

Full Equality Impact Assessment (EqIA)

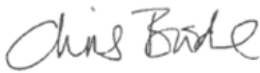
Skills Development Scotland has a legal duty to consider the impact of any new ‘policy’ on equality groups. A ‘policy’ in this context is taken to mean any new activity, function, policy or product, essentially anything that SDS does. Assessing impact includes considering relevant evidence, including evidence received from equality groups and the likelihood of a positive or negative impact on equality groups of introducing that new product, project or policy. The final section of this form requires us to think about how negative consequences can be mitigated against or removed, and how potential positive impacts can be encouraged.

Equality impact assessment helps SDS meet its obligations under the Equality Act 2010. In addition, SDS took the decision to use the impact assessment process to make progress as a Corporate Parent in relation to care experienced young people, which is a component part of the Children and Young People (Scotland) Act 2014. The process might also be used to consider other groups that SDS has evidence of experiencing discrimination or underrepresentation.

For more detailed information about equality impact assessment, please see EHRC guidance here:

<https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities>

Name of EqIA (e.g. directorate, large project or service)	Skills Planning and Sector Development NTTF Seafood Business Improvement
Senior Responsible Officer (SRO): name and job title	Chris Brodie- Director of Regional skills Planning and Sector Development
Does your project link to any other published EqIAs? If so please provide the name of the EqIA (e.g. WBL)	No

Approved by:	Director of:	Date approved:	Review date:
Signed: 	Director of Regional Skills Planning and Sector Development	23/09/2021	

1. Purpose of project, policy or product

Provide details of what is being impact assessed below, including the target audience for this project:

Seafood Scotland has developed a Seafood Business Improvement Programme that has been designed to have a significant impact on the sector.

This programme of activity will deliver much needed upskilling to Scotland's seafood onshore sectors. This Business Improvement Programme has alignment to the Scotland Food & Drink Sector Recovery Plan, that focusses on supporting the wider sector to address the challenges. The programme has also been designed to align with the objectives of the Skills Action Plan for Rural Scotland priority C; *"Develop the current workforce in rural areas through upskilling and reskilling"* and also the *Food & Drink Skills Investment Plan*. The programme also contributes to the Changing Tides Seafood Strategy for the Scottish Seafood Sector <https://www.seafoodscotland.org/changing-tides-to-drive-scotlands-seafood-growth-ambitions/>

The Seafood Business Improvement Programme is being supported through the National Transition Training Fund, designed to support sector and workers that have been impacted with Covid-19. The programme will focus on a range of skills and learning interventions to upskill and reskill workers ages 25+.

A major report was undertaken the Scottish Seafood Partnership to identify the skills required to support the growth ambitions of the sector. This was an in depth report with a database of seafood employers established and contacted, relevant training providers identified, and their provision mapped across Scotland. Employers were questioned on a number of Themes, including recruitment and retention, awareness of training and education opportunities, views on the value to the business, skills gaps, and shortages. The following areas were identified:

1. There was 100% agreement that industry image has an effect on recruitment, and that this can be significantly improved with the aim of attracting young people into available roles.
2. The majority of training taking place is directly related to compliance with legislation, however, more can be done to ensure that best value is being achieved.

3. There are specific skills gaps and shortages in some technical areas, with the most frequently recorded being filleting skills (gap in current workforce, and shortage of skilled applicants) and engineering skills (shortage of skilled applicants).
4. Engagement with learning opportunities can be improved through greater awareness of what is available, and where.

The Report gave the sector a blueprint to develop a strategy and has been used by Seafood Scotland and the Scottish Seafood the Training Network to develop an Action Plan for the future.

The sector requires a programme of activity that will see the industry invest in their people, build skills, retain talent and plan for succession. The programme will also promote skills development by increasing the sector's ability to deliver in-house training.

2. Evidence and Impact

This section should consider the impact of your large project/directorate on each of the equality groups in turn. The [Equality Evidence Review](#) has information on school, Further/Higher education and employment for different groups. Think about the **actions** required. They will be collated on the action plan in the next section. Please add rows, as required.

Each section should include:

- **a context** – outlining how your project/service relates to this protected characteristic, e.g. population statistics
- **evidence of positive or negative impact** – outlining the potential disadvantage or barriers faced by this equality group
- **source of evidence** – evidence used, including any consultation
- **activity to date** – outlining what we have already done to address disadvantage or promote equality
- **further activity required** – outlining what we'll do to proactively promote equality and address any potential barriers

2.1 Age

Context: An ageing workforce in Scotland raises the possibility of discrimination, with older workers less likely to be supported through upskilling and reskilling opportunities compared to younger colleagues. This project focuses on supporting workers in the seafood sector impacted by the pandemic and also Brexit to help build expertise, capability and improve productivity.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Upskilling not available to young people (under 24)	N/A	Significant resources are deployed through DYW and YPG to attract young people into the sector. Entry routes, including Foundation Apprenticeship, Modern Apprenticeships and Kickstart are targeted specifically at young people to encourage careers in the seafood sector	<ul style="list-style-type: none"> • SDS to be clear in communication to under 24 year olds about alternative opportunities for younger people in terms of upskilling
Older workers are less likely to be supported through upskilling and reskilling opportunities compared to younger colleagues	Sector Skills Assessment June21 https://www.skillsdevelopmentscotland.co.uk/media/47425/ssa-food-and-drink-manufacturing.pdf	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Specific communication on the focus of older workers and the benefits. Include inclusive imagery in any promotion.

2.2 Disability

Context: Disabled people generally have poorer employment outcomes and are more likely to go into Further Education after school. Disabled people are more likely to be unemployed or under-employed than their peers, for example a disabled person with a degree is

more likely to be unemployed than a non-disabled person without a degree.¹ Within the Seafood Sector there is currently no data available on the current workforce relating to disability.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
If upskilling programme is not delivered in an accessible format, disabled people may not have equal access to the offer	Equality Evidence Review	Developed a blended delivery programme. Virtual but also flexible timing so participants can complete in own time.	<ul style="list-style-type: none"> Seafood Scotland to investigate and consider how to make the Seafood Business Improvement Programme accessible to workers who may require specialist equipment to access on-line delivery, accessible fonts, text, accessible for screen reader users (if appropriate) etc. Speak with Delivery partners to build in a flexible approach to delivery as part of the Seafood Business Improvement Programme and capture learnings in the end of project review and evaluation
If the learning opportunity is not made fully accessible, disabled people may not be able to participate	Equality Evidence Review	Raising awareness with training providers of the different funding options available from SDS and other partners to help support disabled individuals	<ul style="list-style-type: none"> Work with the SDS Equalities Team to review language in any application form or information sheet for the programme to ensure there is no unconscious bias

¹ SDS Equality Evidence Review 2019 and the Scottish Government's A Fairer Scotland for Disabled People Plan

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
		Raising awareness with industry of the enhanced funding options available from SDS for disabled individuals	<ul style="list-style-type: none"> Continued monitoring of D&I Data to ensure a representative % of disabled people are accessing the programme Ensure that equality and diversity related discussions are covered during the Seafood Scotland inception meeting and this is cascaded to the Scottish Seafood Training Network Work with Seafood Scotland and SDS MarComms to ensure that the correct messages are developed and communicated, including possibility of inclusive imagery, in an accessible format

2.3 Gender reassignment (sometimes under heading of Transgender)

Context: This section looks at activity to address potential disadvantage faced by trans² customers. For the trans community, there is little data available on employment outcomes. However, we know that trans people are less likely to be in employment than their peers. The Scottish Government estimates that around 0.6-1% of the population is transgender.³

² SDS use the broader definition of 'Trans', to include trans women and men, non-binary and cross-dressing people. It is recognised that intersex is separate, and that intersex people may identify as men, women or non-binary.

³ SDS Equality Evidence Review 2019 and [Scottish Government Equality Evidence Finder](#)

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
If gender options not available on eligibility or application forms, may feel not included	Stonewall (2020) Shut Out	Equality monitoring in other programmes is in line with census data capture	<ul style="list-style-type: none"> Ensure inclusive monitoring forms (including “in another way”)
If Trainer is not aware of trans issues, trans people may feel not included	Stonewall (2020) Shut Out	Trans awareness training has been developed with the Scottish Trans Alliance	Ensure trainers are aware and have access to trans inclusive training, including best practice in delivering to diverse groups.

2.4 Marriage and civil partnership

Context:

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
As far as we are aware no data on marriage and civil partnership is available in current the current seafood workforce. Therefore, it is not possible to fully assess whether individuals falling under this protected characteristic face any barriers or discrimination accessing the upskilling/reskilling Seafood Business Improvement Programme.	No data is available	None to report	<ul style="list-style-type: none"> Ensure programme providers adhere to legal requirements and are prepared to monitor and report on delivery via evaluation.

2.5 Pregnancy and maternity

As far as we are aware no data on pregnancy and maternity available in the seafood workforce. Therefore, it is not possible to fully assess whether individuals falling under this protected characteristic face any barriers or discrimination in accessing upskilling/reskilling as part of the Business Improvement Programme. EHRC research suggests that pregnant women can face discrimination and bias in the workplace

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Potential positive offer flexible delivery and location. Many of the interventions will be delivered online, so there will be the potential for engagement and opportunity to access the Seafood Business Improvement Programme.	<u>EHRC Pregnancy and Maternity Discrimination Research</u>	None	<ul style="list-style-type: none"> • Potential to develop best practice guide and case studies from the Seafood Business Improvement Programme to demonstrate flexible approach

2.6 Race

Context: . The Scottish Government Race Equality Framework states that despite high attainment at school and rates of entry into further and higher education after school, statistically, ethnic minority people are not receiving the labour market advantages which should be expected from their positive educational outcomes (also see EHRC 2018a)⁴

⁴ SDS Equalities Evidence Review 2020

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
BME individuals less likely to be in employment than some other protected groups. This fund would provide additional upskilling opportunity for an increasing sector.	Whilst there is no evidence from the seafood sector of members of the workforce from those from Black, Asian, and Minority Ethnic (BAME) backgrounds, the Equality Evidence Review shows BME disadvantaged in employment .	Work with BME partners across other programmes in relation to comms and interventions	<ul style="list-style-type: none"> • SDS Equalities Team to offer support to Seafood Scotland to provide examples of best practice to be adopted • Seafood Scotland will develop appropriate Comms to engage with businesses and individuals to highlight opportunities. • Continue monitoring of D&I data • Offer additional support and mentoring for people who are more likely to lack networks and face greater discrimination in the labour market.

2.7 Religion or belief

Context: There is little evidence in terms of education and employment outcomes from those from different faiths, although research shows that Muslims (particularly Muslim women) tend to have poorer employment outcomes.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Online learning will ensure that learning is flexible enabling individuals to access at a time	Equality Evidence Review	None	

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
that's suits them, allowing for different cultural aspects			

2.8 Sex (or gender)

Context: The Seafood Sector is disproportionally based in male dominated industries including energy. Many women face additional barriers to accessing training opportunities as a result of inflexible working patterns childcare responsibilities and childcare responsibilities.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
<p>The sector is male dominated and may dissuade females from participating</p> <p>Many of the upskilling and reskilling opportunities offered through the Seafood Business Improvement Programme will be offered online and delivered in a flexible manner.</p>	<p>Many women face additional barriers to accessing training opportunities as a result of inflexible working patterns, childcare responsibilities and their concentration in low-paid and part-time work 31. 18 19 32 NOMIS Official Labour Market Statistics (2020) Annual Population Survey</p>	<ul style="list-style-type: none"> • Seafood Scotland Rural Upskilling/Reskilling Programme • Building capability and development of the workforce 	<ul style="list-style-type: none"> • SDS Equalities Team to offer support to Seafood Scotland to provide examples of best practice to be adopted • Appropriate Comms will be developed by Seafood Scotland and SDS to engage with businesses and individuals to highlight opportunities. • Continue monitoring of D&I data • Ensure that equality and diversity related discussions are covered during the Seafood Scotland inception meeting and cascaded to the Scottish Seafood Training Network.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required

2.9 Sexual orientation

Context: Data on Lesbian, Gay and Bisexual (LGB) groups in terms of employment outcomes is limited. The Scottish Government estimates the LGB population as 2.4%.⁵

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
If gender options not available on eligibility or application forms, the programme may not feel inclusive, deterring individuals from applying	<u>Stonewall (2020) Shut Out</u>	Equality monitoring in other programmes is in line with census data capture	<ul style="list-style-type: none"> • Ensure programme providers adhere to legal requirements and are prepared to monitor and report on delivery via evaluation. • Ensure case studies and examples are as inclusive as possible recognising all protected groups • Ensure inclusive monitoring forms (including “in another way)

3. Assessing impact on other groups

This section is the same as above only considers the impact of groups not covered in the Equality Act (2010), e.g., care experience, carers, socio-economic disadvantage). Add sections as required.

⁵ SDS Equality Evidence Review 2019 and [Scottish Government Equality Evidence Finder](#)

3.1 Care experience

Context: : Care experienced young people tend to disengage from school at an earlier opportunity and are therefore more likely to leave school with little/no qualifications. At all levels of education, care experienced young people tend to have lower levels of attainment than their peers.⁶

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
<p>Through consultation, some of the key barriers to employment and upskilling for care experienced people identified were:</p> <ul style="list-style-type: none"> • Lack of qualifications / relevant work experience • Lack of networks / awareness of opportunities • Lack of understanding from employers 	<p>Consultation with care experienced young people and Action for Children / Barnardo’s staff</p> <p>Equality Evidence Review</p>	<p>SDS is a Corporate Parent and undertakes work across other programmes specifically focused on care experienced individuals</p> <p>Guides produced in conjunction with Who Cares Scotland to support learners and providers</p>	<ul style="list-style-type: none"> • Promote positive role models from this group in our marketing and via our digital services. • Raise awareness with providers and employers of the needs of care experienced young people – (although recognition the programme is targeted at 25+) and how to support them more effectively

3.2 Rurality

Context: Rurality can cause issues for individuals wishing to participate in learning and upskilling

⁶ SDS Equality Evidence Review 2019

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Online digital courses will ensure that physical location is not a barrier to engagement			<ul style="list-style-type: none"> Monitor engagement and accessibility
There is a risk that slow connectivity could hamper access to online modules but this is outside of the scope of SDS control			<ul style="list-style-type: none"> Ensure modules are developed with connectivity considerations

Context: Ensure equality of opportunity and that no one is left behind due to economic impact of access to digital equipment

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Digital Poverty – negative impact	Scottish Government COVID response	Liaison with Connecting Scotland	<ul style="list-style-type: none"> Connecting Scotland to gain access to equipment supported by Scottish Government https://connecting.scot/ Also if appointed provider is a college SFC awarded additional funding to colleges to assist individuals with Digital poverty on a case by case basis

4. Action Plan

The SRO is responsible for all actions. Throughout the EqIA process you will have identified actions which need to be taken forward. These actions should be added to your workplan and Risk Register where appropriate. Some examples of action you may have identified throughout the EqIA process are:

- Build in equality monitoring / evaluation
- Make amendments to your policy
- Build in additional support mechanisms to your policy if required
- Consult with staff, customers or stakeholders
- Involve staff/customer groups in developing aspects of your policy

What is the action?	Which group(s) does it relate to?	What is the anticipated outcome?	What method is used to measure it?	Timescale
Ensure equality consideration are built into procurement process including Gaelic translation in comms	All groups	Inclusion is at the forefront of the commissioning process and therefore bidders will be clear on expected outcomes.	<ul style="list-style-type: none"> • Bid submission and scoring methodologies 	November 2021
SDS Equalities Team to engage with Seafood Scotland to support them in building an evidence base	All groups	Building industry intelligence and identifying and promoting best practice	<ul style="list-style-type: none"> • End of Project Report 	November 2021

What is the action?	Which group(s) does it relate to?	What is the anticipated outcome?	What method is used to measure it?	Timescale
Inclusive Comms to market the offer, using diverse imagery and non biased language and signpost to other services for under 25 year olds, including Gaelic translation	All groups	Comms will be reflective of all groups to support engagement	Ongoing review	September/October
Ensure digital accessibility, including D and I imagery and non biased language used in modules	All Groups	Comms will be reflective of all groups to support engagement	Ongoing Review	September/October
Ensure application forms and equality monitoring follow inclusive practise and EHRC guidance	All groups	All individuals will feel more represented	Review of equality monitoring form in relation to trend analysis of participants	Throughout the programme
Awareness session for Seafood Scotland regarding Equalities and Diversity during inception meeting This will also include signposting to SDS resources on equality and diversity.	All the above	Seafood Scotland and Scottish Seafood Training Network adopt an inclusive approach right from the start of the project	FIPS	September