



Equality Impact/Fairer Scotland Duty Assessment Form

Step 1

Name of Proposal:

New Approach to Digital Training Services

Step 2

Is this only a **screening** Equality Impact Assessment

No

(A) If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

(i) It does not impact on people

Yes/No

(ii) It is a percentage increase in fees which has no differential impact on protected characteristics

Yes/No

(iii) It is for information only

Yes/No

(iv) It is reflective e.g. of budget spend over a financial year

Yes/No

(v) It is technical

Yes/No

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment

Yes

Is this a Fairer Scotland Duty Assessment

No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

Step 3

(i)Lead Directorate/Service:

ANGUSalive

(ii)Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

No

(iii)What is the aim of the proposal? Please give full details.

It is no longer cost effective for ANGUSalive to continue to provide digital training using the current model and in future ANGUSalive will work together with local, regional, and national partners to facilitate delivery of a range of high-quality digital learning activities for Angus communities. Digital support will also continue to be provided across all libraries via ANGUSalive's Information Advisors.

(iv)Is it a new proposal? Yes Please indicate

Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees Yes

Job Applicants Yes

Service users Yes

Members of the public Yes

Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:

Internal data (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

Usage patterns, customer feedback and complaints, system booking data, income and expenditure information.

Internal consultation (e.g. with staff, trade unions and any other services affected).

Staff consultation, engagement with trade unions

External data (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

n/a

External consultation (e.g. partner organisations, national organisations, community groups, other councils.

n/a

Other (general information as appropriate).

An assessment of digital learning opportunities has been carried out to find out what is available from other providers including Dundee & Angus College, DWP, Angus Council Vibrant Communities Team, Voluntary Action Angus or third sector organisations resulting in duplication of service and thus no real need for us to offer this service in a crowded marketplace.

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? No

Step 7: Are there potential differential impacts on protected characteristic groups? Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.

Age

Impact

n/a

Disability

Impact

n/a

Gender reassignment

Impact

n/a

Marriage and Civil Partnership

Impact

n/a

Pregnancy/Maternity

Impact

n/a

Race - (includes Gypsy Travellers)

Impact

n/a

Religion or Belief

Impact

n/a

Sex

Impact

n/a

Sexual orientation

Impact

n/a

Step 8: Consultation with any of the groups potentially affected

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

Consultation with 2 affected members of staff will proceed on approval of this proposal. There are no negative impacts with regards age or sex.

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?

ANGUSalive will work together with local, regional, and national partners to facilitate delivery of a range of high-quality digital learning activities for Angus communities. Digital support will also continue to be provided across all libraries via ANGUSalive's Information Advisors

Step 10: If a potentially negative impact has been identified, please state below the justification.

Potentially negative impacts have been identified and in future ANGUSalive will work together with local, regional, and national partners to facilitate delivery of a range of high-quality digital learning activities for Angus communities. Digital support will also continue to be provided across all libraries via ANGUSalive's Information Advisors

Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?

Step 13: FAIRER SCOTLAND DUTY

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?

Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.

Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings? Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping.

Low and/or No Wealth (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future).

Impact

Material Deprivation (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

Impact

Area Deprivation (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport)).

Impact

Socio-economic Background i.e. social class including parents' education, people's employment and income.

Impact

Other – please indicate

Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.

Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?

The EIA will be reviewed in line with any developments to the digital training offered.

Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?

This EIA will be published as an appendix to a committee report.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

Prepared by: Colin Knight, Senior Manager, ANGUSalive, 23/8/22

Reviewed by: Doreen Phillips, Snr Practitioner (Equalities), Angus Council, 23/8/22

Approved by: Iain Stevens, Senior Manager, ANGUSalive, 23/8/22

NB. There are several worked examples of separate EIA and FSD Assessments in the Guidance which may be of use to you.
