



## Areas for Consideration of Impact

## APPENDIX A

### Protected Characteristics

<b>Age:</b> older people; middle years; early years; children and young people.
<b>Disability:</b> physical impairments; learning disability; sensory impairment; mental health conditions; long-term medical conditions.
<b>Gender Reassignment:</b> people undergoing gender reassignment
<b>Marriage &amp; Civil Partnership:</b> people who are married, unmarried or in a civil partnership.
<b>Pregnancy and Maternity:</b> women before and after childbirth; breastfeeding.
<b>Race and ethnicity:</b> minority ethnic people; non-English speakers; gypsies/travellers; migrant workers.
<b>Religion and belief:</b> people with different religions or beliefs, or none.
<b>Sex:</b> men; women; experience of gender-based violence.
<b>Sexual orientation:</b> lesbian; gay; bisexual; heterosexual.

### Fairer Scotland Duty

<b>Low income</b> – those who cannot afford regular bills, food, clothing payments
<b>Low Wealth</b> – those who can meet basic living costs but have no savings for unexpected spend or provision for the future.
<b>Material Deprivation</b> – those who cannot access basic goods and services, unable to repair/replace broken electrical goods, heat their homes or access to leisure or hobbies
<b>Area of Deprivation/Communities of Place</b> - consider where people live and where they work (accessibility and cost of transport)
<b>Socio-Economic Background</b> - social class, parents' education, employment, income.

### Health Inequality (those not already covered in the Fairer Scotland Duty)

<b>Low literacy / Health Literacy</b> includes poor understanding of health and health services (health literacy) as well as poor written language skills.
<b>Discrimination/stigma</b> – negative attitudes or treatment based on stereotyping. Discrimination can be direct or indirect and includes harassment and victimisation.
<b>Health and Social Care Service Provision</b> - availability, and quality/affordability and the ability to navigate accessing these.
<b>Physical environment and local opportunities</b> - availability and accessibility of housing, transport, healthy food, leisure activities, green spaces, air quality and housing/living conditions, exposure to pollutants, safety of neighbourhoods, exposure to crime, transmission of infection, tobacco, alcohol and substance use.

<b>Education and learning</b> - availability and accessibility to quality education, affordability of further education, Early Years development, readiness for school, literacy and numeracy levels, qualifications.
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## Human Rights (note only the relevant ones are included below)

<b>Article 2 - The right to life</b> (absolute right) – everyone has the right to life, liberty and security of person which includes access to basic necessities and protection from risks to their life from self or others.
<b>Article 3 - The right not to be tortured or treated in an inhuman or degrading way</b> (absolute right) - which includes anything that causes fear, humiliation intense physical or mental suffering or anguish.
<b>Article 5 - The right to liberty</b> (limited right) – and not to be deprived of that liberty in an arbitrary fashion.
<b>Article 6 - The right to a fair trial</b> (limited right) – including the right to be heard and offered effective participation in any proceedings.
<b>Article 8 - The right to respect for private and family life, home and correspondence</b> (qualified right) – including the right to personal choice, accessible information and communication, and participation in decision-making (taking into account the legal capacity for decision-making).
<b>Article 9 - The right to freedom of thought, belief and religion</b> (qualified right) - including conduct central to beliefs (such as worship, appropriate diet, dress etc.)
<b>Article 10 - The right to freedom of expression</b> (qualified right) – to hold and express opinions, received/impart information and ideas without interference
<b>Article 14 - The right to no discrimination</b> – not to be treated in a different way compared with someone else in a similar situation. Indirect discrimination happens when someone is treated in the same way as others that does not take into account that person's different situation. An action or decision will only be considered discriminatory if the distinction in treatment cannot be reasonably and objectively justified.

## UNCRC

<b>Article 2</b> non-discrimination	<b>Article 15</b> freedom of association	<b>Article 30</b> children from minority or indigenous groups
<b>Article 3</b> best interests of the child	<b>Article 16</b> right to privacy	<b>Article 31</b> leisure, play and culture
<b>Article 4</b> implementation of the convention	<b>Article 17</b> access to information from the media	<b>Article 32</b> child labour
<b>Article 5</b> parental guidance and a child's evolving capacities	<b>Article 18</b> parental responsibilities and state assistance	<b>Article 33</b> drug abuse
<b>Article 6</b> life, survival and development	<b>Article 19</b> protection from violence, abuse and neglect	<b>Article 34</b> sexual exploitation
<b>Article 7</b>	<b>Article 20</b>	<b>Article 35</b>

Birth, registration, name, nationality, care	children unable to live with their family	abduction, sale and trafficking
<b>Article 8</b> protection and preservation of identity	<b>Article 22</b> refugee children	<b>Article 36</b> other forms of exploitation
<b>Article 9</b> separation from parents	<b>Article 23</b> children with a disability	<b>Article 37</b> inhumane treatment and detention
<b>Article 10</b> family reunification	<b>Article 24</b> health and health services	<b>Article 38</b> war and armed conflicts
<b>Article 11</b> abduction and non-return of children	<b>Article 25</b> review of treatment in care	<b>Article 39</b> recovery from trauma and reintegration
<b>Article 12</b> respect for the views of the child	<b>Article 26</b> Benefit from social security	<b>Article 40</b> juvenile justice
<b>Article 13</b> freedom of expression	<b>Article 27</b> adequate standard of living	<b>Article 42</b> knowledge of rights
<b>Article 14</b> freedom of thought, belief and religion	<b>Article 28</b> right to education	

### Specific groups and duties

<b>Looked after (incl. accommodated) children and young people</b>
<b>Carers:</b> paid/unpaid, family members.
<b>Homelessness:</b> people on the street; staying temporarily with friends/family; in hostels, B&Bs.
<b>Involvement in the criminal justice system:</b> offenders in prison/on probation, ex-offenders.
<b>Addictions and substance misuse</b>
<b>Refugees and asylum seekers</b>
<b>Staff:</b> full/part time; voluntary; delivering/accessing services.
<b>Consumer Duty</b>
<b>Armed Forces Covenant</b>

## APPENDIX B

### ACHSCP Impact Assessment – Stage 1 – Proportionality and Relevance

<b>Name of Policy or Practice being developed</b>	Proposal to remove funding for one provider who are currently receiving grant funding.
<b>Name of Officer completing Proportionality and Relevance Questionnaire</b>	Shona Omand-Smith
<b>Date of Completion</b>	03.03.2025
<b>What is the aim to be achieved by the policy or practice and is it legitimate?</b>	To assess the impact of removal of funding for providers who support the independent sector providers across Aberdeen
<b>What are the means to be used to achieve the aim and are they appropriate and necessary?</b>	To review the function of the role/ team and the impact the removal of funding will have on the sector. This will be done through engagement with the sector and the independent sector lead.
<b>If the policy or practice has a neutral or positive impact please describe it here.</b>	
<b>Is an Integrated Impact Assessment required for this policy or decision (Yes/No)</b> <i>Note – if multiple assessments are required please complete a separate template for each of these and embed them in the section below ‘Rationale for Decision’ with a brief supporting narrative. This will ensure all relevant assessments are connected regardless of the stage they are at in the process.</i>	No, an impact assessment is not required.
<b>Rationale for Decision</b> <b>NB: consider: -</b> <ul style="list-style-type: none"> <li>• How many people is the proposal likely to affect?</li> <li>• Have any obvious negative impacts been identified?</li> <li>• How significant are these impacts?</li> <li>• Do they relate to an area where there are known inequalities?</li> <li>• Why are a person’s rights being restricted?</li> <li>• What is the problem being addressed and will the restriction lead to a reduction in the problem?</li> </ul>	<p>There are three part time members of staff who are supported via the grant funding.</p> <p>Scottish Care is a membership organisation and as such have an elected board member to represent the members voices. This support and representation of the sector will be maintained through their membership arrangements.</p> <p>The independent sector lead; partners for integration, is funded via grant funding. The lead works with the partnership to ensure that there is joining up between the partnership and the independent providers to ensure that we are working in a truly integrated way.</p> <p>With the removal of the funding there is no direct impact on any people or groups from any of the protected characteristic groups.</p>

<ul style="list-style-type: none"> <li>• Does the restriction involve a blanket policy, or does it allow for different cases to be treated differently?</li> <li>• Are there existing safeguards that mitigate the restriction?</li> </ul>	
Decision of Reviewer	
Name of Reviewer	
Date	

## APPENDIX C

### ACHSCP Impact Assessment – Stage 2 – Impact Assessment

Description of Policy or Practice being developed including intended aim.	
Is this a new or existing policy or practice?	
Name of Officer Completing Impact Assessment	
Date Impact Assessment Started	
Name of Lead Officer	
Date Impact Assessment approved	

### Summary of Key Information

Groups or rights impacted.	
Feedback from consultation and engagement and how this informed development of the policy or practice	
Performance Measures identified, where these will be reported and how impact will be monitored.	

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## Review

<b>Date the Impact will be reviewed</b>	
<b>Rationale for Date</b>	

Having considered all of the groups, duties and rights in the list at Appendix A of the Guidance on Impact Assessment could this policy or practice have a negative impact on any of the following. Please answer Yes or No. If you answer Yes, please specify precisely which particular group, duty or right will be impacted and how and also what (if any) current evidence you have.

	Yes/No	Details	Evidence
Protected Characteristics			
Fairer Scotland Duty			
Health Inequality			
Specific Groups			
Human Rights			
UNCRC			

<b>Will there be any cumulative impacts between this policy or decision and others</b>	<b>Yes</b>		<b>No</b>	
<b>Describe what this cumulative impact will be and include evidence mitigations in the sections below</b>				

Please list below the groups of stakeholders to be engaged with or consulted, what feedback has been received and how this has influenced development of the policy or practice and what (if any) mitigating actions have been put in place.

Stakeholder Groups	Feedback Received	Influence on Policy or Practice/Mitigating Actions

**Scottish Specific Public Sector Duties (SSPSED)**

Procured, Tendered or Commissioned Services

Is any part of this policy/service to be carried out wholly or partly by contactors and if so, how will equality, human rights including children's rights and the Fairer Scotland duties be addressed?



## ACHSCP Impact Assessment – Stage 4 – Review

<b>Name of Impact Assessment being reviewed</b>	
<b>Name of Officer completing review</b>	
<b>Date Review Commenced</b>	
<b>Reason for Review (scheduled or accelerated)</b>	
<b>Reason for Accelerated Review</b>	
<b>Name of Lead Officer</b>	
<b>Date Review Completed</b>	

## Summary of Key Information

<b>What amendments have been identified to the original Impact Assessment?</b>	
<b>What evidence do you have for these amendments?</b>	
<b>What actions have you taken to review the policy or practice in light of the review?</b>	

Having considered all of the groups, duties and rights in the list at Appendix A of the Guidance on Impact Assessment has the impact of this policy or practice changed from the original assessment? Please answer Yes or No. If you answer Yes, please specify precisely what change has occurred and which particular group, duty or right it affects and how and also what (if any) current evidence you have.

	Yes/No	Details	Evidence
Protected Characteristics			
Fairer Scotland Duty			
Health Inequality			
Specific Groups			
Human Rights			
UNCRC			

<b>Will there be any cumulative impacts between this policy or decision and others</b>	<b>Yes</b>		<b>No</b>	
<b>Describe what this cumulative impact will be and include evidence mitigations in the sections below</b>				

Please list below the groups of stakeholders to be engaged with or consulted, what feedback has been received and how this has influenced development of the policy or practice and what (if any) mitigating actions have been put in place in light of the changes identified above.

Stakeholder Groups	Feedback Received	Influence on Policy or Practice/Mitigating Actions