

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 Procurement Framework 1
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: 	Regional Skills Planning and Sector Development	26/01/2023	

1. Purpose of project, policy or product

The policy will operate as the procurement framework for the Skills Planning and Sector Development (SPSD) Directorate. The framework will be divided into two which will allow suppliers to apply for projects and programmes that will facilitate regional and sectoral skills planning activities. This EqIA covers Framework 1 consisting of 4 lots. Each lot is aligned to a key product and service of the SPSPD Directorate including, gathering, and collecting insight and providing specialist economic analysis.

The aim of the procurement framework is to ensure there is a pre-approved agreement between providers and SDS, that will last for the next 3-4 years. The procurement framework will prevent lengthy tendering exercises and will facilitate the purchasing of services for the SPSPD team (for example, via competitions and direct awards). Suppliers will apply to be awarded places on the procurement framework and this EqIA will ensure that successful suppliers will deliver goods and services with equality and diversity in mind when appointed to do so.

The procurement framework will have more Lots than previous years to ensure that a range of suppliers can apply, improving the diversity and representation of suppliers on the framework. This EQIA articulates the equality and diversity considerations that suppliers on the framework should be aware of, and resultingly should improve the requirement of contracts relating to these considerations ensuring they are more directly managed. The EQIA will provide the SPSPD directorate and SDS with improved confidence in the equality considerations of its suppliers.

Many of the equality and diversity considerations relevant to the work delivered through the SPSPD Procurement Framework will be applicable to all equality groups. For this reason, the Action Plan outlines the steps that SPSPD project managers and suppliers should ensure are taken when delivering work associated with the framework relevant to all groups. Considerations associated with specific equalities groups are outlined under each heading.

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. However, the unemployment rates for 16–24-year-olds tends to be higher than the unemployment rate of the workforce aged 16-64. Research and analysis delivered under the SPSD Procurement Framework should take eligibility criteria and disparities in age into account.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Economic analysis carried out under the SPSD Directorate Procurement Framework could identify employment trends of the younger and older workforce and evidence to some of the challenges they face, alongside areas for action.	Age UK Resolution Foundation	Age disparities analysed in economic labour market intelligence (i.e., unemployment rates) have been outlined.	<ul style="list-style-type: none"> • Project specifications should outline that age should be taken into consideration when designing research proposals and plans, and where appropriate seek to incorporate the views of both younger and older individuals.

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. A report from the Equality and Human Rights Commission found that in 2015-16, 22% of the Scottish population identified as having a disability. Individuals with a disability may require additional support needs such as British Sign Language (BSL). Scotland's 2011 census indicates that 12,500 individuals use BSL at home, and the Scottish Government have made a commitment to making public services and training accessible to BSL users.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
If research or analysis delivered by providers on the SPSD Procurement Framework are not made fully accessible, then disabled people may not be able to participate.	Equality Evidence Review	N/A	<ul style="list-style-type: none"> Suppliers may be asked to provide examples of adjustments that they have made previously to ensure that projects are accessible to all. Suppliers will be asked to ensure their services are accessible and reasonable adjustments are made to allow disabled people to participate in research where required.

2.3 Gender reassignment (sometimes under heading of Transgender)

Context: This section looks at activity to address potential disadvantage faced by trans 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.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
If projects or research delivered on the SPSD Procurement Framework do not allow individuals the opportunity to identify as Transgender on application forms or in sessions, then individuals may not feel included.	Stonewall	N/A	<ul style="list-style-type: none"> Suppliers should ensure any application/monitoring forms or surveys follow good practice and allow people to self-identify.

2.4 Marriage and civil partnership

Context: As far as we are aware, there is no data on marriage and civil partnership is available on the current Scottish workforce. Therefore, it is not possible to fully assess whether individuals falling under this protected characteristic face any barriers or discrimination when participating in research or analysis that will be delivered under the SPSD Procurement Framework.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
N/A	N/A	N/A	<ul style="list-style-type: none"> N/A

2.5 Pregnancy and maternity

Context: Research by the Equality and Human Rights Commission research identified that of those surveyed, 1 in 5 mothers said that they had experienced harassment or negative comments related to pregnancy or flexible working from their employer and/or colleagues. In addition, 11% of mothers reported that they were treated unfairly resulting in a dismissal or resignation. A third of private sector employers felt it was appropriate to ask women about their plans to have children in the future during recruitment.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Research and analysis delivered by suppliers on the SPSD Procurement Framework has the potential to explore some of the challenges and barriers faced by those who are pregnant or are on maternity leave.	Equality and Human Rights Commission	N/A	<ul style="list-style-type: none"> Suppliers should consider exploring the challenges faced by those on maternity and pregnancy leave in the workplace (across sectors and regions) where required in the specification.

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, individuals from minority ethnic backgrounds are not receiving the labour market advantages which should be expected from their positive educational outcomes.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Research conducted by suppliers on the SPSD Procurement Framework could provide insight into the employment trends/uptake of programmes by individuals from minority ethnic communities.	Equality Evidence Review	N/A	<ul style="list-style-type: none"> Research and analysis projects should consider at inception how to engage with individuals from minority ethnic communities and report on insights showing the status of minority ethnic communities within 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
Research conducted through the Procurement Framework could explore existing barriers to employment and positive destinations where possible and appropriate.	Equality Evidence Review	N/A	<ul style="list-style-type: none"> Where appropriate and if possible, suppliers should consider the impact of religion and belief on the research area in focus.

2.8 Sex (or gender)

Context: There is a wealth of data pertaining to gender inequalities in the Scottish labour market. Women have historically been in lower paid and lower skilled employment, that offers lower job security than their male counter parts. Some sectors in Scotland have experienced cultural gender segregation, for example more females are employed in health and social care than males. Efforts have been made to address gender inequalities across Scotland's labour market and the activities delivered through the SPSD Procurement Framework could support these efforts.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Research delivered through the SPSP Procurement Framework could provide important insight to help shape upskilling and reskilling opportunities, targeting specific gender inequalities, and improving employability outcomes.	Scottish Government	Research delivered previously through the SPSP Framework has explored gendered disparities pertaining to the subject area in focus.	<ul style="list-style-type: none"> For research in sectors where there is an under-representation of any gender, targeted and focused engagement will be made to include the under-represented gender in the research.
Economic analysis or research commissioned under the SPSP Procurement Framework could identify opportunities to address gaps and challenges associated with gender equality in the labour market.	Scottish Government	N/A	<ul style="list-style-type: none"> Where relevant labour market indicators are available (for example, unemployment, economically inactive), suppliers should report on both the overall indicator and the breakdown by gender.

2.9 Sexual orientation

Context: Data on Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) groups in terms of employment outcomes is limited. However, studies have found that once out of employment, education and training LGBTQ individuals face significant barriers to re-entry.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
If the views of LGBTQ individuals are overlooked in research delivered through the SPSP Procurement Framework, then research and analysis recommendations/outcomes	Stonewall	N/A	<ul style="list-style-type: none"> Suppliers on the SPSP Procurement Framework conducting economic analysis or research should endeavour to include the views of LGBTQ in research where possible and appropriate.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
may not be to the benefit of all individuals in the labour market.			

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: 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.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Care experienced individuals may have financial challenges relating to engagement with in-person research and projects delivered by suppliers on the SPSPD Procurement Framework.	Equality Evidence Review	SDS is a Corporate Parent and undertakes work across other programmes specifically focused on care experienced individuals. Guides produced in conjunction with Who Cares Scotland to support learners and providers.	<ul style="list-style-type: none"> Evidence suggests that some care experienced individuals disengage from the education system earlier than their peers, as a result suppliers may need to consider alternative methods of engagement to gather their views.

3.2 Poverty

Context: Employability Scotland reports that around 1 in 5 people in Scotland live in relative poverty. Poverty as an equality indicator intersects with other equalities groups which also influences employability outcomes and an individuals ability to access resources and support.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
<p>If research and economic analysis conducted by suppliers on the SPSD procurement framework fails to acknowledge the economic disparities of individuals in the labour market, the recommendations and outcomes may not be relevant to supporting those living in poverty access opportunities.</p>	<p>Employability in Scotland</p>	<p>N/A</p>	<ul style="list-style-type: none"> Suppliers conducting research and economic analysis should seek to look at indicators of poverty (such as SIMD and the no. of people of on universal credit) to understand the relationship of poverty to the thematic area of interest and factor findings on poverty into recommendations when necessary.
<p>Those living in poverty may not be engaged with the labour market or skills system, and so may not have access to, or an awareness of, upskilling and reskilling opportunities or research consultations that could improve their employability outcomes.</p>	<p>Employability in Scotland</p>	<p>N/A</p>	<ul style="list-style-type: none"> Suppliers should seek to work with third sector organisations when necessary to ensure that they can engage with individuals who may be disengaged or furthest from the labour market.

3.3 Carers

Context: The actual number of unpaid carers living in Scotland is not known but the Scottish Government reports that estimates suggest there were around 700,000 to 800,000 prior to the COVID-19 pandemic. Recent polling indicates this number could have grown to over 1 million, as many workers have taken on caring responsibilities since the beginning of the COVID-19 pandemic. Unpaid carers, particularly young carers, may not have the time to engage with labour market or education system.

Evidence of positive or negative impact	Source of evidence	Activity to date	Further activity required
Unpaid carers may not have the time to participate in research delivered by suppliers on the SPSPD procurement framework, excluding them from beneficial research that may work to improve their employability outcomes.	Employability in Scotland	N/A	<ul style="list-style-type: none"> • Research should build flexibility into project plans to ensure that carers can participate. This could include offering additional availability and flexible opportunities for carers to take part in consultations at convenient times.

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
Suppliers may be asked to develop and deliver programmes of research with flexibility in mind.	All groups	Individuals with caring responsibilities, limited availability due to cultural beliefs or individuals with disabilities will be able to participate in research regardless of barriers associated with protected characteristic.	Evident consideration given to flexibility in research design and development in programme briefs and mini comps/direct awards. Suppliers may also be evaluated on examples of reasonable adjustments as part of tender bid.	Ongoing
Suppliers may be asked to analyse data and generate insight on those with protected characteristics through research and analysis where possible/appropriate to do so – improving recommendations provided by the research and addressing barriers where trends are identified.	All groups	Improved understanding of challenges and opportunities those with protected characteristics face whilst operating in the labour market, increased awareness, and actions needed to respond to challenges.	Evident use of equalities data in reports and economic analysis delivered by suppliers on the SPSD Procurement Framework	Ongoing
Suppliers may be asked to build questions into consultations that create a diverse understanding of the subject matter, and to proactively target individuals with protected characteristics for consultation where possible and if appropriate to do so.	All groups	Research and economic analysis outputs will be representative of all individuals (and their equalities characteristics) in the labour market.	Increased engagement in research by those from all equalities group. Suppliers develop questions for research consultations that explore the challenges.	Ongoing

What is the action?	Which group(s) does it relate to?	What is the anticipated outcome?	What method is used to measure it?	Timescale
A guide for SPSD project managers should be developed to support them in the writing of tender briefs ensuring that the equality and diversity considerations are evident throughout.	All groups	Improved briefings for suppliers and awareness of key deliverables in relation to equality and diversity.	Development of guide for SPSD project managers in partnership with SDS equalities team	Ongoing
Suppliers on the SPSD Procurement Framework may be asked to evidence their understanding of challenges faced by those from equality groups in tender bids or at inception meetings with SDS. SPSD project manager should allow supplier opportunity to raise concerns regarding equality and diversity.	All groups	Suppliers can deliver research and analysis that makes all individuals feel included and engaged.	A mechanism is established for suppliers to raise concerns regarding issues of equality and diversity.	Ongoing
SPSD project managers and suppliers should ensure that research participants (for example consultees or focus group participants) have details on how to raise a complaint if they feel they have been discriminated against for example, by providing a link to the SDS or suppliers complaint policy.	All groups	Participants are aware of the formal complaints process and have a mechanism to raise concerns regarding issues of equality.	Suppliers issue links to complaint policies in participant programme guidance documents/materials.	Ongoing

What is the action?	Which group(s) does it relate to?	What is the anticipated outcome?	What method is used to measure it?	Timescale
<p>Suppliers are expected to consider equality of access when arranging any engagement with people (customers, employers, or other stakeholders).</p> <p>This applies to both physical/face-to-face and online engagement. This may mean making reasonable adjustments to allow people to learn about, access and use our services, including (but not limited to):</p> <ul style="list-style-type: none"> • Providing additional time/adjusting timings • Adapting promotional or training materials • Providing information in other languages, including Gaelic and BSL (British Sign Language) 	All groups	Participation in research/economic analysis is accessible to all individuals regardless of the reasonable adjustment required.	Necessary adjustments to be reviewed on a case-by-case basis, however an example of a measurement could be a supplier considering the cost of BSL.	Ongoing