**Integrated Equality Impact Assessment (IEIA)**

**Equality Impact Assessment, Island Community Impact Assessment and Children’s Rights and Wellbeing Impact Assessment**

**Prior to starting the Integrated Equality Impact Assessment (IEIA) we highly recommend that you complete (or review) the Integrated Equality Impact Assessment learning on the Academy. This provides a general overview of the IEIA process, as well as important information regarding our responsibilities regarding the completion and publication of IEIAs.**

**Other sources of guidance, general evidence, support and learning are available on the** [**Equality Evidence Hub**](https://connect.sds.co.uk/Interact/Pages/Section/Default.aspx?Section=6634) **on Connect, which includes the Equality Evidence Review created by Evaluation and Research. This also includes a Frequently Asked Questions, which addresses initial questions about the IEIA. If something is underlined, but not a link, you can hover over the wording for a definition or additional information.**

**Please note, that while the IEIA form is long, it does include three previously separate impact assessments and significantly more guidance. You may not need to complete every impact assessment within the IEIA. If you have any questions, please email** [**ieia@sds.co.uk**](mailto:ieia@sds.co.uk)**.**

More detailed external guidance for each of the individual impact assessments can be found below:

[Equality and Human Rights Commission Guidance for Equality Impact Assessments in Scotland](https://www.equalityhumanrights.com/sites/default/files/assessing-impact-public-sectory-equality-duty-scotland.pdf)

[Scottish Government Guidance for Children's Rights and Wellbeing Impact Assessments](https://www.gov.scot/publications/childrens-rights-wellbeing-impact-assessment-guidance/)

[Scottish Government Guidance for Island Community Impact Assessments](https://www.gov.scot/publications/island-communities-impact-assessments-guidance-toolkit-2/)

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| **1.0 Project Overview** |

**This document uses the term ‘project’ to describe the full range of our policies, provisions, projects, functions, practices and activities including the delivery of services – essentially everything we do that affects people.**

**Title of Impact Assessment (this is generally the name of the project or policy.)**

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| Foundation Apprenticeships in Science Technology, Engineering, Mathematics (STEM) frameworks - Gender Analysis |

**Name of Senior Responsible Officer (this is the person with final responsibility for a project- such as Director or Head of Service)**

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| Diane Greenlees - Director of National Training Programmes (NTP) |

**Does this project relate to any other published EQIAs** (Equality Impact Assessment**) or ICIAs**(Island Community Impact Assessments)**?**

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| This IEIA relates to the Work-based Learning impact assessment (EQIA) published in July 2020  <https://www.skillsdevelopmentscotland.co.uk/media/46822/work-based-learning-equality-impact-assessment.docx> |

**Please provide an overview of your project including the names of any external partners and whether it is a new project. Consider the key objectives of the project**.

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| Evidence suggests that the most successful education and skills systems provide work-based learning within a broader career pathway. These systems engage young people with the world of work earlier and better prepare them to make effective transitions from education to employment. SDS aims to achieve this in Scotland by developing and delivering new apprenticeship models that expand the scale and reach of work-based learning options.    Foundation Apprenticeships (FA) are work-based learning qualifications for secondary school learners who are making their senior phase subject choices. FAs are set at Scottish Credit and Qualifications Framework (SCQF) Level 6, the same level as a Higher Grade. They enable young people to learn and undertake practical application of key skills and knowledge for their chosen sector. A significant part of that learning is done during meaningful work placement with an employer.    Foundation Apprenticeships offer:   * Learners the opportunity to develop accredited skills and capability within a work-based context. * Employers the opportunity to make a structured contribution to the learning of school age pupils by providing real life work-based situations and projects. * Meta Skills development within individuals that can contribute to work readiness and create high performing employees.   In addition to the L6 qualification, a pilot FA at SCQF Levels 4 and 5 was introduced to create high quality work-based learning experiences, available for school pupils from S3. The pilot programme extends the Foundation Apprenticeship offer but requires a different model of delivery:   * Learners are supported by expertise from employers, practitioners and other experts as required. * Focus is on project-based learning that can be related to the school curriculum. * Greater emphasis on the development of meta skills for learners using work-based projects and situations.   FA frameworks that are classified as STEM included are:   * Automotive Level 4 * Construction Level 4 & 5 * Civil Engineering Level 6 * Creative and Digital Media Level 6 * Food & Drink Technologies Level 6 * Engineering Level 6 * IT Hardware and System Support Level 6 * IT Software Development Level 6 * Scientific Technologies Level 6   Analysis of participant data will be undertaken to improve understanding of female participation in STEM frameworks. This will also help to inform any actions to support awareness amongst females and growth in their participation in future.  Extract from [Foundation Apprenticeship Report](https://www.skillsdevelopmentscotland.co.uk/media/50223/foundation-apprenticeship-report-2022-published-version.pdf) (published March 2023):  Science, Technology, Engineering, and Maths (STEM) related study continues to be a Scottish Government policy focus, with particular emphasis on the gender diversity across STEM subjects. Based on the Scottish Government definition, most FA frameworks are STEM, except for Accountancy, Business Skills, Financial Services, Hospitality, and the two Social Services frameworks.  The proportion of FAs enrolling on a STEM framework at SCQF L6 peaked at 47% in 2018. Since then, it has slowly decreased reaching 39.8% in 2021/22. In 2021/22 at SCQF L4/5 pilot, there was a 4.1 pp increase from 2020/21. In 2021/22, enrolments on STEM frameworks accounted for over half (55.0%) of all FA enrolments, an increase of 5.1 pp compared to 2020/21 (49.9%). Whilst most STEM enrolments at SCQF L6 were male, the proportion of female enrolments has continued to gradually increase from 8.1% in 2016/17 to 26.9% in 2021/22  The Education Scotland evaluation review of the FA, states that, “…, full programme attainment rates vary significantly between local authorities and providers, and across subject frameworks. Too many young people do not attain the full programme and receive only component or partial elements of the award” (p13, [Report here](https://education.gov.scot/media/yqjpulac/evaluation-of-foundation-apprenticeships-march-22a.pdf)).  The Scottish Government led Foundation Apprenticeship Enhancement Group developed an action plan to address some of the challenges identified in the Education Scotland review. These actions sat across stakeholders including SDS, SFC, SQA and Education Scotland (ES) amongst others. |

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| **2.0 Gathering Evidence and Assessing Impact** |

**It is important to remember our responsibilities regarding the Public Sector Equality Duty when completing this section. The starting point for assessing impact is the three needs of the Public Sector Equality Duty: ensuring that the project does not discriminate unlawfully; considering how the project might better advance equality of opportunity; and considering whether the project will affect good relations between different groups.**

**In Gathering Evidence and Assessing Impact you need to go through each of the characteristics in turn and address the following points.**

* **Provide Context – outlining how your project relates to this protected characteristic, such as population statistics. The** [**Equality Evidence Hub**](https://connect.sds.co.uk/Interact/Pages/Section/Default.aspx?Section=6634) **is a good place to start looking for relevant evidence. The Equality Evidence Hub is a space on Connect to access relevant guidance for the IEIA and a range of equality evidence, both internal and external.**
* **Additional Questions- Some sections have additional questions, please ensure that you answer these appropriately. They are in reference to our reporting responsibilities for Children’s Rights and Wellbeing and Island Communities.**
* **Impact– Outline the potential disadvantage or barriers, as well as positive impacts, faced by this equality group in relation to this project. Cite evidence sources used, including consultation. Where a gap in evidence is observed, please note within this section.**
* **Action– Outline what we have already done to address disadvantage or promote equality, as well as what we’ll do to proactively promote equality and address any potential barriers raised in Evidence, including evidence gaps.**

**Please note that consultation is a requirement of Island Communities Impact Assessment and considered good practice in relation to Equality and Children’s Rights and Wellbeing Impact Assessments.**

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| **2.1 Age** |

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| **Context:**  Foundation Apprenticeships are for senior phase school pupils and are therefore targeted at a younger age group. The purpose of Foundation Apprenticeships is to provide young people with experience of the world of work to support their transition into further/higher education, training, or employment post-school. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Foundation Apprenticeships are aimed at senior phase school pupils.  One of the greatest barriers faced by younger people entering the labour market is a lack of relevant work experience and the FA offers the opportunity to gain that. | **We have:**   * Worked in partnership with local Stakeholders to develop Foundation Apprenticeship delivery which maximises access for all young people. * Developed a range of toolkits supporting delivery and marketing for providers and stakeholders to promote FAs and this included specific resources for STEM frameworks. * Delivered campaigns targeted at parents/carers to raise awareness of key influencers. * Worked with employers to promote the benefits of working more closely with schools and offering meaningful work placements and employment opportunities to young people. * Delivered information sessions for young people and parents/carers on work-based learning opportunities, particularly focusing on equality groups (e.g., disability or ethnic minority groups). * Created a Scottish Apprenticeships Continuous Professional Development (CPD) e-learning module for all Careers Advisers highlighting the benefits of Foundation Apprenticeships, and the potential progression pathways, to help them advise pupils making subject choices for senior phase.  A version of the module has also been made available to teachers and Developing Young Workforce (DYW) co-ordinators. |
|  | **We will:**   * Continue to promote the FA to pupils, teachers, parents, and carers as above. * Continue to offer webinars to inform parents, carers, and teachers of the support available for pupils undertaking a FA. * Collaborate with wider stakeholders such as Education Scotland to promote STEM pathways. * Continue to provide STEM CPD and resources through Careers Information Advice and Guidance (CIAG) Education Team. |

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| **2.2 Children's Rights and Wellbeing** |

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| **Context:**  Learners undertaking a FA must be a school pupil. As a result of being in school, the Local Authority has ultimate responsibility for learners, both in school and on placement. Whilst SDS recognises this obligation placed on the authority, we feel we can contribute to the UNCRC through the following articles:   * Development   As part of the initial phase of development, SDS sought to engage with current FAs and those who had recently completed their FA to gauge their understanding of the occupation/role associated with their apprenticeship and to ensure that the realities of that job/occupation (e.g., functions, location, knowledge requirements, etc.) were understood. This helped to form the basis of evidence upon which all apprenticeships are built.  For new development, young people are engaged as part of the design and development process, ideally including focus groups with young people at similar ages and stages to the target participant groups for the programme, working through relevant Local Authorities, schools, and colleges.  Young learners also contribute to evaluation exercises to ensure their views inform existing programme improvements as well as new developments.   * Governance/Approval     The Apprenticeship Approval Group (AAG) is made up of a range of representatives from industry (employers, trade unions, sector skills bodies) and skills system bodies (SQA, SCQF, ES, Quality Assurance Agency for higher education (QAA), etc.).  In addition to this a representative from each of the SAAB (Scottish Apprenticeship Advisory Board) groups is a member of AAG; this includes the Apprenticeship Engagement Group (AEG).  The AEG is made up of current apprentices, recent past apprentices, and previous Scottish Apprenticeship Awards winners. The members act as ambassadors for apprenticeships who communicate the benefits and promote the expansion of Foundation, Modern and Graduate apprenticeships to individuals, employers, parents, and other stakeholders. |

**Additional Questions**:

**Does this project impact on children and young people up to the age of 18?**

**Yes  No ☐ Don’t Know**

**If you have answered no to the question above, you do not need to complete the Children’s Rights and Wellbeing section of this form but please provide some justification for your decision below.**

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| n/a - see statement |

**Which articles of the United Nations Convention on the Rights of the Child (UNCRC) (an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of righdoes this project impact on? See** [**further guidance**](https://skillsdevelopmentscotland.sharepoint.com/:w:/r/sites/IShare/Connectcontent/_layouts/15/Doc.aspx?sourcedoc=%7B173332DE-79D0-45C0-BDE7-29A9622F1787%7D&file=UNCRC%20guidance%20FINAL.docx&wdOrigin=TEAMS-ELECTRON.p2p.bim&action=default&mobileredirect=true&cid=57127dcb-c2e3-41fc-9e83-901d72aea588) **for this question**

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| **Article 1:** Everyone under the age of 18 has all the rights in the Convention. We understand and respect your other rights as a child.  **Article 2:** The Convention 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. We treat everyone equally.  **Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children.  **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 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.  **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 |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| **N/A** |  |

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| **2.3 Care Experience** |

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| **Context:**  [The SDS [Equality evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)  shows that care experienced young people are more likely to leave school at the age of 16 or younger and consistently obtain fewer qualifications.    Those with care experience are more likely to be unemployed after leaving school and be in low paid, low-skilled, and part-time jobs. Main reasons include having poor support networks, mental ill-health, unstable living arrangements and other institutional barriers. [p.8]    In Scotland, 30% of care experienced school leavers were unemployed after 9 months, in comparison to 5% of their non-care experienced peers. [p.10]    Care experienced children have poorer educational outcomes, in comparison to their peers. Data highlights that looked after children’s outcomes have improved over the last ten years, but there is still a significant gap compared to all pupils.  Care experienced school leavers are less likely to go into positive destinations than school leavers in general – 86% compared with 95% of all pupils. The lower proportion of care experienced children going into positive destinations may be due to them leaving school at a younger age. In 2020/21, 37% of school leavers who were looked after within the year, departed school in (or before) S4, in comparison with 11% of all school leavers.    Care experienced children obtain lower qualification levels on average than all school leavers, partly explained by the lower school leaving age. At higher level in 2020/21, only 15% of looked after school leavers obtained at least one qualification at level 6 or better, in comparison with 66% of all school leavers. The exclusion rate for looked after pupils, was more than six times that of all pupils in 2020/21. They also have lower attendance rates than their peers. For secondary school, the attendance rate for looked after young people was 83.4%, whereas the rate for all pupils was 89.3%. [p.8] |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Based on the last three years of available data (2019-2021), **those identifying as care experienced** participated in STEM-related Foundation Apprenticeships as follows:  **STEM FA at SCQF Level 4/5:** Growth in participation from **2019** 1.8% to **2020** 3.8% with a drop in **2021** 2.6% These figures are slightly lower than overall participation rates across all FA frameworks by those with care experience.  **STEM FA at SCQF Level 6:** Drop in participation from **2019** 1.7% to **2020** 1.2% with an increase in **2021** 2.2% This is slightly lower than the overall participation rates across all FA frameworks by those with care experience but has shown a closer alignment over the three-year period.  **Data sources:** SDS internal management information (unpublished) and [Foundation Apprenticeship Report](https://www.skillsdevelopmentscotland.co.uk/media/50223/foundation-apprenticeship-report-2022-published-version.pdf) (published March 2023) | We have:   * Promoted positive role models from this group in our marketing and via our digital services. * Raised awareness with providers and employers of the needs of care experienced young people and how to support them more effectively. * Provided opportunities for providers and employers to share good practice in supporting care experienced young people, such as offering mentoring support and providing flexibility to allow the individual to deal with other issues that they may have in their personal life. * Provided opportunities for providers and employers to network with equality organisations who support this customer group. * Considered options to support pupils participating in Foundation Apprenticeships who may move from one Local Authority to another during their learning or placement. |
| Based on the last three years of available data (2019-2021), **those identifying as care experienced** achieved their qualification in a STEM-related Foundation Apprenticeship as follows:  **STEM FA at SCQF Level 4/5:**  % pupils achieving full FA award, (relative to those with no care experience): **2019** 42.9% (51.5%), **2020** 38.9% (43.7%), **2021** 45.5% (53.6%)  **STEM FA at SCQF Level 6:**  (This is based on 2018-2020 as pupils still in training in 2021 in latest published data).  % pupils achieving full FA award, (relative to those with no care experience): **2018** 55.6% (47.7%), **2019** 24.0% (40.7%), **2020** 35.7% (44.0%). Achievement rates are impacted by those leaving their FA early. | **We will:**   * Review disaggregated achievement rate data annually, by protected group and by framework and/or LA. Any variances from national benchmarks to be discussed with providers and actions agreed to redress any issues. * Work with appropriate stakeholders to support them in collaborating with providers to address challenges Successful practise will continue to be shared through work with providers by SDS teams as well as delivery toolkits, communities of practice sectoral groups. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |

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| **2.4 Disability** |

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| **Context:**  Disabled people are less likely to be in work and more likely to be in insecure, low paid employment and less likely to be promoted. They also have lower levels of educational attainment. Labour market outcomes vary according to the type of disability recorded. Employment rates decline with the number of health conditions reported. Less than a third of disabled people with five or more heath conditions are in employment, whereas nearly two-thirds of people in the UK with one health condition are in employment.    One in 5 of the UK working population reported having a disability. Disabled people face multiple disadvantages in the labour market, including, lower levels of employment, lower wages, fewer hours, precarious contracts, and negative attitudes in the workplace. Attitudes towards disabled workers continue to place limitations on their position in the workplace, with attitudes towards those with mental health conditions at work (especially where these are more severe or less common), tending to be more negative than those towards people with physical disabilities.    The employment rate for those classed as disabled under the Equality Act 2010 was 50% compared to 81% for non-disabled people, giving an employment rate gap of 31%. **The disability employment gap is higher for men 37% compared to women 26%**.  In terms of age, the disability employment gap is lowest for disabled people aged 16-24 and highest for those aged 36 to 49. (Source [Equality evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) )    [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 states that according to the 2021 Pupil Census, 33% of pupils across special schools and mainstream schools have a recorded additional support need (ASN) (27.7% of all primary pupils and 38.2% of all secondary school pupils). **Of those with ASN, 57% are male and 42% female**. Almost half of pupils with recorded ASN live in areas of Scotland classified as deprived (the four highest ranked areas using the Scottish Index of Multiple Deprivation). |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Based on the last three years of available data (2019-2021), **those identifying as disabled** participated in STEM-related Foundation Apprenticeships as follows:  **STEM FA at SCQF Level 4/5: 2019** 16.6%, **2020** 21.6% with a slight drop in **2021** 18.7% These figures are slightly lower than overall participation rates across all FA frameworks by those with a disability. Larger percentages were in Construction centred frameworks.  **STEM FA at SCQF Level 6: 2019** 13.7%, **2020** 17.1% with an increase in **2021** 18.8%. This is in line with overall participation rates across all FA frameworks by those with a disability over the three-year period.  **Data sources:** SDS internal management information (unpublished) and [Foundation Apprenticeship Report](https://www.skillsdevelopmentscotland.co.uk/media/50223/foundation-apprenticeship-report-2022-published-version.pdf) (published March 2023) | **We have:**   * Promoted positive role models from this group in our marketing and via our digital services. * Raised awareness with providers and employers of the needs of disabled young people and how to support them more effectively. * Provided opportunities for providers and employers to share good practice in supporting disabled young people, such as offering mentoring support and providing flexibility to allow the individual to deal with other issues that they may have in their personal life. * Provided opportunities for providers and employers to network with equality organisations who support this customer group. * Delivered training to providers to raise awareness of the needs of different customer groups and sharing successful practice in supporting disabled apprentices. * Continued to review information on Apprenticeships for accessibility (marketing materials and digital services), including for BSL users, and ensure all marketing collateral promotes a diverse range of positive role models. |
| Based on the last three years of available data (2019-2021), **those identifying as disabled** achieved their qualification in a STEM-related Foundation Apprenticeship as follows:  **STEM FA at SCQF Level 4/5:**  % pupils achieving their FA (relative to not disabled):  **2019** 67.7% (94.3%), **2020** 47.3% (75.1%), **2021** 54.4% (76.2%) this indicates some growth in achievement from 2020 to 2021.  **STEM FA at SCQF Level 6:**  (This is based on 2018-2020 as pupils still in training in 2021 in latest published data).  % pupils achieving full FA award, (relative to not disabled):  **2018** 45.3% (48.1%), **2019** 44.7% (39.6%), **2020** 46.8%  (43.2%)  The ES review of FA noted that whilst there were many examples of partners working collaboratively to ensure the needs of individual young people are met, they observed this was not always the case stating, “However, this is not consistent and there are examples of providers not receiving appropriate information to coordinate the additional support required for new learners prior to the start of FA programmes.” ([Report here](https://education.gov.scot/media/yqjpulac/evaluation-of-foundation-apprenticeships-march-22a.pdf) p5) | **We will:**   * Review disaggregated achievement rate data annually, by protected group and by framework and/or LA. Any variances from national benchmarks to be discussed with providers and actions agreed to redress any issues. * Work with appropriate stakeholders to address any issues identified and to share best practice through community of practice discussions. * Offer further CPD for Providers delivered by specialist organisations on mental health and neurodiverse conditions in 2023. * Work with appropriate stakeholders to support them in collaborating with providers to address challenges. * Share successful practise through work with providers as well as delivery toolkits, communities of practice sectoral groups. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme.   The Scottish Government led Foundation Apprenticeship Enhancement Group supports the work of key stakeholders including SDS, SFC, ADES and Education Scotland amongst others to address such challenges.  This has included strengthening guidance for providers and schools as well as promotion of successful practise via a delivery toolkit. |

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| **2.5 Gender Reassignment** |

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| **Context:**  Research carried out by LGBT health and wellbeing, suggests that trans people may experience unique barriers when applying for and staying in work in Scotland, including lack of awareness or transphobia in interviews, difficulty obtaining references that match gender identity and name, application forms not including non-binary options, and feeling unable to apply for jobs because of fear of discrimination.    [Source Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| **No data available** | **We will:**   * Work with stakeholders to review current agreements on equality monitoring data collection and analysis. |

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| **2.6 Marriage/Civil Partnership** |

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| **Context:**  Not applicable |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| **No data available** |  |

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| **2.7 Pregnancy and Maternity** |

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| **Context:**  Pregnancies in women aged under 20 in Scotland are at their lowest level since reporting began in 1994.  A strong correlation exists between deprivation and teenage pregnancy. Rates of pregnancy have reduced across all levels of deprivation in recent years, with rates in the most deprived areas falling more over time. However, young women living in areas of highest deprivation have pregnancy rates five times higher than those in the least deprived.  Evidence suggests teenage pregnancy can have a severe impact on the education of mothers attending school, by interrupting schooling and possibly hindering the return to school, with teenage mothers being less likely to finish their education. Low educational attainment and school engagement are both risk factors and a consequence of teenage pregnancy. Many young mothers continue to be excluded from schools for a range of reasons, including discriminatory attitudes, lack of access to childcare and appropriate facilities in schools. More evidence is needed on the wide-ranging impact of teenage pregnancy on school education. [Source Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| **No data available** |  |

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| |  | | --- | | **2.8 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. (Equality Evidence review 2023)     The Scottish Government’s [Anti-racist Employment Strategy- A Fairer Scotland for All](https://www.gov.scot/publications/fairer-scotland-anti-racist-employment-strategy/) (Dec 2022) highlights:  “Biases in recruitment processes are apparent where a study by the Department of Work and Pensions has shown that 74% more applications needed to be sent from racialised minority applicants in order to generate the same success rate as applicants with a white-sounding name” (p6)    “The disadvantages and barriers that affect racialised minorities are so entrenched that we need to take an anti-racist approach. This means proactively challenging the systems and processes that create racial inequality in the workforce. Labour market data shows that:    • The employment rate for the minority ethnic group aged 16 to 64 was estimated at 62.1 per cent in 2021, lower than the rate for the white group (73.9 per cent), resulting in an employment rate gap of 11.7 percentage points.    • Racial inequality affects some racially minoritised groups more than others. Disaggregated data from the 2011 Census showed higher rates of unemployment among African, Gypsy/Traveller, Arab and Caribbean or Black ethnic groups. 4 Levels of pay are lower too, with minority ethnic workers earning less on average than white workers, as reflected in the ‘ethnicity pay gap’.    The ethnicity pay gap represents the difference between the average hourly earnings of white workers and minority ethnic workers as a proportion of white workers’ average hourly pay. Estimates from the Office for National Statistics show that Scotland’s ethnicity pay gap was 10.3% in 2019 and 10.2% in 2018.” (p5)    [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 states that according to the Pupil Census 2021, 82.6% of pupils in Scotland were recorded as being White-Scottish or White-other British. The next largest proportions of ethnic backgrounds were White-Other (3.3%), White-Polish (2.4%), Asian Pakistani (2.1%) and mixed (1.6%). Figures from the participation measure demonstrate the dominance of education as a post 16+ choice for those from Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic groups. Pupils from ethnic minority backgrounds tend to have higher levels of attainment (p 31-32)    *Note on terminology-*  *SDS recognises that using umbrella terms such as Black and Minority Ethnic (BME or BAME) can cause issues. The terms BAME or BME don’t always include White ethnic minority groups. SDS further recognises that there are distinct and unique identities and different barriers facing different ethnic minority communities. These differences and challenges can be obscured when research aggregates all ethnic minority groups together under the terms BAME or BME. In this context, and more broadly, we remain committed to understanding and addressing discrimination and acknowledge that people may find the terms do not accurately describe their identity and we support everyone's right to define themselves. A range of definitions of ethnicity are used in administrative data, surveys and research reports. In this document the terms ethnic minority, BAME, and BME are used – depending on the definition used in the source data or research.*  In 2021, the proportion of FAs at SCQF L6 self-identifying as minority ethnic was 7.5%, an increase of 0.9 pp relative to 2020 (6.6%). Since the pilot FAs at SCQF L4/5 were introduced in 2019, the proportion of FAs self-identifying as minority ethnic has increased each year, from 2.1% in 2019/20 to 2.7% in 2021, an increase of 0.6%. In Scotland, 4% (<https://www.scotlandscensus.gov.uk/census-results/at-a-glance/ethnicity/>) of the total population are minority ethnic. Comparing those studying at SCQF L6 and SCQF L4/5, the wider range of frameworks available at SCQF L6 may be more appealing to this group. Business Skills, for example, continues to be the most prominent framework for this group (19.0%). |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Based on the last three years of available data (2019-2021), **those identifying as minority ethnic** participated in STEM-related Foundation Apprenticeships as follows:  **STEM FA at SCQF Level 4/5:**  Steady growth from **2019** 2.3% to **2020** 2.6% and continuing into **2021** 2.6%. These figures are in line with overall participation rates across all FA frameworks by those identifying as minority ethnic.  **STEM FA at SCQF Level 6:**  Steady growth from **2019** 6.6% to **2020** 7.7% and continuing into **2021** 8.1%. These figures exceed overall participation rates across all FA frameworks by those identifying as minority ethnic, showing a greater likelihood for this group to take up a STEM subject.  **Data sources:** SDS internal management information (unpublished) and [Foundation Apprenticeship Report](https://www.skillsdevelopmentscotland.co.uk/media/50223/foundation-apprenticeship-report-2022-published-version.pdf) (published March 2023) | **We have:**   * Explored the perceptions of apprenticeship by BME people to inform future approaches to attracting individuals from these groups. * Provided advice and guidance to employers and providers to take proactive steps to attract individuals from BME groups. * Continued to actively seek positive case studies of BME individuals on apprenticeships and promote via schools and through our marketing and digital services. * Provided information about work-based learning opportunities in a variety of languages, particularly for parents/carers who do not have English as their first language. * Provided information and support to providers to work with individuals from different cultural backgrounds, including refugees. |
| Based on the last three years of available data (2019-2021), **those identifying as minority ethnic** achieved their qualification in a STEM-related Foundation Apprenticeship as follows:  **STEM FA at SCQF Level 4/5:**  % pupils achieving their FA (relative to white):  **2019** 66.7% (94.3%), **2020** 47.3% (75.1%), **2021** 54.4% (76.2%).  **STEM FA at SCQF Level 6:**  (This is based on 2018-2020 as pupils still in training in 2021 in latest published data).  % pupils achieving their full FA (relative to white):  **2018** 39.6% (47.6%), **2019** 39.8% (40.6%), **2020** 45.6% (43.6%) | We will:   * Further explore the perceptions of apprenticeship by BME people to inform future approaches to attracting individuals from these groups. * Provide advice and guidance to employers and providers to take proactive steps to attract individuals from BME groups. * Continue to actively seek positive case studies of BME individuals on apprenticeships and promote via schools and through our marketing and digital services. * Provide information about work-based learning opportunities in a variety of languages, particularly for parents/carers who do not have English as their first language. * Provide information and support to providers to work with individuals from different cultural backgrounds, including refugees. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |

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| **2.9 Religion or Belief** |

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| **Context:**  [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 states young Muslims encounter many barriers in the education system such as stereotyping and having low expectations of them, lack of role models, and inadequate support for them in school. Limited evidence exists in relation to religion or belief at school. Information is available on denomination but no detailed information on the religion or belief of school pupils exists. (p37) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| **Data unavailable** |  |

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| **2.10 Sex** |

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| **Context:**  The impact of young women continuing to make stereotypical subject and career choices affects their wages and employment opportunities.    [The SDS Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) shows that occupational segregation of men and women in certain kinds of jobs and in different levels of employment remains a key labour market issue. Women tend to be disproportionately affected by occupational segregation, impacting on their potential pay and career progression. Women are also more likely than men to be on zero-hours contracts across the UK, adding to issues of precarity in employment.    Women are affected by low pay and the continuing gender pay gap, meaning they will earn significantly less than men over their entire careers:   * The current gender pay gap in Scotland across all employment is 10.1%. The gender pay gap for full-time employees in Scotland increased from 3% in 2021 to 3.7% in 2022, although this remains below the gap of 7.2% pre-pandemic and less than the gender pay gap across the whole of the UK of 14.9% * The median gross weekly earnings for women working full-time are £604.50 compared to £678.40 for men. * The gender pay gap is highest for older women aged 50-64 * Despite making up 51% of all employees in Scotland, women account for 61% of workers earning below the real living wage. Women’s low pay reflects the interplay of a number complex factors including overrepresentation in low paid and low skilled sectors (the five C: catering, cleaning, cashiering, clerical and caring); underrepresentation in senior management and leadership roles overrepresentation in part time work; underrepresentation in higher paid STEM sectors; being more likely to take on caring responsibilities impacting on the type of work women can undertake; and being less likely to work overtime. Regardless of whether women and men study at FE or HE, a clear pay gap exists after course completion (three years post-study). (P 19-20)     The barriers to young women opting for STEM subjects are well known and well documented. Foundation Apprenticeships are a relatively new qualification and now part of school subject choices in the curriculum. The recently published [Structural Barriers to STEM Engagement Final Report for Education Scotland](https://education.gov.scot/media/co2dniov/ekosgen-structural-barriers-to-stem-engagement-year-3-report-nov-2022_.pdf) states that, “There is a mixed level of commitment to the promotion of a STEM agenda in schools in Scotland”.  They identify challenges posed by school processes such as timetabling and the heavy emphasis on assessment in the senior phase, and the difficulty recruiting STEM subject teachers. In relation to improving equity they observe, “Many barriers in terms of equity and equality of access to STEM education still exist. Geographical inequality continues to reinforce inequity in STEM take-up, which is compounded by lack of equity to STEM teaching support, particularly in rural areas. Well-documented cultural and perceptual barriers also persist. Evidence suggests that tackling inequity and inequality is piecemeal, and change is slow.” (p.ii)    The first year of the Foundation Apprenticeship (2016) saw a gender balance in uptake of 49.7% young women and 50.3% young men. By 2020 young women had increased to 58%. This was due to the high numbers of women in two frameworks: Social services and Healthcare Level 6 (92%) and the Social Services Children and Young people Level 6 (95%). These two frameworks in 2020 accounted for 44% of starts in the FA ( [FA Report](https://www.skillsdevelopmentscotland.co.uk/media/47943/fa-progress-report-july-2021.pdf)). There is an under representation of women in the FA STEM frameworks. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Foundation Apprenticeships have a positive impact as they provide an opportunity to “test” both STEM option and apprenticeships as part of the school curriculum and research shows that where young women can try out atypical options, they are more likely to choose them.  Furthermore, if women do not enter STEM careers they will be locked out of “the jobs of the future” and the better pay and career pathways they offer. ([Equate, Women into STEM intersectional analysis)](https://equatescotland.org.uk/wp-content/uploads/2020/05/Women-in-STEM-report-2.pdf) | **We have:**   * Worked in partnership with the Improving Gender Balance and Equality (IGBE) team and Education Scotland to promote gender diversity in STEM subjects in schools through CPD for teachers. * Explored a more systematic approach to challenge stereotypical career choices is required through primary and into senior phase. SDS to engage in dialogue with Education Scotland to influence development of CPD and teaching materials. |
| Based on the last three years of available data (2019-2021), **female representation** in STEM-related Foundation Apprenticeships was as follows:  **STEM FA at SCQF Level 4/5:**  **2019** 7.1%, **2020** 4.4%, **2021** 4.9%.  These figures are lower than overall participation rates across all level 4/5 FA frameworks for females for 2019-2021 (11.4%, 17.6%, 16.1%). This is largely due to the limited choice in framework at this level (where automotive and construction are the only STEM options).  **STEM FA at SCQF Level 6:**  **2019** 22.2%, **2020** 24.4% **2021** 25.7%  These figures are lower than overall participation rates across all level 6 FA frameworks for females for 2019-2021 (43.0%, 42.1%, 38.7%).  **Data sources:** SDS internal management information (unpublished) and [Foundation Apprenticeship Report](https://www.skillsdevelopmentscotland.co.uk/media/50223/foundation-apprenticeship-report-2022-published-version.pdf) (published March 2023) | **We will:**   * Continue to promote individuals working in non-stereotypical roles through SDS marketing and digital services. * Ensure marketing messages particularly focus on the benefits of work-based learning to ensure it is viewed on equal terms with other career pathways and traditional academic routes. * Work with learning providers and employers in the key sectors where the gender imbalance is the most pronounced to identify challenges and take proactive steps to attract and retain talent. * Work with partners and employers to generate interest in non-stereotypical roles at a younger age by working with schools, careers advisers and parents/carers to broaden their understanding of work-based learning and the opportunities in different sectors. * Work with the Improving Gender Diversity Officers in schools to raise awareness of work-based learning opportunities. * Provide opportunities for providers and employers to share best practice around recruiting and support individuals from under-represented genders. * Support learning providers and employers to undertake good practice such as engaging with schools, taking positive action in recruitment, and providing mentoring support to help retain talent. * Explore options for specific project activity aimed at addressing the gender imbalance in apprenticeships within certain sectors. * Continue to provide STEM CPD and resources through CIAG Education Team. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |
| Based on the last three years of available data (2019-2021), **female achievement rates** in STEM-related Foundation Apprenticeships were as follows:  **STEM FA at SCQF Level 4/5**  % female pupils achieving their FA (relative to males):    **2019** 46.2% (73.2%), **2020** 56.1% (47.9%), **2021** 61.3% (54.9%). This indicates a healthy growth year on year, most notably for the Automotive Level 4 framework.  **STEM FA at SCQF Level 6:**  (This is based on 2018-2020 as pupils still in training in 2021 in latest published data):  % female pupils achieving their full FA (relative to males): **2018** 56.1% (44.8%), **2019** 43.9% (39.3%), **2020** 47.2% (41.4%). This shows consistently higher achievement rates in females for STEM frameworks than their male counterparts. | We will:   * Continue to promote individuals working in non-stereotypical roles through SDS marketing and digital services. * Marketing messages should particularly focus on the benefits of work-based learning to ensure it is viewed on equal terms with other career pathways and traditional academic routes. * Work with learning providers and employers in the key sectors where the gender imbalance is the most pronounced to identify challenges and take proactive steps to attract and retain talent. * Work with partners and employers to generate interest in non-stereotypical roles at a younger age by working with schools, careers advisers and parents/carers to broaden their understanding of work-based learning and the opportunities in different sectors. * Work with the Improving Gender Diversity Officers in schools to raise awareness of work-based learning opportunities. * Provide opportunities for providers and employers to share best practice around recruiting and support individuals from under-represented genders. * Support learning providers and employers to undertake good practice such as engaging with schools, taking positive action in recruitment, and providing mentoring support to help retain talent. * Explore options for specific project activity aimed at addressing the gender imbalance in apprenticeships within certain sectors. * Continue to provide STEM CPD and resources through CIAG Education Team. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. * SDS will look to set up a Race Commission, led by and comprising of employers, to consider apprenticeships through the lens of Race, and from multiple different perspectives. |

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| **2.11 Sexual Orientation** |

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| **Context:**  [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 shows that at school available evidence highlights the impact of bullying and the negative outcomes this has on future education and career plans. Research by LGBT Youth Scotland, 216 reported that 50% of bisexual and 70% of gay and lesbian participants experienced homophobic bullying at school. This survey also found that 70% of participants felt that homophobia/biphobia and transphobia had a negative impact on their educational experiences and 36% reported a negative impact on their educational attainment. Only 10% of respondents rated the experience of school as ‘good’ for LGBT pupils.    UK research found that many LGBT+ young people encountered challenges in school which led to them being unable to engage in education. These included: homophobic and biphobic bullying, feelings of isolation and fears surrounding the exploration of their LGBT+ identity and coming out. Nearly all the LGBT+ young people interviewed for this research experienced difficulties when coming out. Many also mentioned that there was a lack of LGBT+ inclusion and inadequate LGBT+ support. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| **Data unavailable** | **We will:**  Work with stakeholders to review current agreements on equality monitoring data collection and analysis. |

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| **2.12 Poverty** |

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| **Context:**  Whilst there is no single definition of poverty, use of the Scottish Index of Multiple Deprivation (SIMD) data as a proxy enables SDS to analyse the impact of poverty. It is important to note that the SIMD focuses on deprived areas and that it does not directly relate to individuals. Not all individuals who live in a deprived area will be deprived and vice versa.    We know from [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 that pupils from the most deprived areas consistently have lower levels of attainment, than those in the least deprived areas. As pupils progress through the school system, the attainment gap widens and becomes more severe at SCQF Level 5 and above. In 2020/21, the gap was 18.2 percentage points between pupils from the most and least deprived areas, achieving at least one or more passes at SCQF Level 5. At the end of secondary school, this gap equates to roughly four ‘A’ grades at Higher level. This means that positive leaver destination options are more restricted for those from deprived areas. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Information disaggregated by SIMD, then by STEM framework, gives data levels too small to give any insight in this area. | **We will:**  Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |

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| **2.13 Island Communities** |

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| **Context:**  Foundation Apprentice opportunities are offered across Scotland’s islands and pupils have the same opportunity to undertake them as on the mainland. In recognition of the additional challenges and costs associated with delivery on the Islands and rural communities SDS pays a rural uplift to providers for learners from qualifying postcodes.  This supports the additional costs for delivery in rural areas.  SFC also provide a rural uplift to providers.  SDS provides travel expenses to providers to support L6 FA learners who cannot use their bus pass to support travel.  A rural uplift will be added to this going forward for learners unable to use their Scottish government bus pass to support travel.  The development of on-line delivery during covid has been very helpful in increasing access and has continued post-covid. |

**Additional Questions:**

**Does this project include, deliver or impact on Island Communities (**a community which consists of two or more individuals, all of whom permanently inhabit an island and is based on common interest, identity or geography)**?**

**Yes  No**

**Is this a project, which is likely to have an impact an island community which is significantly different from its effect on other communities (including other island communities) in the area?**

**Yes  No  Don’t know**

**If you have answered no to the two questions above, you do not need to complete any further questions in the Island Communities section of this form but please provide some justification for your decision below.**

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| A full Island Impact Assessment is not required as there is no significant difference in achievement rates on the Islands compared to the mainland. |

**What island community concerns are you already aware of?**

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| Achievement rates do not markedly differ between islands and providers. |

**Does the existing data for Island Communities differ between islands?**

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| Achievement rates do not markedly differ between islands and providers.  There has been no analysis of protected groups undertaken in relation to the Island communities due to the small numbers in the cohorts; it is not possible to draw any conclusions. |

**Are there any existing design features or mitigations in place? If yes, please describe.**

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| The use of online delivery is essential to the degree of success in The Western Isles. It offers equity of opportunity across the four island High Schools. |

**If you are consulting, is your consultation robust, meaningful, and demonstrating that SDS has regard for island communities when carrying out its functions?**

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| Consulted SDS staff who live, work and/or deliver SDS services on Islands to better understand if there are any specific issues that adversely affect retention and achievement on the Islands compared to the mainland. For the FA no issues were identified. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Availability of the FA has a positive impact. Evidence suggests that the most successful education and skills systems provide work-based learning within a broader career pathway. These systems engage young people with the world of work earlier and better prepare them to make effective transitions from education to employment. | **We have:**   * Worked with stakeholders across the islands to support FA delivery. This is supported through local flexibility and rural uplift in funding to meet local needs.   **We will:**   * Continue to monitor performance on the Islands and to work with partners to promote FA opportunities to pupils, teachers, parents, and carers. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |

**Please complete the following questions after the impact assessment above.**

**Does the evidence show any different circumstances, expectations, needs, experiences or outcomes (such as levels of satisfaction or participation)?**

**Yes  No**

**Are these different effects likely?**

**Yes  No**

**Are these effects significantly different?**

**Yes  No**

**Could the effect amount to disadvantage for an island community compared to the mainland or between other groups?**

**Yes  No**

**If the answer is no to all of the above, please provide justification for not completing the full ICIA below.**

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| A full Island Impact Assessment is not required as there is no significant difference in achievement rates on the Islands compared to the mainland. |

**If the answer is yes to any of the above, complete the Full Island Community Impact Assessment below before submitting the form for publication.**

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| **Full Island Community Impact Assessment** |

**Assess the extent to which you consider that the project can be developed or delivered in such a manner as to improve or mitigate any resulting outcomes for island communities.**

**Consider alternative delivery mechanisms and whether further consultation is required.**

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**Describe how these delivery mechanisms will improve/mitigate outcomes for island communities?**

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**Identify resources required to improve/mitigate outcomes for island communities.**

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**Should delivery mechanisms/mitigations vary in different communities?**

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**Do you need to consult with island communities in respect of mechanisms or mitigations?**

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**Have island circumstances been factored into the evaluation process?**

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**Have any island-specific indicators/targets been identified that require monitoring?**

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**How will outcomes be measured on the islands?**

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**How has the project affected island communities?**

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**How will lessons learned in this ICIA inform future project making and service delivery?**

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| **2.14 Rural Communities** |

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| **Context:**  Foundation Apprenticeships opportunities are offered across Scotland with uptake in all LA areas. Whilst the Education Scotland evaluation review of the FA, found that, “full programme attainment rates vary significantly between local authorities and providers, and across subject frameworks. Too many young people do not attain the full programme and receive only component or partial elements of the award” (p13, [Report here](https://education.gov.scot/media/yqjpulac/evaluation-of-foundation-apprenticeships-march-22a.pdf)). It does not suggest that rurality is the cause. Rural communities are considered within the Islands Communities Assessment. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| The impact is positive.  Through the FA, young people can gain work insight and study in a different way. | **We have:**   * Introduced a rural financial uplift to providers for learners from qualifying postcodes.  This supports the additional costs for delivery in rural areas. * Provided travel expenses to providers to support L6 FA learners who cannot use their bus pass to support travel.   **We will:**   * A further rural uplift will be added to this going forward for learners unable to use their Scottish government bus pass to support travel. * Review disaggregated achievement rates data annually, by framework and/or LA to ascertain if rurality is a significant factor in the variation of rates. Any variances from national benchmarks to be discussed with providers and actions agreed to redress any issues. |

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| **2.15 Other** |

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| **Context:**  N/A |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
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| **2.16 Consultation Recording** |

**Consultation is an excellent source of evidence and can offer insight that cannot be gathered in any other way. It is important to be well prepared when consulting with partners, ensuring you do not take too much of their time and that you efficiently gather the information you need. However, it is also easy to over consult with our partners, so sharing key learning is important to mitigate that risk. It is also important to inform your consultees about changes that have been made (or not made) based on their input. Please use this space to share key learning from your consultations and how you have fed back to the consultees.**

**Further information on our National Approach to Equality Stakeholders can be found** [**here**](https://skillsdevelopmentscotland.sharepoint.com/sites/IShare/Connectcontent/Resource%20Library/Forms/NotArchived.aspx?id=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FStakeholder%20Engagement%2FNational%20Approach%20to%20Equality%20Stakeholder%20Engagement%2Epdf&parent=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FStakeholder%20Engagement&p=true&wdLOR=c01445F43%2DF2E8%2D4B61%2DA36E%2D26AF5BD290DF&ct=1673439461424&or=Outlook%2DBody&cid=A4E46CE1%2D78DB%2D405E%2D9196%2D556D1E52BAE2&ga=1)**.**

**Focal Point Groups can also be useful for consultations, further information can be found** [**here**](https://connect.sds.co.uk/Interact/Pages/Content/Document.aspx?id=9279&utm_source=interact&utm_medium=side_menu_category)**.**

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| **Stakeholder(s) consulted** | **Key feedback from stakeholder(s)** | **What changes were made based on the feedback?** (if none, explain why) | **How was this fed back to stakeholders?** (including date provided) |
| **SDS Islands Consultation group** | This is covered in the Island Consultation area within this document | This forms part of the action plan below | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed. |
| **8 Specialist equality organisations**  Representing disability and Care experienced including the Focal Point Group members. | Key to the success for disabled people is that communication between the Apprentice, School, and the employer to put in place support as early as possible. | See action plan below | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed. |
| Grace Barrett**PhD topic:** Economic and social outcomes of foundation apprenticeships, University of Glasgow | SDS is funding this PHD student to gather further insight into FA’s which currently does not exist across Scotland, to enable better understanding of the journey into and through FAs. | PHD has just started this year so no insight yet | We will look to incorporate any future insight into considerations moving forward. |
| *Real Time Apprenticeship Insight* | This is a live survey that is being sent to FA participants to better understand qualitative information in relation to their experience of the FA | This has just started this year so no insight yet | We will look to incorporate any future insight into considerations moving forward. |

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| **3.0 Action Plan** |

**A key part of every impact assessment is the action plan. This is where you state the actions that you will take in response to the impact assessment you have completed. The actions should be specific, measurable, achievable, relevant and timebound (SMART).**

**Once the IEIA has been signed off by the SRO, actions within the Action Plan should be added to the relevant team’s Continuous Improvement Action Plan.**

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| **What is the action you will take in response to the impact assessment?** | **Which characteristics/groups does it apply to?** | **What is the intended impact?** | **When will this be completed?** |
| Continue to promote the FA to pupils, teachers, parents and carers through various methods such as Webinars. | All | Clarity of communications, ensuring SDS supports the participation and achievement impact of these qualifications. | Ongoing |
| SDS Continuous approach will continue through Contract Management. | All | As above | Ongoing |
| Collaborate with wider stakeholders such as Education Scotland to promote STEM pathways. | All | As above | Ongoing |
| Successful practice shared through sectoral based calls (per framework) and national Communities of Practice. | All | As above | May 25 |
| Delivery toolkits, embedding successful practice and CPD. | All | As above | Ongoing |
| Provide information about work-based learning opportunities in a variety of languages, particularly for parents/carers who do not have English as their first language. | All | As above | Ongoing |
| Continue to actively seek positive case studies of individuals on apprenticeships and promote via schools and through our marketing and digital services | All | As above | October 24 |
| SDS will look to set up a Race Commission, led by and comprising of employers, to consider apprenticeships through the lens of Race, and from multiple different perspectives. | Race | As above | November 24 |

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| **4.0 Approval and Publication** |

* **Will you be making this IEIA available in different formats/languages?**

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| **SRO (Print)** | **SRO Signature** | **Date** | **Review Date** |
| **DIANE GREENLEES** | Diane Signature (2).jpg | **26/04/2024** |  |

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| **5.0 Review (To be completed at the review date, not at the same time it is submitted)** |

**This section should be completed as part of the review on the date listed above under the sign off.**

**Were the actions taken completed? If not, why not?**

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**Did the actions achieve what they intended? If not, why not?**

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**What actions would you continue/stop or reconsider for future projects?**

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**Has any evidence been identified that may be useful for similar future projects?**

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**If this is a review for an ongoing project, are there any additional actions to add to the project going forward?**

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