

Integrated impact assessment (IIA) Template

Complete as a record of your assessment.

Read the IIA guidance before completing this template.

Title of proposal
Active and sustainable transport behaviour change and communications programme (e.g. People and Place, LADA)
Purpose of proposed work
Active and sustainable travel behaviour change programme
Lead officer, name, job title, service and department
Rurighd McMeddes, Placemaking and Mobility Strategy and Development Manager, Place, Transport Strategy and Partnerships
Additional colleagues: name, job title, service and department
Gert Rijdsdijk, Senior Project Manager, Place, Transport Strategy and Partnerships Martyn Lings, Placemaking & Mobility Strategy & Development Manager (Active Travel)
Date
5 May 2026
Briefly describe public involvement in this proposal to date and planned
<p>Funds are used to support the development and delivery of behaviour change activities, including communications and engagement, for active and sustainable transport. These activities enhance public involvement in the delivery of infrastructure, giving citizens the opportunity to share their views and be involved in developing solutions.</p> <p>Funds are used to support the delivery of new facilities, such as on-street secure cycle hangars and on-street cycle racks for public use. Active travel facilities and infrastructure is setting out to positively impact on citizens' choices around how they travel for everyday journeys.</p> <p>With a portion of the annual funds, the Council has awarded a series of grants to community-based third sector organisations. The Council is using Edinburgh Voluntary Organisations Council to advertise grant opportunities, attracting a wide range of submissions. Each community-based group is looking to positively address inequality in some form, for example, in race, gender, age, disability, sexual orientation, areas of multiple deprivation, and are seeking to add activities to support active travel to the type of support they offer locally. Partnership working in this way involves community members in shaping the types of support (e.g. cycling and walking group activities) on offer locally, setting out to build citizens' skills and confidence with trying out new ways of travelling for their local journeys, in a supportive and safe environment.</p>

Impacts

1 Equality impacts

We want to ensure our proposals are fair for everyone. Consider potential positive and negative impacts of your proposal on groups/people with [protected characteristics](#). Assessment of impact means we consider the needs of everyone with an “intersectional lens.” This means looking at the impact that different protected characteristics and other factors can have on people.

Consider if your proposal will help:

- prevent discrimination
- advance equal opportunities by reducing disadvantage and meeting different needs, and
- foster good relations by encouraging inclusion and understanding.

Consider if your proposal could impact on groups/people with protected characteristics. Tick all that apply

	Negative impact	Positive impact	No impact
1. Age	X	X	
2. Disability	X	X	
3. Gender reassignment		X	
4. Marriage and civil partnership			X
5. Pregnancy and maternity	X	X	
6. Race		X	
7. Religion or belief		X	
8. Sex		X	
9. Sexual orientation		X	
10. Care experienced children and young people		X	

Use the text box below to describe the differential impacts you have identified on each of the groups/people with protected characteristics. Consider any intersectional impacts.

- Potential positive impacts on groups/people with protected characteristics, depending on the initiatives being run on an annual basis. Potential negative impact of initiatives not continuing beyond each year, where running each initiative is dependent on a range of factors, such as funding and stakeholder capacity. This will be mitigated by ongoing dialogue around expectations with funders and partners, contingency planning and clear communication.
- The partnerships with local community organisations referenced earlier will be solely focused on reducing inequalities and barriers to active travel. No impacts identified related to marriage and civil partnership, however. The approach is bringing participants together who may share one or more protected characteristics, and tailoring support to help mitigate the impact on capability; opportunity; and motivation, following the COM-B model of behaviour change.
- Community-based drop-in sessions have a positive social and community benefit by encouraging people to meet new people by default. Facilitating new connections directly or indirectly as a result of funded activities taking place.
- Active travel facilities (e.g. public cycle racks and on-street secure cycle hangars) may have some potential negative impacts on people, relating to age, disability and/or pregnancy and maternity. For example, installing a cycle hangar on a street reduces the amount of parking space for vehicles. This negatively impacts those who rely on their vehicles for mobility. This could create conflict between car owners and bike owners. Public cycle racks, and occasionally cycle hangars, are installed on the footway which

may cause visually impaired people or people using buggies/prams some difficulties navigating around them.

Evidence

Use the text box below to summarise what evidence you have used to inform this IIA. Where possible, include links if the documents are published. Show how you have used your evidence in making your assessment of potential impacts.

Example: A proposal to increase charges will impact women more than men as we know women are more likely to be vulnerable to poverty. The [Gendered Nature of Poverty briefing note](#) provides an overview of this issue and why it matters.

Evidence could include the results of any relevant consultation/engagement. If further evidence is required, please note how it will be gathered.

The following groups have been identified as being under-represented when it comes to active travel ([Walking and Cycling Index 2023: Edinburgh](#)):

- Women
- Older people
- People from lower socio-economic backgrounds
- People from ethnic minority backgrounds
- People with disabilities

What proportion of residents said they 'do not cycle but would like to'? (25% of people, up from 23% in 2021) ([Walking and Cycling Index 2023: Edinburgh](#))

- People from ethnic minority groups: 42%, down from 53% in 2021
- Disabled people: 32%, up from 26% in 2021
- Women: 27%, up from 24% in 2021

Proportion of residents who feel welcome and comfortable walking, wheeling or spending time on the streets of their neighbourhood ([Walking and Cycling Index 2023: Edinburgh](#))

- 65% of socio-economic group DE;
- 84% of socio-economic group AB

Proportion of residents who cycle at least once a week ([Walking and Cycling Index 2023: Edinburgh](#)):

- 11% of people from ethnic minority groups, down from 15% in 2021.
23% of white people, down from 27% in 2021
- 16% of women; 28% of men
- 25% of LGBTQ+ people; 21% of non-LGBTQ+ people

Proportion of residents who walk or wheel at least five days a week ([Walking and Cycling Index 2023: Edinburgh](#)):

- 55% of people from ethnic minority groups; 67% of white people
- 59% of people aged 56-65, down from 61% in 2021

What percentages of residents think that these kinds of support would help them cycle more? ([Walking and Cycling Index 2023: Edinburgh](#))

- Access to secure cycle storage at/near home: 56%, down from 57% in 2021
- Access to a bicycle: 50%, down from 52% in 2021
- Access or improvements to a city cycle sharing scheme: 44%, down from 46% in 2021
- Access to an e-bike: 43%, down from 46% in 2021
- Cycle training courses, organised social rides: 35%, down from 38% in 2021
- Access to a cargo cycle: 31%, up from 30% in 2021
- Access to an adaptive cycle: 18%, down from 21% in 2021

The positive physical and mental health impacts of active travel are widely known, and emerging research is enabling more quantifiable health improvement information to be obtained e.g. [the World Health Organisation Health Economic Assessment Tool](#) - Doorley, Parkrashi & Ghosh (2015); Aldred, Goodman & Woodcock (2024); The Wildlife Trusts (2023); Baker, Pilling, Kelly & White (2021).

The programme has been analysed from a COM-B perspective. COM-B is one of the leading behaviour change theories, which poses that human behaviour comes from an individuals' capability; opportunity and motivation to carry out the behaviour (Michie and West (2012); Michie, Atkins & West (2014); Barker, Atkins & de Lusignan (2016); D'Lima, Lorencatto & Michie (2020)). The likelihood of a particular behaviour change occurring can be enhanced by developing each component of behaviour e.g. addressing individual capacity, an individuals' opportunity/access to resources and/or individual motivation to carry out a particular behaviour.

An exercise has been carried out to develop target audiences and a tailored strategic approach (interventions to enhance capability, opportunity and motivation; communication channels; tone of voice) for each population group, based on the following:

- Propensity to walk, cycle and use public transport
- Car ownership
- Age and lifestyle
- Employment and socio-economic status
- Attitude, barriers, and motivations towards sustainable transport

Key target audiences identified were:

- primary school children
- young people aged 16-24 – people who are transitioning from secondary school to further/higher education/work

- people who are “active by need”/ tend to travel actively and by public transport for practical, cost and convenience reasons
- “occasionals” - people with positive attitudes to active travel but only occasional use
- “potentials” and “need a nudge” – people potentially amenable to active travel but may need encouragement
- Regain confidence - older people who doubt their ability to walk/cycle, but would be keen to walk a bit more if they had confidence
- Mobility restricted – people who experience mobility restrictions due to age, health or disability

Please record any mitigating actions for any negative impacts identified, at Section 9 of this template

2 Human Rights impacts

The Council must act compatibly with Human Rights legislation. Think about what kind of impact the proposal may have on people in terms of [Human Rights](#). Use the text box below to describe which Human Rights Articles are relevant, which groups are affected and what the potential impacts are.

Relevant Human Rights Articles are:

- Article 8 protects your right to respect for your private and family life - The concept of private life also covers your right to develop your personal identity and to forge friendships and other relationships. This includes a right to participate in essential economic, social, cultural and leisure activities. Citizens have the right to participate in funded activities.
- Article 10 protects your right to hold your own opinions - Article 10 protects your right to hold your own opinions and to express them freely without government interference. This includes the right to express your views aloud. The law also protects your freedom to receive information from other people. Citizens have the right to express views freely with anyone involved in participating or facilitating funded activities.
- Article 14 requires that all of the rights and freedoms set out in the Human Rights Act must be protected and applied without discrimination - What the Act does do is protect you from discrimination in the enjoyment of those human rights set out in the European Convention of Human Rights. Article 14 is based on the core principle that all of us, no matter who we are, enjoy the same human rights and should have equal access to them. Citizens have the right to be treated equally in all areas of the running of funded activities.

Evidence

Use the text box below to summarise what evidence you have used to inform this IIA. Where possible, include links if the documents are published. Show how you have used your evidence in making your assessment of potential impacts.

Evidence could include the results of any relevant consultation/engagement. If further evidence is required, please note how it will be gathered.

Proportion of residents who feel welcome and comfortable walking, wheeling or spending time on the streets of their neighbourhood: 65% of socio-economic group DE; 84% of socio-economic group AB ([Walking and Cycling Index 2023: Edinburgh](#)).

Proportion of residents who think walking or wheeling safety is good: 62% of disabled people; 73% of non-disabled people ([Walking and Cycling Index 2023: Edinburgh](#)).

Please record any mitigating actions for any negative impacts identified, at Section 9 of this template

3 Children's Rights impacts

The Council must act compatibly with Children's Rights legislation. Think about what kind of impact the proposal may have on children and young people in terms of [Children's Rights](#). Use the text box below to describe which Children's Rights Articles are relevant, which groups are affected and what the potential impacts are.

School travel plans with practical measures such as school streets will help to improve access to schools by creating safer streets and enabling pupils who are able to walk and cycle.

Enhancing children's rights by supporting the delivery of cycle training in schools, particularly in areas of multiple deprivation and with pupils with additional support needs. Supporting schools with providing safe and secure cycle and scooter storage at school has a significant impact on providing choices for children to travel to school more actively.

Relevant Children's Rights Articles are:

- Article 1 – everyone under the age of 18 having the same rights
- Article 2 – applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background
- Article 3 - best interests of the child must be a top priority in all decisions and actions that affect children
- Article 4 - Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights

- Article 5 - Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices
- Article 6 - Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential
- Article 8 - Every child has the right to an identity. Governments must respect and protect that right
- Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 13 - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law
- Article 14 - Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up
- Article 15 - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 16 - Every child has the right to privacy
- Article 17 - Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.
- Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- Article 23 - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
- Article 24 - Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.
- Article 27 - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.
- Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

- Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 30 - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
- Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Evidence

Use the text box below to summarise what evidence you have used to inform this IIA. Where possible, include links if the documents are published. Show how you have used your evidence in making your assessment of potential impacts.

Evidence could include the results of any relevant consultation/engagement. If further evidence is required, please note how it will be gathered.

Project data – partnership with the Council's Active Schools service running cycle training in primary 4 schools in areas of multiple deprivation, 2025-26:

- Schools that actively engage in cycling significantly reduce the number of non-riders, and to well below the general level. Some are less than 5% compared to 15 to 20% nationally. Schools in disadvantaged areas have higher levels of bike riders but can still greatly reduce this number with intervention programmes. Schools in mixed areas also have more non-riders from lower income families.
- Children with limited cycling experiences can acquire the skill very quickly.
- There is a higher proportion of Black and Minority Ethnic (BME) learners in non-rider groups.
- There is a higher proportion of Additional Support Needs (ASN) learners in non-rider groups.
- There is a slightly higher proportion of girls in non-rider groups.

Active Schools Co-ordinators surveyed the school staff to identify barriers to their pupils cycling to school more often and they provided the following barriers:

- Lack of cycle training on the roads
- Pupils do not have the skills level to cycle to school without adult supervision
- Access to a bike/helmet
- No adults available to cycle to school with pupils
- Lack of people to cycle with
- Pupils do not have the skills level to cycle to school without adult supervision

Please record any mitigating actions for any negative impacts identified, at Section 9 of this template

4 Socio-economic disadvantage impacts

The Council has a duty to consider how it can reduce inequalities of outcome caused by [socio-economic disadvantage](#), when making strategic decisions. However, to support the Council’s Business Plan priorities, the Council considers it best practice to consider the potential impact that all relevant proposals may have on people experiencing socio- economic disadvantage and how inequalities of outcome can be reduced.

Consider if your proposal could impact on any of the below groups? Tick all that apply.

	Negative impact	Positive impact	No impact
Low income – cannot afford to maintain regular payments such as bills, food, clothing		X	
Low/no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with unexpected spends and no provision for the future		X	
Material deprivation – being unable to access basic goods and services, ie home contents insurance, repair/replace broken electrical goods, warm winter coat		X	
Area deprivation (including communities of interest and communities of place) – where you live, where you work, visit or spend a continuous amount of time can all have an impact ie rural areas, accessibility of transport, education and employment impact, people who have experienced homelessness and/or the asylum system, those who share an identity and/or protected characteristic		X	
Socio-economic background – disadvantage that can arise from parents’ education, employment and income, social class in other words.		X	

Use the text box below to describe the impacts you have identified on each of the groups above, and how you can reduce inequalities of outcome?

Positive impact of measures setting out to enhance access to cycles, enhancing the ability to cycle from home. In addition, on-street secure cycle hangars, particularly in areas of high crime and/or overcrowding provides the necessary facility of cycle storage at home.

Providing schools and outdoor learning centres with cycles and equipment makes a positive contribution to equity in education for young people, giving particular support to pupils living in areas of multiple deprivation and/or experiencing poverty.

Skills/self-sufficient bike skills and maintenance has greater positive impact for people for shift workers who may be reliant on public transport, where cycling is also a low-cost way of moving around.

Investment in active travel offers safe and affordable options when public transport schedules are less convenient or at night/ early morning when there is less passive surveillance.

Some of the funded activities are based on social prescribing, aiming to address social isolation and prevent illnesses where unhealthy lifestyles can be a contributing factor.

Providing learning and connection opportunities on a free, low-cost or “pay as you can” basis promotes equity and inclusion.

Teaching new skills/ building self-confidence with bike skills, bike maintenance and problem solving is likely to build curiosity to learn more, positively impacting people from more deprived areas and young people.

Evidence

Use the text box below to summarise what evidence you have used to inform this IIA. Where possible, include links if the documents are published. Show how you have used your evidence in making your assessment of potential impacts.

Evidence could include the results of any relevant consultation/engagement. If further evidence is required, please note how it will be gathered.

Proportion of residents who feel welcome and comfortable walking, wheeling or spending time on the streets of their neighbourhood ([Walking and Cycling Index 2023: Edinburgh](#))

- 65% of socio-economic group DE;
- 84% of socio-economic group AB

What percentages of residents think that these kinds of support would help them cycle more? ([Walking and Cycling Index 2023: Edinburgh](#))

- Access to secure cycle storage at/near home: 56%, down from 57% in 2021
- Access to a bicycle: 50%, down from 52% in 2021
- Access or improvements to a city cycle sharing scheme: 44%, down from 46% in 2021
- Access to an e-bike: 43%, down from 46% in 2021

- Cycle training courses, organised social rides: 35%, down from 38% in 2021
- Access to a cargo cycle: 31%, up from 30% in 2021
- Access to an adaptive cycle: 18%, down from 21% in 2021

58% of residents support financial discounts for people on low incomes or not in employment to help them buy a cycle ([Walking and Cycling Index 2023: Edinburgh](#))

Please record any mitigating actions for any negative impacts identified, at Section 9 of this template.

5 Climate and nature impacts

The Council has a [duty](#) to reduce greenhouse gas emissions, adapt to the impacts of climate change, incorporate the principles of sustainability into decisions and actions, and ensure a just transition (just transition only applies to climate mitigation or adaption projects).

Consider if your proposal could impact on any of the below? Tick all that apply.

	Negative impact	Positive impact	No impact
Climate Mitigation - opportunities to reduce greenhouse gas emissions		X	
Climate Adaptation - opportunities to prepare for future changes in our climate		X	
Just Transition – opportunities to ensure a fair shift to a low carbon economy that doesn't disadvantage people or increase inequality		X	
Nature Recovery Impacts		X	
Overall Sustainability		X	

Use the text box below to describe the impacts you have identified on each of the sections above and then consider how you can reduce greenhouse gas emissions, adapt to the impacts of climate change, incorporate the principles of sustainability into decisions and actions, and ensure a just transition. Also consider any cumulative effects of climate change on people.

The funded projects may reduce greenhouse gas emissions and pollution as a result of reduced travel by private car in favour of active and sustainable transport modes. This can have further associated health benefits from being more active and reduced air pollution.

The programme will aim to support the behaviour change which is expected as a result of the enforcement of Low Emission Zones and other infrastructure-based

measures, by offering complementary “carrots” to the “sticks” of enforcement leading to behavioural change. It is likely air quality will improve as a result of the suite of measures being rolled out as part of the City Mobility Plan.

Less car dominated spaces promote more resilient communities where families can come together on initiatives such as walking and cycling buses and play streets.

The programme supports a just transition: a fair, orderly and inclusive shift to a low carbon economy that benefits people and does not disadvantage the most vulnerable in society.

Use the text box below to describe the impacts you have identified on nature.

The programme sets out to achieve behavioural change, encouraging more active and sustainable travel for everyday journeys, setting out to reduce greenhouse gas emissions.

Contributions are made to the Council’s actions in protecting our environment and create good places to live and work in our city. In running the programme, we are working in partnerships to protect the city’s environment and the countryside around it, in a way that’s fair, and benefits wellbeing. The programme supports the uptake of built sustainable transport, reducing emissions in neighbourhoods and involving citizens in the design of connected attractive places to benefit people and nature. For example, projects that are supported by the programme have also delivered street trees, planters and SUDS features.

Evidence

Use the text box below to summarise what evidence you have used to inform this IIA. Where possible, include links if the documents are published. Show how you have used your evidence in making your assessment of potential impacts.

Evidence could include the results of any relevant consultation/engagement. If further evidence is required, please note how it will be gathered.

People cycling more instead of driving improves air quality, saving annually: 27,000 kg of NOx (20,000 kg in 2021) and 4,000 kg of particulates (PM10 and PM2.5) (2,800kg in 2021). 58% of residents agree the air is clean in their local area, up from 56% in 2021 ([Walking and Cycling Index 2023: Edinburgh](#)).

Proportion of residents who feel welcome and comfortable walking, wheeling or spending time on the streets of their neighbourhood ([Walking and Cycling Index 2023: Edinburgh](#))

- 65% of socio-economic group DE;
- 84% of socio-economic group AB

Please record any mitigating actions for any negative impacts identified, at Section 9 of this template

6 Strategic Environment Assessment (SEA)

Could your proposal result in significant environmental effects? If yes, you may need to complete a Strategic Environment Assessment? Information is available on the [Scottish Government SEA website](#).

	No
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7 Consumer Duty

The Council has a duty to consider consumers' interests when making strategic decisions. If this applies to your proposal, you may need to complete a [consumer duty impact assessment](#). Information is available on the [Consumer Scotland website](#).

	No
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8 Communications

Record how you will communicate information about this proposal change to those with different communication needs using [inclusive communications guidance and resources](#).

Inclusive communication will have a positive impact on all people from a broad range of backgrounds, including people from groups with protected characteristics. For example, taking recommendation from stakeholders regarding specific requirements for languages, translation and methods (paper, online), communications methods to advertise participation in consultation, monitoring age and gender responses to consultation and engagement and adapting approach during consultation and engagement phases with Communications colleagues to maximise breadth of response across community groups. Visual representation of information is useful to help with maximising understanding of proposed changes to street layouts. Other examples include offering happy to translate services, braille, large print, and ensuring website content is inclusive.

Funded activities will be delivered in a flexible way to meet a variety of needs. Feedback from participants, colleagues, and stakeholders will be sought and listened to on an ongoing basis, to most effectively meet people's needs – this will include feedback on communications related to the project.

In line with [Council Grant Standing Orders](#), grant recipients shall be encouraged to communicate effectively and to work together with recipients of services and communities of interest to achieve improved outcomes and to help foster diversity and inclusion principles through the representation in co-production.

9 Contractors

Is any part of this proposal to be carried out wholly or partly by contractors and if so, how will equality, human rights, children’s rights and climate and nature issues be addressed?

Yes, contracts are issued in accordance with [Council Contract Standing Orders](#) and procurement frameworks. The relevant officer with responsibility for commissioning and/or procuring shall, prior to commencing any procurement process, ensure that an appropriate Procurement Requirement Form that meets the strategic and service objectives of the Council is completed in order to ensure that

- Best Value is achieved;
- that the proposal supports the delivery of the Sustainable Procurement Strategy and the promotion of the Sustainable Procurement Objectives;
- that the proposal complies with the Council’s equality and sustainability duties to become a net zero city by 2030;
- that Co-production with key stakeholders is planned as appropriate and proportionate to the nature of the proposed contract.

In addition, grant recipients are required to self-certify compliance with [Council Grant Standing Orders](#) at application stage. Council [Grant Standing Orders](#) requires grant recipients to commit to fair work practices/payment of Real Living Wage, help foster diversity and inclusion principles through the representation in co-production, and commit to reducing their carbon footprint.

10 Actions

Record your actions in the table below. Actions may include:

- mitigations to reduce or eliminate negative impacts
- advancing equality of opportunity and fostering good relations
- addressing cumulative impacts
- collecting additional evidence
- financial implications
- risks
- any other actions.

Actions	Who will take them forward (name and job title)	Deadline for progressing	Review date (add name and job title)
Update application form template for grants on an annual	Rurighd McMeddes, Placemaking and Mobility Strategy	March 2027	December 2026 Rurighd McMeddes, Placemaking and

basis in light of annual refresh of Grant Standing Orders	and Development Manager, Place, Transport Strategy and Partnerships		Mobility Strategy and Development Manager, Place, Transport Strategy and Partnerships
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11 Monitoring impact

Monitoring ensures that your proposal is effective and any issues are addressed.

Record your actions in the table below. Actions may include:

- how impacts on protected characteristics will be monitored, once the proposal has been introduced and implemented
- how IIA agreed actions will be monitored
- review process and timescales
- officer responsible.

Actions to monitor impact of proposal	Who will take them forward (name and job title)	Deadline for progressing	Review date (add name and job title)
Every two years - review of IIA	Rurighd McMeddes, Placemaking and Mobility Strategy and Development Manager, Place, Transport Strategy and Partnerships	June 2028	June 2028 Rurighd McMeddes, Placemaking and Mobility Strategy and Development Manager, Place, Transport Strategy and Partnerships

12 Next steps

Elected members must have access to IIAs in order to scrutinise them before making decisions. You must:

- share the IIA with them (this can be at draft stage for an APM meeting)
- complete the [committee report](#) with:
 - a summary of the identified impacts at section 7 of the committee report template: key policies
 - actions to address them at section 5 of the committee report template: next steps
- provide a link to the published IIA or attach as an appendix.

13 Quality assurance and approval

Complete the quality assurance checklist.

Send the quality assurance checklist and your completed IIA to your Head of Service for approval.

14 Authorisation

Name and title
Deborah Paton, Head of Transport Strategy and Partnerships
Date
19 May 2026

15 Publication

Send the approved IIA template to the relevant contact for publication. Ensure the title of the IIA is clear and concise, without acronyms and the content, layout and language style is [inclusive and accessible](#).

The City of Edinburgh Council:

- integratedimpactassessments@edinburgh.gov.uk to be published on the [Council website](#)

Edinburgh Integration Joint Board/Health and Social Care:

- sarah.bryson@edinburgh.gov.uk to be published on the [EH&SCP website](#)

Keep a copy of your template for a period of at least three years (longer if needed for business reasons).