The Integrated Impact Assessment Screening Toolkit

What is the Integrated Toolkit?
This toolkit was designed to help local organisations to align their activities with the values of WHO Healthy Cities Network. The criteria have been developed from the Key Partnership Strategies in Swansea, the World Health Organisation Healthy Cities Network and the Welsh Governments Sustainable Development Scheme.

Who should use it?
The toolkit is intended to be used by Network members and their organisations. However it can be used by any organisation wanting to assess their commitment to cross cutting issues.

It is designed to help you think about the vision adopted by the your activities so that you can make sure that your policy or project is contributing in the round to addressing the needs of our population

When should it be used?
It is for use in the development and evaluation of local and regional strategic activities. It should help to stimulate dialogue, generate new ideas and encourage ‘joined-up’ thinking.

City and County of Swansea was designated a Healthy City in 2010. The aim of the network is to improve the health of the local population and to place health improvement and health equality at the core of all local policies.

To meet our commitment to Health and Health Equity in all Policies and support the WHO Health 2020 European Policy Framework, we need to consider the wider determinants of health in relation to all policies during development:
1. Improving health for all and reducing health inequalities
2. Improving leadership and participatory governance for health

4 policy priority action areas
- Investing in health through a life-course approach and empowering people
- Tackling Europe’s major health challenges: non-communicable and communicable diseases
- Strengthening people-centred health systems, public health capacity and emergency preparedness, surveillance and response
- Creating resilient communities and supportive environments

We are also committed to incorporating the themes of the introduced Welsh Government Well-being of Future Generations Bill into our decision making:
1. Integrated consideration of economic, social and environmental well-being with a focus on prevention.
2. Balancing short-term needs with the ability to safeguard the ability to meet long-term needs.
3. Collaborative working, accountability and good governance.
4. Engagement and involvement.

Please use the following scale when considering what contribution the activity makes

<table>
<thead>
<tr>
<th>U</th>
<th>Undermining: significantly undermines the objective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Fair: makes some direct or significant indirect contribution to the objective.</td>
</tr>
<tr>
<td>P</td>
<td>Poor: does not fully explore the potential to contribute to the objective.</td>
</tr>
<tr>
<td>G</td>
<td>Good: makes a significant positive contribution to the objective.</td>
</tr>
<tr>
<td>N</td>
<td>Neutral: does not contribute to the objective or is not applicable</td>
</tr>
<tr>
<td>E</td>
<td>Excellent: makes a close to optimal contribution to the objective</td>
</tr>
</tbody>
</table>

Using the Integrated Toolkit
The toolkit is simple and easy to use. The process should take a few hours. Section 1 should be completed by the lead person. Section 2 should be completed in a group of around 6 people acting as “critical friends”

The group should discuss: what contribution does the activity make; and can any poor/undermining contributions be addresses so that they perform better?

Ground Rules
- Up to 6/8 people per group
- Group should be multi-disciplinary
- Agree maximum time to allow
- Participants should hold a balanced and independent view
- Adequate information on the activity should be available
- Everyone has the opportunity to feed in their view
- The results are owned by the lead person/lead organisation and not shared without lead person’s/lead organisation’s permission

Please complete all the unshaded sections.
Section 1   This section should be completed by the person(s) responsible for the activity

This assessment is designed to assess strategic, regional and service led activities. Below is a filtering process which will enable you to identify if your activity needs assessing by the Integrated Assessment Tool.

Please answer yes or no to the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this activity drive or impact on the Strategic Management of a Service?</td>
<td></td>
</tr>
<tr>
<td>Will this activity have a significant impact on local communities?</td>
<td></td>
</tr>
<tr>
<td>Will this activity operate at or influence regional working?</td>
<td></td>
</tr>
</tbody>
</table>

If you have answered yes to any of the above questions you will need to carry out an Impact Assessment so continue to Section 2.

If you have answered no to all the above questions you do not need to carry out the assessment, however you may like to consider the following assessments instead;

- Health Impact Assessment (HIA)
- Strategic Environmental Assessment (SEA)
- Environmental Impact Assessment (EIA)
- Social Impact Assessment (SIA)

Please note that initiatives will need to be screened for an Equality Impact Assessment.
Section 2     This section should be completed by the person(s) responsible for the activity.

Name: Dave Mckenna

Proposal to be assessed: One Swansea Plan Update 2015 – Driver Diagrams

Please can you provide a synopsis of the proposal including detail on who it is aimed at, its objectives, how it will be implemented, outcomes and plans for monitoring and evaluation.

Driver Diagrams are being included in the One Swansea Plan for the first time this year. These diagrams are intended to be a roadmap showing what we need to do to achieve each of the six outcomes in the plan and how our services and projects link together. Each diagram includes:

- The Population Outcome that we want to see
- Primary drivers that describe what needs to be in place for the outcome to happen
- Secondary drivers that describe the most important things that we need to do to achieve the primary drivers

For example, for the Population Outcome ‘Children have a good start in life’, an example of a primary driver would be ‘Babies are born healthy’ and a secondary driver might be ‘Improve the health and safety of pregnant women’. The purpose of the driver diagram is to show the connections between our priorities and the outcomes we want to achieve. The example above could also be written like this:

Children have a good start in life when babies are born healthy so we need to improve the health and safety of pregnant women.

While not included in this plan, each diagram can also include a fourth ‘column’ – the services, projects and other activities that contribute to the secondary drivers.

In future the LSB will use these diagrams as part of their priority setting. This process will be informed by the evidence included in the One Swansea Needs Assessment. In practice they will identify a small number of secondary drivers as their priorities (Consistent with the Wellbeing of Future Generations Act that the 2018 plan will need to be consistent with, these priorities can be read as ‘wellbeing objectives’). This year the LSB have identified the following priorities:

- Domestic Abuse (emphasis on safeguarding)
- Independence of Older People

Both issues are included in the driver diagrams.

The purpose of the One Swansea Plan is to improve the wellbeing of people in Swansea by ensuring that professionals and the public work together on a shared set of outcomes and priorities. It has been developed by Swansea Local Service Board which includes the main public service agencies for the area and representatives of the voluntary and business sectors.
Our Ambition for Swansea

• A City of Opportunity
• A City that Cares
• A City of Innovation
• A City to be Proud of

Our vision is that Swansea will be a desirable place to live, work and visit that:

• Capitalises on the distinctive relationship between its vibrant urban areas and outstanding rural and coastal environments
• Supports a competitive and prosperous economy that acts as a focal point for the wider Swansea Bay City Region
• Has sustainable, distinct communities, in both urban and rural locations, that benefit from sufficient good quality accommodation, supporting infrastructure, community facilities and opportunities for recreation
• Is a thriving City Centre destination that offers excellent shopping facilities and supporting leisure and business opportunities, capitalising on its proximity to the waterfront
• Celebrates and conserves its unique natural heritage and cultural and historic environments

(This is the agreed vision in the Swansea Local Development Plan.)

As well as the vision for Swansea as a place, the plan sets out six population outcomes:

A. Children Have a Good Start in Life
B. People Learn Successfully
C. Young People and Adults Have Good Jobs
D. People Have a Decent Standard of Living
E. People are Healthy, Safe and Independent
F. People Have Good Places to Live and Work

A driver diagram has been produced for each outcome and these are the subject for the IIA.

This plan is reviewed and monitored annually by Swansea Local Service Board.
How have stakeholders and communities been involved in the process?

The driver diagrams have been produced in partnership under the umbrella of the LSB Research Group. Individual diagrams have been developed through the relevant partnership group (e.g. Swansea Economic Regeneration Partnership) with the involvement of subject specialists. A workshop for stakeholders to discuss the diagrams was hosted by the LSB Research Group in June.

What are the opportunities for collaborative working?

The Single Integrated Plan is being overseen by Swansea Local Service Board. The driver diagrams will be further developed through the LSB Research Group and Coordinators Groups.

What are the significant risks associated with this activity and how will they be managed?

Lack of alignment with corporate plans and priorities – each LSB partner is asked to contribute to the process of developing the driver diagrams and each is asked to sign up to the plan. Plan alignment is a key issue for the LSB Multi Agency Scrutiny Panel.

What are the longer-term impacts and implications of your activity, and what arrangements have you made for future proofing?

The Single Needs Assessment, which forms the evidence base for the plan, takes account of ‘future risks’ for the 21 challenges included in the last plan.

How will the proposal POSITIVELY address:

a) health improvement

b) reduction of the health inequalities between populations?

(for more detailed explanation please contact the tool Facilitator)

The current Plan draws heavily on the Marmot review and the Marmot policy objectives underpin the choice of population outcomes. Healthy City status is reflected in the proposed vision and health inequalities feature heavily in the Single Needs Assessment.
What lessons have been learnt from similar previous activities in Wales and elsewhere?

No other Single Integrated Plans are using driver diagrams.

The driver diagram approach has been taken from the work of ABMU Public Health and informed by this experience.

Section 3  This section should be completed in ‘Appraisal Groups’ of around 6 people.

<table>
<thead>
<tr>
<th>Date of Assessment</th>
<th>9th July 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of Assessing Panel</td>
<td>Name of Representing Organisation</td>
</tr>
<tr>
<td>David McKenna</td>
<td>CCS, Overview and Scrutiny</td>
</tr>
<tr>
<td>Debra Bennett</td>
<td>Public Health Board</td>
</tr>
<tr>
<td>Rhian Bond</td>
<td>Public Health Board</td>
</tr>
<tr>
<td>John Grenville</td>
<td>CCS, Social Services</td>
</tr>
<tr>
<td>Phil Couch</td>
<td>CCS, Access to Services, Communications and Customer Engagement</td>
</tr>
<tr>
<td>Anthony Richards</td>
<td>SSC, Poverty and Prevention</td>
</tr>
<tr>
<td>Hamish Osborne</td>
<td>Natural Resources Wales</td>
</tr>
<tr>
<td>Steve Phillips</td>
<td>CCS, Economic Regeneration</td>
</tr>
<tr>
<td>Sharon Miller</td>
<td>Public Health Board</td>
</tr>
</tbody>
</table>
# The Integrated Impact Assessment Screening Toolkit

## 1. What contribution does this activity make to Healthy Living?

Consider the impact on:

- a. Promoting good health and well-being and enabling people to flourish.
- b. Preventing and tackling the causes of ill health.
- c. Reducing the inequalities in healthcare.
- d. Reducing inequities in access to healthcare.
- e. Empowering people in vulnerable, deprived and disadvantaged communities to realise their full health potential.
- f. Promoting health literacy and providing accessible information on healthcare issues and health and well-being services.
- g. Developing and supporting effective and high quality health and well-being services.
- h. Encouraging and enabling all people to take a role in identifying and addressing barriers to improving their health and well-being.
- i. Increasing people’s independence throughout their life course and ability to lead full active lives.

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Actions for Improvements</th>
</tr>
</thead>
</table>
| a) Outcome A addresses this by encouraging health and wellbeing form the outset of peoples life. Concern around the indicator on teenage pregnancies - can we assume that teenage pregnancies have unhealthy children - is it about the teenage or the off-springs who are unhealthy? Addressed in Outcome B - Education attendance and attainment is linked to heath and wellbeing and Outcome F, however outcome F3 should address social capital and well as environmental capital under the banner of resilience. Outcome C - Secondary drivers need to focus on good jobs and good employers as both support health and wellbeing. Discussion about what constitutes a good job – as everyone’s opinion is shaped by their view and aspirations. Panel concluded that though this was an issues for the purpose of the outcomes need to take guidance from Marmot. Outcome E - This outcome needs to address issues like obesity, oral health, smoking, mental health. Also there is no health or social care service provision in this Outcome. E3.4 why is older addressed? Should just read people not just older people. Question - should the question be about older people or all people. | a) Recommendations as follows:  
(1) Outcome A teenage pregnancies two issues – (i) The indicator could be better framed around improving support for teenage expectant mothers. (ii) Would be helpful if the age of the expectant mother was determined – i.e. if defined as under 16 there could be safeguarding issues around teenage pregnancies.  
(3) Outcome A 4 – actions need to address the provision for proving information on Welsh education from an early age.  
(4) Outcome C – suggest that issues like stress in current jobs are considered in the actions / column 4 as currently a big issue - so wellbeing in existing work and new jobs, not just a focus on new jobs – LSB organisations could make steps here and act as local leaders.  
(5) Outcomes C.1 and/or Outcome E - employers need to better recognise that disabled people are a resource to be used (also addressed in Marmot). |
b) Ill health is addressed but there are some gaps; mental health not addressed well enough, adults as a cohort in this Outcome are not addressed but other 'age' cohorts are (E1 and E3), health literacy - please do not use jargon like emotional literacy. Outcome E - Does 'communities' mean all communities. Issue around people living in rural areas accessing healthcare. Also E 4.1 - driver diagram is unequal as men are not included, appreciate that woman and children are the priority but at some level violence to men needs to be recognised in the SIP as men have problems accessing health care around this issue. Ideally Outcomes should recognise violence to all.

c) and d) Healthcare is not explicit within the driver diagrams.

e) General issue around the LSB providing support and communities taking responsibility for their own actions. Need to better address self-care.

f) Information is a statutory duty of some of the LSB members, so whilst the SIP should not be directly delivering services, Outcome E should make the link.

g) The link is there but it is implicit rather than explicit.

h) - see e

i) Yes this is addressed, but outcomes need to ensure the support all age groups not just focusing on specific groups.

<table>
<thead>
<tr>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

(6) Outcome E – health and social care services need to be addressed in the Outcomes and the actions (column 4) need to include specific issues like obesity, oral health, smoking and mental health.

(7) Outcome E - Potential also to change wording in the secondary level to be more inclusive - people are well supported to have good physical and mental health.

(8) Outcome E4 needs to include hate crime.

b) Recommendations as follows:

(1) Mental health needs to be addressed.

(2) Outcome E - If primary drivers are going to look at age groups all groups should be represented i.e. adults.

(3) Outcome E2.1 - Remove jargon like emotional literacy.

(4) Access to healthcare - SIP needs to acknowledge the need for healthcare to be accessible to all and information available in all languages needed, including the Welsh language.

(5) Outcome E 2.3 – Clarify the definition of communities.

(6) Outcome E4.1 – Recognise violence to all not just women and children.

c) and d) Healthcare needs to be more explicit in the Outcomes.

e) Outcomes could promote ‘self-care’ and responsibility better to make people less reliant on services, this contributes to the prevention agenda as well and empowering people.

f) Make link between access and information and services.

g) Make the link to health and social care services more explicit, and address in member orgs.
2. What contribution does this activity make to Learning?

Consider the impact on:

a. Ensuring learning opportunities are equally available and affordable to all (equality and equity).
b. Widening participation in learning, education and training for all.
c. Developing life skills leading to improved achievement and attainment levels.
d. Improving the quality, efficiency, effectiveness and volume of education and training in local areas.
e. Developing confidence, awareness and skills, enabling people to influence their future and participate in modern life as an active citizen.
f. The development of ambitious, skilled children and young people and adults.

Supporting Evidence

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Actions for Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Outcome A focuses on children having a good start in life so supports accessible learning opportunities</td>
<td>a) and b) Address access to higher education inequities through B 2.1, C1.5, or F2.3 as travel considerable a significant barrier. Access to Welsh Medium Primary schools is also an issue.</td>
</tr>
<tr>
<td>b) Addressed in C1.3 however there is significant inequality for secondary students from east side who need to travel to the west side for all post GCSE educational provision, likewise there is also a deficit of Welsh Medium Primary Schools Eastside too. Could be address in b 2.1 or c1.5, F2.3 around reducing barriers to education. Travel considerable barrier. Includes access to welsh medium schools.</td>
<td>c) Need to include aspiration and opportunity in Outcome B - ties into the comments made in a. C1.1 should be about eliminating barriers not just identifying them?</td>
</tr>
<tr>
<td>c) Outcome B2, B2.1ans C1.3 addresses this focus on aspiration and opportunity should be included.</td>
<td>d) Is B 2.2 a bit vague does it address the quality and effectiveness agenda well enough.</td>
</tr>
<tr>
<td>d) Outcomes B 2.3 and C1.2 supports this but is B2.2 a bit vague – it does not address the quality and effectiveness agenda well enough. Addressed by B2.1 and C.1.3.</td>
<td>e) and f) Need to better address the opportunities for aspiration and reaching full potential in B2.</td>
</tr>
<tr>
<td>e) Outcome B 2.4 supports this but the outcomes could address self -support / responsibility better. Also need to increase links to aspiration via B2. f) Peer group aspiration – schools with 6th forms contribute to ambitious children and young people.</td>
<td></td>
</tr>
</tbody>
</table>

Contribution

<table>
<thead>
<tr>
<th>U</th>
<th>P</th>
<th>N</th>
<th>F</th>
<th>G</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

The Integrated Impact Assessment Screening Toolkit Version 10: June 2015
The Integrated Impact Assessment Screening Toolkit

3. What contribution does this activity make to Prosperity?

Consider the impact on:

b. Raising skill levels (stimulating both supply and demand).
c. Maximising job creation and employability for all.
d. Promoting innovation, and the knowledge economies.
e. Enhancing physical infrastructure, connectivity and natural assets to support sustainable economic growth.
f. Procuring goods and services locally.
g. Promoting the green economy.

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Actions for Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addressed in C2.1, 2.2 and 2.3. Addressed in B2 (primary driver) and C1 (primary driver).</td>
<td>b) There is a question around the aspirational element of work – it is addressed in C1.1 but in the context of the individual rather than peer group. Developing Aspiration links back to the Outcome B so could be better addressed here.</td>
</tr>
<tr>
<td>c) Addressed in Outcome C, but one key oversight is the lack of reference to the role that inequalities in Swansea play in creating employability for all.</td>
<td>c) Currently there is no reference to the inequalities which exist in Swansea. Outcome C needs to better address this, links also to aspirations if Outcome A.</td>
</tr>
<tr>
<td>d) Addressed in C2.4. Term ‘knowledge economies’ has been removed as jargon. Addressed - Outcome F 1.4, F1.5, F2.1, F2.2, F2.3</td>
<td>f) Is this something the LSBs could be driving locally?</td>
</tr>
<tr>
<td>f) Outcomes do not address this - are they addressed in the fourth column? if not they should be.</td>
<td></td>
</tr>
<tr>
<td>g) As above - should be mentioned in the fourth column. Links with F 1.4 and F3.1. C2.5.</td>
<td>General comment: need to ‘improve for all’ - inequalities exist in Swansea, actions should address and work for everyone.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### The Integrated Impact Assessment Screening Toolkit

#### 4. What contribution does this activity make to Environment (natural and built environment)?

Consider the impact on:

- Protecting, enhancing and promoting biodiversity and our natural environment.
- Developing accessible high quality mixed use city and town centres and neighbourhoods with age friendly shared public spaces.
- Taking an ecosystem service approach to the sustainable management of water, land, waste, etc.
- Improving accessibility to services and facilities by sustainable and affordable means.
- Improving local good-quality, affordable, resource-efficient and sustainable housing.
- Prevent and reduce air pollution to improve air quality.
- Promoting environmental literacy by increasing understanding, respect and appreciation of our environment.
- Reducing the inequities and inequalities of access to, and engagement with, the natural environment and greenspace.
- Reducing the impact of climate change by tackling the causes and preparing for the effects of climate change.
- Reduce the need to travel and promote sustainable travel and transport methods.
- Encourage and enable all people to take a role in improving their impact on the natural and built environment.

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Actions for Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern that the driver diagram does not capture the outcome in full – it is very strong on the environmental elements of place but does not address ‘place of work’ as well except for around the digital economy, sustainable energy generation – could it be more explicit.</td>
<td>b) Need to be explicit on culture and heritage. Swansea has a lot of good quality green space but access to it is an issue. Improving access need to be implicit in the plans and could be addresses in the 2nd drivers - potentially in F2.3</td>
</tr>
<tr>
<td>Cleary addressed in Outcome F, use of term resilient.</td>
<td>c) Concern that ecosystems and multi functioning green space are jargon - could ecosystem services be reworded as ‘natural benefits’.</td>
</tr>
<tr>
<td>b) Not explicitly addressed in the Outcomes - City centre regeneration is currently a major issue for the city and the region at the moment but only addressed implicitly in F2.2. Also it is not clear where culture and heritage (both preservation and utilisation) are addressed, if it is in column 4 there needs to be a more explicit link.</td>
<td>d) F 2.2. add accessible to the list - if you have a list you need to include it, otherwise do not have a list.</td>
</tr>
<tr>
<td>g) See a culture and heritage really important to this - can F2 primary driver be tweaked to address this. Relationship between east and west side. understanding the value of Swansea.</td>
<td>g) Should green jobs be addressed in Outcome F or in Outcome C?</td>
</tr>
<tr>
<td>k) Should green jobs be addressed in Outcome F or in Outcome C?</td>
<td>Comment waste reduction and stopping fly tipping in F3.2?</td>
</tr>
</tbody>
</table>
c) Addressed in F1.4 - column 4 needs to address all resources.
d) Mentions sustainable transport F 2.3 and 2.2.
e) Addressed in F2.1.
f) Addressed in F2.3, 1.3
g) -
h) see a
i) Addressed in F3.3 - need to ensure column 4 addresses adaptation and mitigation - needs to be explicit.
j) Addressed in F2.3
k) Addresses in F3.4 - but outcome could push the role of community participation better and more clearly.

<table>
<thead>
<tr>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
The Integrated Impact Assessment Screening Toolkit

5. What contribution does this activity make to Community (creating caring and supportive environments)?

Consider the impact on:

a. Regenerating local urban and rural communities.

b. Providing accessible opportunities and services for all.

c. Enabling people to feel safe.

d. Developing and sustaining accessible, affordable, cultural, recreational and social activities.

e. Enabling active citizenship, engagement and participation and maximising community assets.

f. Relationships between communities, individuals within communities and services.

g. Reduce inequalities between and within communities.

### Supporting Evidence

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Actions for Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Neither rural or urban communities not addressed explicitly in any of the</td>
<td>a) Access to facilities needs to be explored possibly via in column 4 for Outcome F3 via and action links with the Rural Development Plan (RDP).</td>
</tr>
<tr>
<td>outcomes – but both have very different needs – for rural communities there are</td>
<td>b) Resilient and sustainable communities needs to address more than just the environment – need to ensure that economic resilience and social capital</td>
</tr>
<tr>
<td>issues around access to facilities, which needs to be addressed. Need to recognise</td>
<td>(variety of types and interests of communities) and resilience is also addressed. Could form part of Outcome E.</td>
</tr>
<tr>
<td>that communities are varied no just physically but also in interest and characteristics.</td>
<td></td>
</tr>
<tr>
<td>b) Is implicit in the drivers but not explicit - need to ensure that in focusing on</td>
<td>c) Outcome F 3 needs to address safely as part of being a resilient community – possibly via the fourth column. Is flooding addressed in the fourth column?</td>
</tr>
<tr>
<td>providing services to some part of the community that others are not being</td>
<td></td>
</tr>
<tr>
<td>marginalised. Should Outcome F3 be about sustainable communities not just</td>
<td></td>
</tr>
<tr>
<td>environmental communities i.e. pick up the social and economic resilience of</td>
<td>g) Review this is to ensure all issues are about tackling inequalities - is this an issue. Also the issue around communities.</td>
</tr>
<tr>
<td>communities as well as environmental? If not picked up here then these elements of</td>
<td></td>
</tr>
<tr>
<td>sustainable and resilient communities will be missing form the process.</td>
<td></td>
</tr>
</tbody>
</table>
c) Not clearly addressed. Outcome F 3 needs to address identify as part of being a resilient community. Is flooding addressed in the fourth column?

d) Culture and heritage (both preservation and utilisation) are not addressed in the driver diagrams. Needs to be addressed as both are key to Swansea's identity and the Counties facilities and services.

e) Addressed in F3.4

f) -

g) Missing from the Outcomes – addressing inequalities will be key to measuring the success of the Challenges and is a cross cutting theme across all the Outcomes.
6. What contribution does this activity make to meeting and evidencing best practice and continuous improvement?

Consider the impacts on / implications of:

a. Enhancing area’s image as a distinctive place in which to live, work, study, invest and visit.

b. Welsh language and culture in local area.

c. Promoting a fair society locally and globally and advancing equality of opportunity across all groups and communities.

d. Collaborative methods of working with communities, business and individuals to maximise outcomes when identifying need, making decisions, planning and delivering services.

e. Local and regional interdependencies to deliver shared outcomes and maximising resources.

f. Ensuring all relevant agencies are looking to improve services in an integrated way by looking for opportunities to complement and add value not contradict each other.

g. Long-term thinking and resilience planning; improving local capacity to exploit future opportunities/mitigate against future threats.

h. Involve and engage stakeholders to find solution.

i. Creating added value.

j. How will the plan be monitored and proportionally evaluated and what reporting mechanisms are in place.

k. The workforce skills and capacity available / options for workforce planning.

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
<th>Actions for Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Outcome F1 which focuses on the natural environment contributes to our exceptional natural environment. However Outcome F only address their natural environment, cultural and heritage assets - both natural and man made are not addressed but need to be.</td>
<td>a) Explicit recognition on the diversity of the environment and landscape quality could be added to F 1.5 and 3.5. Culture and heritage need to addressed within the Outcomes.</td>
</tr>
<tr>
<td>b) Not currently present in the driver diagrams. It needs to be implicit and addressed consistently across the Outcomes and form part of the evaluation process along with the other threads like equities to ensure they are implicit and addressed consistently across the Outcomes. Culture to include communities.</td>
<td>b) Welsh Language and culture need to implicit and addressed consistency across the outcomes and form part of the annual evaluation process along with other equalities.</td>
</tr>
<tr>
<td>c) Recommendations around equality in previous themes will address the local dimension but need to be aware of the global context in which the actions operate - suggest that the LSB suggest look at this over the next 6 months within the context of the WFG Act.</td>
<td>c) LSB need to consider the global implications and context of actions and challenges within the context of the WFG Act.</td>
</tr>
<tr>
<td>d) Collaboration is one of the governance approaches in the WFG Act – suggest as with c) above implications are reviewed by the LSB along with the other governance approaches.</td>
<td>d) Collaboration is one of the governance approaches in the WFG Act – suggest as with c) above implications are reviewed by the LSB along with the other governance approaches.</td>
</tr>
<tr>
<td>e) –</td>
<td>e) –</td>
</tr>
<tr>
<td>f) –</td>
<td>f) –</td>
</tr>
</tbody>
</table>
d) Addressed in F3.4 - could be strengthened, but suggest that it forms part of the LSB’s review of how they will address the goals and behaviours of the WFG duty.

e) This is the purpose of the driver diagrams to demonstrate the shared responsibilities and interconnections.

f) Implicit in Outcome F3 - and the linkages between the outcomes i.e. A focus on children through life course.

g) Currently sits in the SNA - could be developed.

h) Addresses community participation in F3.4, and review process helps to address this too, and the driver diagram process.

i) The Outcomes take a preventative approach which adds value.

j) Yes, the Sip undergoes an annual review, IIA assessment.

k) Outside the scope of the doc.

g) The role of Foresighting and future trends should be strengthened in the SNA process.

h) How does the LSBs working cross boundary to look at regional interdependences and issues? To what extent has the private sector been engaged in this process?

i) –

j) –

k) –

l) –

### Contribution

<table>
<thead>
<tr>
<th></th>
<th>U</th>
<th>P</th>
<th>N</th>
<th>F</th>
<th>G</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Supporting Evidence

| Goal 1, Prosperous Wales - Outcomes B, C and F all contribute to this goal. However Outcomes are a bit light around low carbon and in referencing the city centre. Goal 2, Resilient Wales – Very strongly addressed in Outcome F. Goal 3, Healthier Wales - Addressed in the Outcomes, but could address ‘self responsibility’ and mental health issues better. Goal 4, More Equal Wales - Addressed in the outcomes but testing annually for improvements in the actions will be key to demonstrating how well the Outcomes are contributing to a more equal Wales. Goal 5, Cohesive Communities - Outcomes do not currently really address many of the issues in goal 5, need to adopt recommendations. Goal 6, Culture and Welsh Language – This goal is not strongly represented in the driver diagrams - this needs addressing. Goal 7, Globally responsible Wales - Outcomes do not currently address the global context. Need to adopt recommendation 6c Behaviours - Prevention – this is a main objective of the aims and outcomes of the process. Collaboration - could be strengthened - LSB have leadership role here. Balancing long and short term needs - addressed in some outcomes better than others – LSB should consider assessing as part of the SNA and monitoring process. Integration - addressed in some outcomes better than others - very much part of the actions which come out of the Challenges rather than outcomes themselves. Involvement - this is about the mechanism rather than the outcomes and forms part of the development and monitoring process. |

### Actions for Improvements

| Goal 1 – Outcomes should further address low carbon and reference the city centre. Goal 4 – need to ensure annual monitoring reviews how actions and outcomes are contributing to creating an equal Wales. Goal 5 – Outcomes need to adopt recommendations made through out the assessment – especially those around culture and heritage. Goal 6 – As suggested throughout the assessment Culture and Heritage and the Welsh Language need to be addressed, recommendations Themes 2,4 and 6 need to be adopted. Collaboration – The LSB members could through the LSB process lead on this issue. Involvement – To what extent have local communities and ‘people on the street’ been involved in the plan and driver diagram process? |
Summary of ‘Actions for Improvement’:

General comments:
- There are some cross-cutting issues like inequalities, Welsh language, global context and the Wellbeing of Future Generations Act governance approaches (collaboration, integration, prevention, involvement and long term thinking) which need to form part of the annual review process to track application and continuous improvement.
- Culture and heritage (both natural and built) are two issues not addressed anywhere in the Outcomes, but a key to distinctiveness, sense of place, community identity and therefore impact health and wellbeing. Both issues should be addressed within the Outcomes. In addition both issues form part of the Well-being of Future Generations Act’s goal for a Wales of cohesive communities, and it is likely that the LSB / PSB will be required to evidence how they fit onto its objectives in the future.
- Resilient and Sustainable Communities – Currently under Outcome F the focus is very much on the environmental aspects of resilient and sustainable communities, in other Outcomes (E2.3 for example) the focus would suggest a different interpretation. The Outcomes as a suite need to be clear on their definition of a resilient and sustainable communities and ideally the definition should reflect widely accepted definitions i.e. social and economic resilience as well as environmental.

Theme 1 Health and Wellbeing:
- What are the age brackets for expectant mothers at whom the indicator on teenage pregnancies is targeted?
- Actions should address the need to provide information on Welsh education options from an early age.
- In addressing health and wellbeing actions need to consider the impacts of issues like stress on current jobs and new jobs – LSB organisations could make steps here and act as local leaders.
- Outcomes C.1 –and/or Outcome E - employers new to better recognise that disabled people are a resource to be used.
- Outcome E – health and social care services need to be addressed in Outcome and actions.
- Outcome E - specific issues like obesity, oral health, smoking and mental health need to be addressed in actions.
- Outcome E change wording in the secondary level to be more inclusive - people are well supported to have good physical and mental health.
- Outcome E 4.2 should include hate crime.
- Mental health needs to be better addressed.
- Where primary drivers are going to address a specific age group they should aim to cover all age groups i.e. adults.
- Remove jargon like ‘emotional literacy’.
- Outcome E2.3 – Clarify the definition of ‘communities’.
- Outcome E4.1 – Recognise violence to all not just woman and children.
- Access to healthcare - SIP needs to acknowledge the need for healthcare to be accessible to all and information produced in all languages needed, including the Welsh language.
- Outcomes could promote ‘self-care’ and responsibility better to make people less reliant on services; this contributes to the prevention agenda as well and empowering people.
- Make link between access and information and services.
Theme 2 Learning:
- Address access to higher education inequities between the east and west of the city and more broadly to Welsh Medium schools.
- Outcome B - Need to include aspiration and opportunity.
- Outcome c 1.1 should be about eliminating barriers not just identifying them?
- Outcome B 2.2. could address the quality and effectiveness agenda more clearly.
- Outcome B2 - Need to better address the opportunities for aspiration and reaching full potential.

Theme 3 Prosperity:
- Outcome C 1.1 focuses on individuals’ aspirations rather than aspirations within peer groups need link with learning outcome and focus on creating the opportunity for and developing aspiration.
- Outcome C needs to better recognise and address the inequalities which exist in Swansea.
- LSB member organisations look to support local procurement and supply chains locally.

Theme 4 Natural and Built Environment:
- Need to be explicit on culture and heritage.
- Swansea has a lot of good quality green space but access to it is an issue, so improving access need to be implicit in the plans and could be addressed in the 2nd drivers - potentially in F2.3.
- Concern that ecosystems and multi functioning green space are jargon - could ecosystem services be reworded as ‘natural benefits’.
- F 2.2. Because the driver includes a list it is suggested ‘accessible’ is added to i.e. – Improve and manage the physical infrastructure to be healthy, safe, attractive, functional accessible and distinctive.
- Culture and heritage needs to be addressed - can F2 primary driver be tweaked to address this along with a better understanding the value of Swansea?
- Green jobs need to be addressed in the actions of either Outcome F or Outcome C.
- F3.2 – do the actions address waste reduction and fly tipping? If not can it be added?

Theme 5 Community:
- Access to facilities needs to be explored possibly via in the actions for Outcome F3 via linked with the Rural Development Plan (RDP).
- Resilient and sustainable communities needs to address more than just the environment – need to ensure that economic resilience and social capital and resilience are also addressed.
- Outcome F3 needs to address safely as part of being a resilient community – possibly via the actions.
- Is flooding addressed in the fourth column?
Theme 6 Best practise and continuous improvement:
- Explicit recognition on the diversity of the environment and landscape quality could be added to F 1.5 and 3.5.
- Culture and heritage need to be addressed within the Outcomes.
- Welsh Language and culture need to form part of the annual evaluation process along with other equalities.
- LSB need to consider the global implications and context of actions and challenges within the context of the WFG Act.
- Collaboration is one of the governance approaches in the WFG Act, suggest that the implications are reviewed by the LSB along with the other governance approaches.
- The role of Foresighting and future trends should be strengthened in the SNA process.
- LSB need to consider how it currently works cross boundary and look at regional interdependences and issues and consider how it needs to work regionally in the future.
- To what extent has the private sector been engaged in this process to date and what are the options for engagement in the future?

Well-being of Future Generations Act:
Goal 1 – Outcomes should further address low carbon and reference the city centre.
Goal 4 – Need to ensure annual monitoring reviews how actions and outcomes are contributing to creating an equal Wales.
Goal 5 – Outcomes need to adopt recommendations made through out the assessment – especially those around culture and heritage.
Collaboration – The LSB members could through the LSB process lead on this issue.
Goal 6 – Outcomes need to address culture and heritage. Welsh language needs to be consistently addressed across the Outcomes.
Involvement – To what extent have local communities and ‘people on the street’ been involved in the plan and driver diagram process?

As a result of this exercise what other assessments may be required? (Please tick)

<table>
<thead>
<tr>
<th>Health Impact Assessment (HIA)</th>
<th>Equality Impact Assessment</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Environmental Assessment (SEA)</td>
<td>Social Impact Assessment (SIA)</td>
<td></td>
</tr>
<tr>
<td>Environmental Impact Assessment (EIA)</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>