# **Progress tracker: Changing the way that Strategic decisions are made to meet the Socio-economic Duty**

| **Name of public body** |  |
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| **Name and role of lead contact person** |  |
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| **Email of lead contact person** |  |

| **Names and roles of team members undertaking completion of this tool.** |  |
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**The Equality Act, 2010 - The Socio-economic Duty**

Public bodies subject to the Duty must, when making decisions of a strategic nature about how to exercise their functions, have due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage. There is no reporting duty attached to the Duty. However, it is a statutory duty and bodies must be able to demonstrate how they have discharged it.

**The Progress Tracker Tool**

The Socio-economic Duty progress tracker tool has been developed to support bodies in meeting the requirements of the Duty, and going beyond this to achieve meaningful change in the way that important decisions are made.

**Public Bodies should use the progress tracker to:**

* Benchmark how requirements of the Socio-economic Duty are being met across the organisation, understanding areas of strength and areas for improvement.
* Understand how to take forward improvements to effect meaningful culture change, beyond the requirements of the Socio-economic Duty.
* Encourage reflection and the recording of progress.

**Taking an integrated approach**

[A mapping guide](https://gov.wales/sites/default/files/publications/2021-04/a-more-equal-wales-mapping-guide.pdf) to support public bodies in applying the Socio-economic Duty, the Well-being Duty and the Public Sector Equality Duty in an aligned way has been published and should be considered alongside this progress tracker. The organisational processes considered through this progress tracker are consistent with those processes associated with good compliance of the Socio-economic Duty contained within the mapping guide.

1. Considering socio-economic disadvantage and reducing inequality in decision-making/policy development
2. Accountability and Scrutiny
3. Tracking and reporting on impact
4. Engagement, involvement, and consultation

**Levels of progress -** The progress tracker describes four levels of progress.

* **Getting started:** gaining and demonstrating commitment
* **Early progress:** should be quick and easy to implement. This reflects simple changes that have a low risk of failure.
* **Firm progress:** involves stepping out of a ‘business as usual’ mind-set and acting to change how things are currently done. Signalling early progress to wider change, this might involve a change in process and ways of working.
* **Advanced progress:** this is a systemic, transformational change to how things have always been done and will require reallocating resources, time to put the changes in place and collaboration with other bodies. Actions are innovative, inspirational and collaborative, putting the Duty into practice across all portfolios, this way of working becomes embedded in the organisation.

| **Organisational process 1:** **Considering socio-economic disadvantage and reducing inequality in decision-making/policy development** | Getting started | Early progress | Firm progress | Advanced progress |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| When making strategic decisions, such as deciding priorities and setting objectives, consider how decisions can reduce inequalities of outcome associated with socio-economic disadvantage. Relevant public bodies are encouraged to be able to evidence a clear audit trail for all decisions made under the Duty. | Those involved with strategic decision making and policy development understand;   * The requirements of the Socio-economic Duty * Socio-economic disadvantage * Inequalities experienced and lived experience of socio-economic disadvantage   Go to the [website](https://gov.wales/socio-economic-duty) for:  An awareness raising presentation, An Explainer animation, lived experience films, eLearning resource**.** | Existing processes consider socio-economic disadvantage and provide evidence that due regard has been given  For example;   * **Impact assessment** Inclusion of reducing inequalities of outcome linked to socio-economic disadvantage, beyond simply mitigating adverse impact. Ensure impact assessments are live documents that are regularly reviewed and used to understand ongoing impact. * **Policy initiation documents/processes** * **Risk assessment processes** * **Board or committee papers** * **Communication and engagement plans and processes** * **Research plans**   Please refer to page 10 of the [Statutory guidance](https://gov.wales/socio-economic-duty-guidance) | Evidence is fully considered to inform the decision and to fully understand the impact. Including:  National data  Local data  Future trends information  Qualitative data  Information from partners, such as, public service boards.  Information gathered to meet the requirements of other duties such as the Public Sector Equality Duty and the Well-being of Future Generations (Wales) Act  Involvement with individuals and communities affected by socio-economic disadvantage  Changes to decisions are recorded  Please refer to page 10 of the [Statutory guidance](https://gov.wales/socio-economic-duty-guidance) | Evidence gathered considers protected characteristics and both places and communities of interest.  Decision makers, leaders and policy leads understand where the organisation can achieve the greatest impact in reducing inequalities related to socio-economic disadvantage**.** |
| **Summary – your key points on the stage reached in the journey and future direction of travel** |  | | | |

| **Organisational process 2****Accountability and scrutiny** | Getting started | Early progress | ~~Fi~~rm progress | Advanced progress |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Ultimately, responsibility for complying with the Duty sits with the individual public body, subject to its arrangements for internal delegation of functions to cabinets, boards, committees or officers.** | Leaders including Board members, committee members, risk and governance leads understand the requirements of the Socio-economic Duty and their role in ensuring that due regard has been given to reducing inequalities resulting from socio-economic disadvantage, when taking strategic decisions.  Decision makers within public bodies **must** be satisfied that the body has understood the evidence and likely impact, and has considered whether the policy can be changed to reduce inequality of outcome as a result of socio-economic disadvantage.  A senior champion for the Socio-economic Duty is appointed  Please access the film for public body leaders [here](https://www.youtube.com/watch?v=Hr4qr0vj1ZI) | Papers presented to the Board have consideration for the Socio-economic Duty and include an impact assessment.  Leaders including Board members, committee members and governance leads;   * Are provided with evidence that due regard has been given. * Sufficiently scrutinise evidence and proactively request additional information if required.   Good record keeping practices are adopted so that decision-making processes are clear in the event of public or judicial scrutiny.  A scrutiny framework document can be found [here](https://gov.wales/socio-economic-duty-scrutiny-framework) | Leaders including Board members, committee members and governance leads;   * Defer decision making where evidence regarding the impact of the decision, in relation to outcomes experienced by those who experience socio-economic disadvantage is insufficient. * Recommend appropriate changes to the decision to improve outcomes for those who experience socio-economic disadvantage.   Internal audit includes compliance of the Socio-economic Duty. | Leaders including Board members, committee members and governance leads;   * Are regularly provided with information regarding how the organisation is meeting the requirements of the Socio-economic Duty. * Request and are provided with information regarding the on-going impact of all strategic decisions.   Stakeholder feedback is regularly invited. |
| **Summary – your key points on the stage reached in the journey and future direction of travel** |  | | | |

| **Organisational process 3:** **Tracking and reporting on impact** | Getting started | Early progress | Firm progress | Advanced progress |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| There is no bespoke reporting requirement to the Socio-economic Duty. However, public bodies are encouraged to monitor and understand the impact of the Duty using existing reporting measures. | The Public Sector Equality Duty annual reports and well-being reports are used to evidence how the Socio-economic Duty has had an impact on decision-making, and to identify connections between socio-economic disadvantage and protected characteristics. | Outcome measures are identified for those decisions captured under the Socio-economic Duty and reflect impact in reducing inequalities. | The organisation understands where it can achieve the greatest impact in addressing inequalities that exist as a result of socio-economic disadvantage.  Impact is tracked and included within organisational performance reporting. | A long-term vision to track progress on reducing inequalities of outcome is in place and identifies what success looks like in five, ten, fifteen, twenty, and twenty-five years, and identify appropriate milestones and measures utilising existing indicators.  Progress is measured over a long term basis and is scrutinised at the highest level. |
| **Summary – your key points on the stage reached in the journey and future direction of travel** |  | | | |

| **Organisational process 4:**  **Engagement, involvement and consultation** | **Getting started** | **Early progress** | **Firm progress** | **Advanced progress** |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| Public bodies are encouraged to consider data and evidence on the inequalities of outcome associated with socio-economic disadvantage. Engaging directly with individuals and communities affected by socio-economic disadvantage will inform this. | Support for engagement, involvement is provided at the highest level of the organisation. There is an understanding at the highest level that time and resource is required to conduct meaningful engagement.  Engagement and involvement is integrated into policy development processes.  Time and resource is committed to engagement and involvement. | Active engagement and consultation takes place with services users and those affected by the decision to understand inequalities of outcome experienced and the impact of the decision.  Engagement involves people with protected characteristics and those that are socio economically disadvantaged, across both communities of place and interest, and considering intersectionality. | Engagement plans are in place that detail action to engage and involve people in the work of a policy area, division or the whole organisation. Plans are in place for the long term.  People and communities are proactively involved in the development of decisions and policies | Engagement plans are delivered through a collaborative approach, where public bodies and third sector bodies work in partnership to engage and involve people and communities.  Those engaged with are kept involved of the progress of the decision and the impact of their involvement.  Ongoing dialogue is in place |
| **Summary – your key points on the stage reached in the journey and future direction of travel** |  | | | |