research suggests that BAME groups are under-represented in their client profiles. Evidence that barriers can include language barriers, opening hours and waiting times (also MAS research). .</p> <p>There may be barriers to people accessing debt help due to their race. Data doesn't identify throughput and demand management by race at different stages in the debt advice process.</p> |
| Sex | <p>SLAB grant funding data</p> <p>Wyman review</p> <p>Stepchange annual statistics</p> | <p>SLAB grant funding data shows that women are more likely to seek help with debt problems than men. This is backed up by the Wyman review that identifies the proportion of women receiving debt advice as 59%. Stepchange which provides advice by telephone find a higher proportion of clients are female (62% in 2019).</p> <p>We have no evidence that the differential is related to design of services especially as we see the same patterns in remote and face to advice services. Published data doesn't focus on throughput and management of demand by sex at different stages in the debt advice process.</p> |
| Gender Reassignment | No data | <p>We currently have no data in this area. We have reviewed online information. Some literature suggests that people undergoing gender reassignment surgery may be at risk of falling into debt, however there is no empirical evidence that this may be the case or of any barriers to access or engagement with services.</p> <p>Published data doesn't focus on throughput and management of demand due to gender reassignment at different stages in the debt advice process.</p> |
| Sexual orientation | No data | <p>We don't currently hold information about the sexual orientation of the debt advice, nor is national data available.</p> <p>Published data doesn't focus on throughput and management of demand by sexual orientation at different stages in the debt advice process.</p> |

| Equality characteristics | Evidence source (e.g. web link, report, survey, complaint) | What does the evidence tell you about the experiences of this group in relation to the policy/ practice/ process/ service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3). |
|--|--|---|
| Religion or Belief | No data | We don't currently hold information about the Religion or Belief of the debt advice, nor is national data available. |
| Pregnancy or maternity | SLAB grant funding data. TMW Granton Information Centre project Monitoring & Evaluation | <p>Previously funded grant projects focussed on delivering debt and financial capability help to pregnant women within NHS settings. Good understanding on how this group, particularly from deprived communities can access help and how best to provide assistance at early stage of pregnancy.</p> <p>Published data doesn't focus on throughput and management of demand for pregnant women at different stages in the debt advice process.</p> |
| Marriage or civil partnership | SLAB grant funding data | <p>We hold data from our grant funded projects in relation to advice seeker's marital and relationship status, the data shows that people reaching SLAB debt projects are more likely to be single (55%) rather than married or cohabiting (30%)</p> <p>Our data doesn't focus on throughput and management of demand for marital and relationship status of the client at different stages in the debt advice process.</p> |
| Care Experienced (corporate parenting duty) | Unable to find published data | We don't currently hold information about Care Experienced people and debt advice, nor is national data available. |

2.2 Using the information above and your knowledge of the policy/ practice/ process/ service, summarise your overall assessment of how important and relevant the policy/ practice/ process/ service is likely to be for equality groups.

The evidence above suggests there are likely to be differential impacts on people due to their race, disability, gender or age. some equality groups in the programme design submitted to Scottish Ministers and in the subsequent distribution of funding.

Outcome of step 2 and next steps. Complete the table below to inform the next stage of the EqIA process. ***Consult with the project group and/ or Corporate Policy Officer (Equalities) on completing this section.***

| Outcome of Step 2 following initial evidence gathering and relevance to equality characteristics | Yes/ No (Y or N) | Next steps |
|--|------------------|--|
| There is no relevance to equality or our corporate parenting duties | N | Proceed to Step 5: agree with decision makers that no EqIA is required based on current evidence |
| There is relevance to some or all of the equality groups and/ or our corporate parenting duties | Y | Proceed to Step 3: complete full EqIA |
| It is unclear if there is relevance to some or all of the equality groups and/ or our corporate parenting duties | N | Proceed to Step 3: complete full EqIA |



Step 3 - stakeholder involvement and consultation

This step will help you to address any gaps in evidence identified in Step 2. Speaking to people who will be affected by your policy/ practice/ process/ service can help clarify the impact it will have on different equality groups.

Remember that sufficient evidence is required for you to show ‘due regard’ to the likely or actual impact of your policy/ practice/ process/ service on equality groups. An inadequate analysis in an assessment may mean failure to meet the general duty.

The Policy and Development team can help to identify appropriate ways to engage with external groups or to undertake research to fill evidence gaps.

3.1 Do you/did you have any consultation or involvement planned for this policy/ practice/ process/ service?

Yes

The programme design has been developed in discussion and consultation with Scottish Government to identify the priorities within the parameters they set for a new programme.

The Scottish Government’s Debt Routemap which builds on the work of the Tackling Problem Debt group included stakeholder representatives from across the Scottish Debt advice sector has helped inform the programme design.

3.2 List all the stakeholder groups that you will talk to about this policy/ practice/ process/ service.

- Scottish Government teams as the main customer in terms of SLAB programme design.
- Drawing on the work of the Tackling Problem Debt Group and Scottish Government’s Debt Routemap

3.3 What did you learn from the consultation/ involvement? Remember to record relevant actions in the assessment action log.



The Scottish Government's Debt Routemap reflects the Scottish Government's vision for debt advice and is based on the result of their consultation and involvement with the advice sector in Scotland.

Our review of advice seeking behaviour of different equality groups is captured in Step 2. No further evidence was obtained.

Step 4 - Impact on equality groups and steps to address these

You must consider the three aims of the general duty for each protected characteristic. The following questions will help:

- Is there potential for discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010?

Is there potential to advance equality of opportunity between people who share a characteristic and those who do not?

- Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not?

4.1 Does the policy/ practice/ process/ service have any impacts (whether intended or unintended, positive or negative) on any of the equality characteristics?

In the tables below, record the impact of the policy/ practice/ process/ service, as it is planned or as it operates, might have on each equality characteristic and describe what changes in policy/ practice/ process/ service or actions will be required to mitigate that impact. Copy any actions across to the project action log.

Programme Design The programme does not specify a particular target group or specific interventions. It is open for agencies to identify proposals they believe are most likely to achieve improvement.

The programme aims to have an overall positive impact by helping manage demand for debt advice for the benefit of clients and workforce in funded agencies. Successfully trialled methods can be scaled up to have greater impact across the sector and inform future commissioning strategies.

The programme application and assessment material includes additional criteria which will be assessed and affect the overall mark for proposals; this includes the explanation of how a proposal is capable of providing broader impact beyond the particular beneficiaries of the funded agency - this would include consideration of different users as well as more users. Proposals that solely focus on the benefit to the agency's own existing service user community will not be marked as highly as those that do provide that information or have the capability of broader impact. Proposals that have ability to be of wider benefit will be



scored highly. Proposals which have equalities impacts in the applicant organisation and/or have equalities impacts when scaled up will be scored more highly.

| Age | Place 'X' in the relevant box(es) | | | Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact. |
|--|-----------------------------------|-----------------|-----------|---|
| | Positive impact | Negative impact | No impact | |
| potential for discrimination | | | x | |
| potential for developing good relations | | | x | |
| potential to advance equality of opportunity | X | | | <p>The proposed programme has the potential impact of improving capacity for agencies.</p> <p>The assessment criteria will take account of applications which in otherwise addressing the priority/priorities also address equalities impacts, including the potential for scaling up to a wider impact across/between equality groups.</p> |

| Sex | Place 'X' in the relevant box(es) | |
|-----|-----------------------------------|--|
|-----|-----------------------------------|--|

| | Positive impacts | Negative impacts | No impact | Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact. |
|--|------------------|------------------|-----------|---|
| potential for discrimination | | | x | |
| potential for developing good relations | | | x | |
| potential to advance equality of opportunity | x | | | <p>Evidence suggests that women are more likely to be clients at free debt advice services. However we have no evidence that the differential is related to design of services especially as we see the same patterns in remote and face to face advice services.</p> <p>The assessment criteria will additionally take account of applications which in otherwise addressing the priority/priorities also address equalities impacts, including the potential for scaling up to a wider impact across/between equality groups.</p> |

| Disability | Place 'X' in the relevant box(es) | | | Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact. |
|------------------------------|-----------------------------------|------------------|-----------|--|
| | Positive impacts | Negative impacts | No impact | |
| potential for discrimination | | x | | We will ask applicant services to address if and how any reasonable adjustments/ accessibility features associated with their development will be built into project plans. |

| | | | | |
|--|---|--|---|--|
| | | | | |
| potential for developing good relations | | | x | |
| potential to advance equality of opportunity | x | | | <p>The work to develop the programme includes the outcome to improve the debt advice journey for the advice seeking population.</p> <p>The proposed plan has the potential impact of improving capacity for agencies. This may enable them to help clients with specific disabilities who may require more time to resolve debt problems.</p> <p>The assessment criteria will take account of applications which in otherwise addressing the priority/priorities also address equalities impacts, including the potential for scaling up to a wider impact across/between equality groups.</p> |

| Gender Reassignment | Place 'X' in the relevant box(es) | | | Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact. |
|------------------------------|-----------------------------------|------------------|-----------|--|
| | Positive impacts | Negative impacts | No impact | |
| potential for discrimination | | | x | |

| | | | | |
|--|--|--|---|--|
| potential for developing good relations | | | x | |
| potential to advance equality of opportunity | | | x | |

| Race | Place 'X' in the relevant box(es) | | | Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact. |
|--|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| potential for discrimination | | x | | <p>There may be language barriers to people accessing debt help due to their race.</p> <p>We will ask applicant services to address if and how their developments impact on those with English as a second language are built into project plans.</p> |
| potential for developing good relations | | | x | |
| potential to advance equality of opportunity | x | | | <p>The available evidence is that barriers for BAME people can include opening hours and waiting times (also MAS research). Length of time leading to advice found to be frustrating and means that people drop-out of the advice process.</p> <p>The assessment criteria will additionally take account of applications which in otherwise addressing the priority/priorities also address equalities impacts, including</p> |

| | | | | |
|--|--|--|--|--|
| | | | | the potential for scaling up to a wider impact across/between equality groups. |
|--|--|--|--|--|

| Religion or Belief | Place 'X' in the relevant box(es) | | | Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact. |
|--|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| potential for discrimination | | | x | |
| potential for developing good relations | | | x | |
| potential to advance equality of opportunity | | | x | |

| Sexual Orientation | Place 'X' in the relevant box(es) | | | Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact. |
|---|-----------------------------------|------------------|-----------|---|
| | Positive impacts | Negative impacts | No impact | |
| potential for discrimination | | | x | |
| potential for developing good relations | | | x | |

| | | | | |
|--|--|--|---|--|
| potential to advance equality of opportunity | | | x | |
|--|--|--|---|--|

| Pregnancy & Maternity | Place 'X' in the relevant box(es) | | | Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact. |
|--|-----------------------------------|------------------|-----------|--|
| | Positive impacts | Negative impacts | No impact | |
| potential for discrimination | | | x | |
| potential for developing good relations | | | x | |
| potential to advance equality of opportunity | | | x | |

| Marriage & Civil Partnership | Place 'X' in the relevant box(es) | | | Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact. |
|---|-----------------------------------|------------------|-----------|--|
| | Positive impacts | Negative impacts | No impact | |
| potential for discrimination | | | x | |
| potential for developing good relations | | | x | |

| | | | | |
|--|--|--|---|--|
| potential to advance equality of opportunity | | | x | |
|--|--|--|---|--|

| Care experienced young people | Place 'X' in the relevant box(es) | | | Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact. |
|--|-----------------------------------|------------------|-----------|--|
| | Positive impacts | Negative impacts | No impact | |
| potential for discrimination | | | x | |
| potential for developing good relations | | | x | |
| potential to advance equality of opportunity | | | x | |

4.2 Describe how the assessment so far might affect other areas of this policy/ practice/ process/ service and/ or project timeline?

- Communication plan/ products:

We will consider appropriate communications for applicants. Applications will be electronic and will be submitted online. The programme will be promoted via the SLAB website and via any promotion the Scottish Government proposes to take forward. The SLAB website includes accessibility features.

4.3 Having considered the potential or actual impacts of your policy/ practice/ process/ service on equality groups, you should now record the outcome of this assessment below. Choose from one of the following (mark with an X or delete as appropriate):

| Please select (X) | Implications for the policy/ practice/ process/ service |
|-------------------|--|
| | <p>No major change Your assessment demonstrates that the policy/ practice/ process/ service is robust. The evidence shows no potential for unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.</p> |
| x | <p>Adjust the policy/ practice/ process/ service You need to take steps to remove any barriers, to better advance equality of to foster good relations. You have set actions to address this and have clear ways of monitoring the impact of the policy/ practice/ process/ service when implemented.</p> |
| | <p>Continue the policy/ practice/ process/ service with adverse impact The policy/ practice/ process/ service will continue despite the potential for adverse impact. You have justified this with this assessment and shown how this decision is compatible with our obligations under the public sector equality duty. When you believe any discrimination can be objectively justified you must record in this assessment what this is and how the decision was reached.</p> |
| | <p>Stop and remove the policy/ practice/ process/ service</p> |

| | |
|--|---|
| | The policy/ practice/ process/ service will not be implemented due to adverse effects that are not justified and cannot be mitigated. |
|--|---|



Step 5 - Discuss and review the assessment with decision makers and governance structures

You **must** discuss the findings of this assessment with senior decision makers during the lifetime of the project/ review and before you finalise the assessment. Relevant groups include, but are not limited to, a Project Board, Executive Team or Board members. EqIA should be on every project board agenda therefore only note dates where key decisions have been made (e.g. draft EqIA sign off, discussion about consultation response).

- 5.1 Record details of the groups you report to about this policy/ practice/ process/ service and impact assessment.**
Include the date you presented progress to each group and an extract from the minutes to reflect the discussion.

Grant Funding Internal Oversight Group Approved by correspondence 26 June 2020
Executive Team TBC

Step 6 - Post-implementation actions and monitoring impact

There may be further actions or changes planned after the policy/ practice/ process/ service is implemented and this assessment is signed off. It is important to continue to monitor the impact of your policy/ practice/ process/ service on equality groups to ensure that your actual or likely impacts are those you recorded. This will also highlight any unforeseen impacts.

6.1 Record any ongoing actions below. This can be copied from the project action log or elsewhere in this assessment and should include timescales and person/ team responsible. If there are no outstanding items please make this clear.

Action

| Action | Lead | Progress |
|---|---|----------|
| <p>Applications which are concerned with service development will address if and how any reasonable adjustments/ accessibility features associated with their development will be built into project plans.</p> <p>Applications which are concerned with service development will address if and how their developments impact on those with English as a second language are built into project plans.</p> <p>The assessment criteria will additionally take account of applications which in otherwise addressing the priority/priorities also address equalities impacts, including the potential for scaling up to a wider impact across/between equality groups.</p> | <p>Policy Development Officer, SLAB</p> | |

| | | |
|--|--|--|
| Funded organisations must have current equalities policies to cover duties as employer and service provider. | | |
|--|--|--|

6.2 Note here how you intend to monitor the impact of this policy/ practice/ process/ service on equality groups. In the table below you should:

- list the relevant measures,
- Identify who or which team is responsible for implementing or monitoring any changes
- Where the measure will be reported to ensure any issues can be acted on as appropriate.

We have identified the main actions stemming from this EqIA as:

- Incorporate in the assessment criteria into the programme that will seek to balance and amplify the opportunity to learn as much as possible for greater long term benefits
 - Proposals will need to be based on evidence of the problem/blockage that the proposal is to deal with based on existing patterns of demand. We have added in further criteria that requires agencies to identify how the proposal has the ability to provide broader impact if scaled up or used outwith that agency/partner agencies. Proposals that include evidence of how it might benefit future users or broader sector wide or community wide benefit will score more highly on that criteria
 - Our standard assessment criteria includes the requirement to evidence how delivery agencies have equality related policies in place for service delivery and for their own employees. For this programme we have included the requirement to illustrate thinking about the equality impact of the proposed intervention - this will mitigate risk by allowing applicants to demonstrate they know the equality background of their service users.
- We will use the programme building stage to balance the breadth of learning that can be achieved across the range of potential projects. This will include recognition of potential positive impacts for specific populations or protected equality characteristics.

| Measure | Lead department/ individual | Reporting (where/ frequency) |
|--|-----------------------------|--|
| At the programme building stage, consider the breadth of learning that can be achieved including the extent to which learning can be achieved in respect to protected characteristics. | Policy team | Takes place at programme building stage and reported to the Internal Oversight Group |
| Project monitoring data tailored to collect equalities impacts where identified by services | Policy team | Projects will report performance to SLAB quarterly. |

6.3 EqlA review date. This EqlA should be reviewed as part of the wider post-implementation review of the policy/ practice/ process/ service. The date should not exceed 3 years from the policy/ practice/ process/ service implementation date. This will be reviewed in the final quarter 2022/23.

31/03/2023

Step 7 - Assessment sign off

All equality impact assessments must be signed off by the Executive Team, even where an EqlA is not required. Note the relevant meeting date here:

02/07/2020

Approved: the Chief Executive's Office will pass the assessment to Communications for publication on our website. All assessments must be published on SLAB's website as early as possible after the decision is made to implement the policy/ practice/ process/ service.