

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)	Organisational Development and Young Talent
Senior Responsible Officer (SRO): name and job title	Stephen Findlay – OD & Transformation Manager
Does your project link to any other published EqIAs? If so please provide the name of the EqIA (e.g. WBL)	

Approved by:	Director of:	Date approved:	Review date:
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Signed: 	Director of Human Resources	November 2020	
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1. Purpose of project, policy or product

At SDS we are ambitious about equality, diversity and inclusion. we're keen that SDS reflects the people of Scotland and is an environment where people can be themselves. The Organisational Development and Transformation team are committed to supporting all colleagues to learn, develop and reach their potential using their skills and capabilities to help SDS achieve its ambitions and strategic goals. Everyone in SDS regardless of whether they are full time or part time get access to 21 hours of CPD per annum. Equality and Diversity is considered within the learning design process from the outset.

Within the strategic goals of SDS, the Young Talent Programme provides opportunity for young people to enter the world of work, developing their core & transferrable skills and broadening their career ambitions. Through the programme, young people are offered a supportive working environment including the dedicated support of a mentor and peer group. Their contribution is valued, and their voice is heard within the organisation e.g. Youth Board.

The key objective of this Equality Impact Assessment is to ensure that the service offer while being aligned to the Corporate ambition of a culture of Everyday Leadership meets the needs of all minority groups, identifies best practice in equality throughout the Organisational Development and Young Talent Programme. The programme has already gained recognition in the form of Gold Investors in People and Investors in Young People accreditation.

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: Learning and Development Opportunities are accessible to all employees

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Ensure that older workers/managers understand the needs of younger workers entering the workforce	Equality Evidence Review	There is a dedicated area on the SDS Academy for Intergenerational working - 28 Unique Views since August 2020 There was workshop for managers on 'Harnessing Tomorrows Talent'- 80 Managers/Mentors attended	Promotion with Managers of Young People
With an ageing workforce, the needs of older workers are met.	Evidence Review Age Scotland SDS mainstreaming report – workforce diversity data	Pre-Retirement Workshops are offered through the SDS Academy and facilitated by Age Scotland or Later Life. 10 sessions over 2 years with 110 participants	Secure more budget to offer more sessions as number of likely retirements increase. Look at the possibility of dementia awareness training for people managers?

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Through our Young Talent Programme, address the disadvantage faced by 16-24 year old accessing the labour market and achieve a more age diverse workforce.	SDS Youth Strategy Scottish Government Youth Strategy SDS Workforce Diversity Data 2020	Young Talent opportunities are targeted at 16-24 (up to 29 for disabled and care experience) to create a more age diverse workforce. 330 Young People have participated in the Young Talent Programme. Positive destinations for young people leaving the programme have been 93% in 2018-19 and 94% in 2019-20	Continue to create opportunities for young people with a focus on attracting a diverse workforce

2.2 Disability

Context: Learning and Development opportunities are open to all regardless if there are any known/unknown disabilities (visible or invisible)

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Disabled people are less likely to be successful in recruitment and are underrepresented in the SDS workforce. The Young Talent Programme is part of our strategy for addressing this	SDS Youth Strategy Equality Evidence Review Workforce Diversity Data 2020	We actively seek to recruit disabled & care experienced young people to the Young Talent Programme. Vacancies are open to disabled & care experienced applicants up to 29 years old (normally 24). Some vacancies have been ringfenced for disabled young people on top of our Disability Confident guaranteed interview scheme for disabled people who meet the minimum job criteria. Work with organisations	Raising awareness of why this is the case and the benefits of doing so. Continue to work with partner organisations to encourage applications from disabled young people and ringfence

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
		who support disabled, care experienced & BAME young people to encourage applications for Young Talent vacancies	future vacancies for disabled people
E-learning must be accessible to everyone with ASN or who are disabled	Academy Learning Standards	<p>All elearning is AAA Compliant and this is part of testing.</p> <p>All eLearning is compatible with screen readers.</p> <p>All videos or audio in learning either has subtitles or a transcript</p> <p>CIAG colleagues who have identified as dyslexic can have unlimited attempts to pass their Core Learning Assessments (Normally 3 attempts). There are currently 4 live Core CIAG modules. Any requests for unlimited attempts due to ASN is implemented.</p> <p>There are currently 377 live learning opportunities via the SDS Academy. These have been reviewed and tested aligned to the Academy Learning Standards.</p>	
All eLearning and learning materials have an appropriate depiction of diverse groups.	Academy Learning Standards	There are currently 377 live learning opportunities via the SDS Academy. These have been reviewed and tested aligned to the Academy Learning Standards.	
All face-to-face learning offers are accessible to everyone	SDS Academy	<p>Delegates of learning are asked if they have any additional support Needs prior to attending.</p> <p>Reasonable Adjustments are made to learning based on additional support needs identified e.g. yellow handouts for individuals with dyslexia.</p>	

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
		There are currently 377 live learning opportunities via the SDS Academy. These have been reviewed and tested aligned to the Academy Learning Standards.	
Disability and additional support needs are considered during the OD Learning Design process.	Learning Design Template	There are currently 377 live learning opportunities via the SDS Academy. These have been reviewed and tested aligned to the Academy Learning Standards.	
Those on Long Term Sick are automatically removed from CPD requirement each year.			

2.3 Gender reassignment (sometimes under heading of Transgender)

Context: Learning and Development opportunities are open to all regardless of gender identification.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Ensure there is appropriate learning to upskill staff in relation to trans colleagues and customers There are no perceived barriers or negative impact of The OD learning offer for trans colleagues.	_n/a	There is a recorded webinar on Transgender Awareness. 39 completions There is a webinar on LGBT inclusion in the workplace, 23 completions.	Raise awareness of the availability of this learning.

2.4 Marriage and civil partnership

Context: Learning and Development opportunities are open to all regardless of marital status.

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

2.5 Pregnancy and maternity

Context: Learning and Development opportunities are open to all regardless of whether someone is pregnant or maternity.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Learning materials are available in relation to Pregnancy & Maternity		There is an eLearning and associated risk assessment on the SDS Academy for Pregnancy and Maternity. 26 Completions	This has not been reviewed/updated in 3 years. This should be reviewed with Health and Safety/ HR Assistants and updates made as necessary.
Those on Maternity are automatically removed from the CPD Requirement and therefore automatically qualify.			
Colleagues on Maternity are still able to access Learning and Development whilst on Maternity.			

2.6 Race

Context: Learning and Development opportunities are open to all regardless of race.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
All eLearning and learning materials have an appropriate depiction of diverse groups.	Academy Learning Standards	Included in Academy learning standards	
There is a lack of BAME representation in the Young Talent Programme	BAME Allies Network Consultation	Anonymous Application Forms Values Based Recruitment Work with BAME equality partners in recruitment Work Experience programme for underrepresented groups including BAME	BAME Allies group are involved in the future promotion of vacancies including recruitment events aimed at BAME with colleagues from the BAME community. Sharing vacancies with BAME groups and charities for promotion. BAME colleagues invited to take part in the recruitment and selection process. More representation of BAME colleagues in marketing materials.
Due to a lack of confidence in giving and receiving feedback, there is not enough constructive feedback to help with development after unsuccessful interviews	BAME Allies Network Consultation		A mechanism for giving and receiving feedback aligned to the culture of Everyday Leadership implemented. Increased visibility of the Everyday Leadership toolkit, in particular the section for giving and receiving feedback.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
There is a lack of awareness of issues and challenges facing the BAME community	BAME Allies Network Consultation		<p>BAME and allies' network to offer 'Cultural Awareness' sessions and hosted on the SDS Academy.</p> <p>Make use of the SDS Academy 'banner' to promote relevant visibility days and associated learning such as Black History Month.</p> <p>Reverse Mentoring for Leaders with colleagues in the BAME community.</p> <p>Leadership mentoring offer for BAME colleagues aspiring to progress their career in to leadership</p>

2.7 Religion or belief

Context: Learning and Development opportunities are open to all regardless of religion or belief.

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

2.8 Sex (or gender)

Context: Learning and Development opportunities are open to all regardless of sex or gender.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Women more likely to be part time, and required 21 hours CPD would have negative impact in relation to women	Workforce Diversity Stats	Pro Rata implemented in relation to required 21 hours CPD to ensure no negative impact in relation to meeting pay increment requirement.	
Opportunity to address gender balance on careers information advice and guidance	Workforce Diversity Stats	Previous focus on increasing males in MA in career development	Future campaigns will also have a focus on increasing male representation in CIAG

2.9 Sexual orientation

Context: Learning and Development opportunities are open to all regardless of sexual orientation.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Ensure LGBT learning materials are available on the academy	https://sdsacademy.sds.co.uk/course/view.php?id=279	There is a webinar on LGBT inclusion in the workplace, 26 completions	
Senior Leader involvement in LBGTI+ activity is not visible.	LGBTI+ Allies Network Consultation		<p>Make use of the SDS Academy 'banner' to promote relevant visibility days and associated learning such as Bi Visibility Day.</p> <p>Reverse Mentoring for Leaders with colleagues in the LGBTI+ community.</p>

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.

3.1 Care experience

Context: Learning and Development opportunities are open to all regardless of whether someone has experience of care or not.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Learning is available on the academy which related to supporting care experienced young people	https://sdsacademy.sds.co.uk/course/view.php?id=223 https://sdsacademy.sds.co.uk/course/view.php?id=224#section-1	There are videos and associated activities on corporate parenting on the SDS Academy. All colleagues have completed part 1	
Care experienced people are underrepresented in the workforce. Care experienced young people are likely to complete further and higher education at a later stage in life	Governments Agenda for Youth Employment Equality Evidence Review	Care Experienced young people are actively encouraged to apply for Young Talent Positions vacancies. Care Experienced young people up to the age of 29 years can apply for vacancies (usually 24). Vacancies have been ringfenced for care experienced young people.	Raising awareness of why this is the case and the benefits of doing so.

3.2 Add additional factors as needed

Context:

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

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
Promotion of Intergenerational Working Area on the SDS Academy	Age	Increased team engagement	Your Views	12 months
More budget secured to run Pre-Retirement Workshops aligned to forecasted number of retirements.	Age	Increased employee engagement	Exit Interviews	12 months

What is the action?	Which group(s) does it relate to?	What is the anticipated outcome?	What method is used to measure it?	Timescale
Promotion of the benefits and the 'why' of the Young Talent Programme	Age	Increased Understanding of Young Talent Programme		6 months
Review of 'Pregnancy Interactive' Module and associated risk assessment	Pregnancy/Maternity	Quality Assurance that the learning and associated risk assessment is in line with best practice	Learning Experience Feedback	6 months
Raising the representation of BAME in the Young Talent Programme through: <ul style="list-style-type: none"> - BAME involvement in recruitment drives aimed at young people from a BAME background - Sharing vacancies with BAME groups and charities - Involvement of BAME colleagues in recruitment and selection - More representation of diverse groups in marketing materials 	Race	Increased representation of BAME community within the Young Talent Programme	Equality and Diversity Stats	24 months
Use of the 'Academy Banner' to promote visibility days and associated learning e.g. Black History Month and Bi Visibility Day	Race/ Transgender/ Sexual Orientation	Increased understanding of minority issues.	Academy course completion. Learning Experience Feedback.	12 months
Senior Leader Reverse Mentoring with minority groups such as BAME and LGBTI+	Race/ Transgender/ Sexual Orientation/ Gender	Increased understanding and leadership of minority issues and to encourage greater career progression from BAME colleagues.	Your Views questions about managers and leaders	12 months