**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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| My World of Work Live |

**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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| James Prentice |

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

# Additional guidance

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| You should list any published EQIAs, ICIAs or IEIAs that relate to the project. They may partially overlap or the new IEIA may supplement an existing overarching EQIA, ICIA or IEIA or the new IEIA may incorporate existing EQIAs, ICIAs or IEIAs. |

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**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**.

# Additional guidance

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| Prompts:   * What are the objectives of the project? (Consider explicit and implicit aims) * Who does the project affect/benefit? * What results/outcomes are intended? * Is the project new? * Does it involve external partners- if so, who? * Any other additional relevant information? * Ensure you consider this overview from the perspective of Equality, Island Communities and Children’s Rights. Are there specific points from these various groups that need to be highlighted within your overview?   *For Island Communities identify if there are explicit island needs or any potential direct or indirect impacts for island communities. Remember to think about each island individually because what might not have any impact on one, may impact adversely on another.* |

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| My World of Work Live is a programme of interactive activities designed to help young people aged 8 – 18 understand future careers through using exciting technologies. Activities are designed to be practical, immersive and inspire young people to consider sectors that are of critical importance to the Scottish economy. All activities are aligned to SDS’s Career Management Skills framework, the Curriculum for Excellence, and the Career Education Standard.  The programme is delivered by a small team of expert advisers working in the classrooms with pupils. Additionally, we offer a programme of virtual activity to schools across the country.  A full overview of the programme, including information on each session, is available on the [My World of Work website](https://www.myworldofwork.co.uk/educators/my-world-of-work-live/). |

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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.**

# Guidance for 2.0

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| The public sector equality duty is a duty on public authorities to consider or think about how their policies or decisions affect people who are protected equality characteristics under the Equality Act. If a public authority hasn't properly considered its public sector equality duty, it can be challenged in courts.  Tip- whilst going through each characteristic ensure you take some time to ask yourself the following questions:   1. Does this project eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010? If not, what can I change to ensure that it does eliminate unlawful discrimination, harassment and victimisation? 2. Does this project advance equality of opportunity between people who share a relevant protected characteristic and those who do not? If it does you need to highlight this as a positive impact within your impact assessment. 3. Finally, does this project foster good relations between people who share a protected characteristic and those who do not? Again, this should be highlighted as a positive impact.   The purpose of the IEIA is to allow you the space to identify areas for improvement; it is completely acceptable and appropriate to identify areas for improvement or places where there is unintentional discrimination. The important thing is that actions are identified and taken to mitigate.  There are multiple ways to approach this section. One is to consider how each group would be impacted at different stages of the project.   * + What issues might this group face in finding out about this project/opportunity?   + What issues might this group face in accessing the project?   + What other barriers might this group face throughout the delivery of the project?   + How will you evaluate if this group has successfully been able to access the project?   + Consider intersectionality within this too. For example, does a gay Muslim woman face additional barriers at each stage? Any mix of characteristics is appropriate to consider   Other prompts could include:   * What equality information have you accessed regarding:   + Different needs?   + Different experiences?   + Different access to services, information or opportunities?   + Different impacts/different outcomes? (for example, through project monitoring or data from similar projects, through internal/external research, statistics on local population) * Are there any gaps in equality information that you will need to fill now/later? * Are there any experts or people affected by the project you should consult now? (Include details of findings from consultation if this has already taken place) * Who do you need to get views from, internally and externally? How will you ensure you include ‘harder to reach’ groups?   All these prompts can support all the questions within this section, but particularly Impact and Action. You do not need to use all the prompts; we have provided a range so that you can find the ones that suit your project best. |

**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** |

# Guidance for 2.1

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| Age can be considered within groups of ages, defined in a way that suits your project. Those at the younger and older ends of the labour market tend to face the most labour market disadvantages. |

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| **Context:**  We offer a range of activities that can be tailored to specific age ranges within the programme’s target age range of 8-18. When booking a session with a school, advisers work with teachers to determine the right activity and level for the class that will allow them to enjoy and learn from the experience.   As this programme is for school aged young people, all advisers have a PVG certificate. |

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

# See guidance for 2.2

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| This only applies to projects impacting young people up to the age of 18. If the project could impact on young people up the age of 18, you need to complete this section. There may be overlapping evidence, impact and action between Age and Children’s Rights. You can repeat or cite that it is present in Age and pertinent to Children’s Rights as well.  Please see the [SDS UNCRC Report 2017-2022SDS UNCRC Report 2017-2022](https://www.skillsdevelopmentscotland.co.uk/media/49064/uncrc-report.pdf) for more information about how SDS is upholding the articles of the UN Convention on the Rights of the Child. |

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| **Context:**  The programme caters to young people up to age of 18. |

**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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**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 rightsdoes 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.  Article 2.  Article 3.  Article 12.  Article 13.  Article 16.  Article 17.  Article 28.  Article 29 – Aims of Education. This programme offers a different perspective to learning about careers for young people and the aim of the activities is to light a spark in a young person to consider their future in a new and inspiring way. Every young person we work with will get the same chance to try the activity and consider the meta-skills they used and gained from taking part. |

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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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| **2.3 Care Experience** |

# See guidance for 2.3

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| Within SDS, we choose to use the term ‘care experienced’, by which we mean anyone who currently meets, or has ever previously met, the criteria for ‘looked after’. This includes those looked after at home, or away from home in kinship, residential, foster or secure care.  SDS is a Corporate Parent and we have public commitments within the [SDS Corporate Parenting Plan](https://www.skillsdevelopmentscotland.co.uk/media/48699/corporate-parenting-report-2021-24.pdf) - please ensure you are familiar with these commitments and ensure your project aligns as best as possible. |

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| **Context:**  Individuals from a care experienced background are likely to need more processing time and extra support in educational sessions.  Care experienced young people may also be less likely to engage with the sessions in a school environment.  Source: <https://education.gov.scot/media/gymf322m/childrenyoungpeopledefinitionsdoc.pdf>  Care experienced pupils consistently obtain fewer qualifications than non-care experienced young people and are more likely to leave school at the age of 16. They are also more likely to be unemployed after leaving school and be in low paid, low skilled jobs.  **Source:** Equality Evidence Review 2023 Briefing Paper: Care Experienced ­ |

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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 programme is likely to have a positive impact on care experienced young people as the sessions are designed to be inclusive and inspiring. They don’t require previous knowledge or skills to take part and advisers are on hand to guide young people through the sessions in small groups to ensure they are learning and engaging with the subject matter. | We will have worked with care experienced young people throughout our sessions but this is not a metric we collect and ask teachers to feed back on. |
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| **2.4 Disability** |

# See guidance for 2.4

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| Disability covers a wide range of conditions and impairments that impact people in a range of ways. You need to consider disability broadly and, in some circumstances, specific conditions/impairments. Within SDS we follow the Social Model of Disability, which says that people are disabled by barriers in society, not by their impairment or difference. The IEIA can support you to identify places where barriers still exist within your project and help to mitigate them.  Accessibility is a key point to reflect on regarding this characteristic. Here are some types of accessibility you may want to consider in your IEIA.   * **Physical -** is the physical space in use accessible to a range of people? * **Communication** - Is the method of communication accessible? Have you considered British Sign Language and/or Easy Read (a specialist format that combines images with clear text. It is designed to help organisations communicate with people with a learning disability**)**? * **Time -** Have you considered breaks and other considerations within an event to ensure autistic people have some time and space to decompress between presentations? |

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| **Context:**  According to research by the Scottish Government, published in 2022, 34% of the Scottish school population have additional support needs.  https://www.gov.scot/publications/research-provision-pupils-complex-additional-support-needs-scotland/pages/3/ |

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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?)** |
| Pupils/classes with ASN might require some of the activities to be tailored, for example, more time given, level of activity changed or number of pupils within one session changed. | Bookings with ASN classes are welcomed within the team and we have excellent relationships with schools across the country to promote the classes to pupils with ASN.  In advance of every class booking, we speak to the class teacher to ask about learning requirements and plan the session accordingly. |
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| **2.5 Gender Reassignment** |

# See guidance for 2.5

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| Gender Reassignment is sometimes more commonly referred to as transgender. For more information about the characteristic of Sex, please see guidance in that section.  Please note that data around gender reassignment/transgender frequently includes information around sexual orientation as well. You may have data that cuts across Sexual Orientation and Gender Reassignment. However, they are distinct characteristics.  Please note that data may be limited for this characteristic due to small sample sizes. |

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| **Context:** |
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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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| **2.6 Marriage/Civil Partnership** |

# See guidance for 2.6

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| This characteristic should only be considered in reference to SDS as an employer. Most IEIAs will not need to cover this characteristic. |

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| **Context:**  This is not relevant to the programme. |

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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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| **2.7 Pregnancy and Maternity** |

# See guidance for 2.7

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| The Equality Act protects individuals from discrimination when they are pregnant until their right to maternity leave ends and they return to work or if they do not have the right to maternity, two weeks after the child is born. |

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| **Context:**  After consideration, it has been determined that this is not a factor that would affect an individual’s experience of MyWoW Live services. In the event that a young person is pregnant during a MyWoW Live session, all necessary precautions and support will be put in place and discussed with the school in advance. If this young person required any support relating to career guidance, they will be signposted to our CIAG services for relevant 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?)** |
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| **2.8 Race** |

# Guidance for 2.8

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| In the Equality Act, race can mean your colour, your nationality (including your citizenship or your ethnic/national origins, which may not be the same as your current nationality.) **(**[**https://www.equalityhumanrights.com/en/advice-and-guidance/race-discrimination**](https://www.equalityhumanrights.com/en/advice-and-guidance/race-discrimination)**)** |

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| **Context:**  In 2021, the ethnicity employment rate gap was largest for those aged 16 to 24 (19.6 pp). Source: <https://www.gov.scot/publications/scotlands-labour-market-people-places-regions-protected-characteristics-statistics-annual-population-survey-2021/pages/9/>  Additionally, ethnic minority individuals in Scotland are not experiencing the same labour market advantages as their  White counterparts. The ethnicity pay gap in Scotland is 10.3%. Ethnic minority individuals are disproportionately more likely to work in low-paying sectors and less likely to hold managerial or senior positions in business. Source: Equality Evidence Review 2023 Briefing Paper: Race |

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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?)** |
| These activities have been designed to open up a world of possibility and expand the career horizons of all young people who participate. The aim of the programme is to show different careers that exist within Scotland and demonstrate the meta skills that you need to thrive in these job roles. By showing these possible careers and linking them to the young people’s existing skills, we are giving them knowledge and confidence that they too could have a career within that industry, regardless of their race. | We have delivered My World of Work Live activities to more than 55,000 young people in 4 years. Whilst the programme has focused on reaching the widest number of people possible across all of Scotland, we haven’t evidenced the longer term impact of the programme and this is a goal for us to turn to now. |
| The focus of the programme in the next year is to work with a higher percentage of SIMD 1 and 2 schools, where there is a higher percentage of ethnic minority pupils attending these schools across Scotland. | We hope to have a more meaningful impact on pupils who live in SIMD 1 and 2 areas to inspire career possibilities for their future. |
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| **2.9 Religion or Belief** |

# See guidance for 2.9

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| Religion or belief refers to both religious and some non-religious beliefs, as well as the lack of belief.  Another important consideration in this characteristic is Islamophobia, which “is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness” (definition from All Party Parliamentary Group on British Muslims paper entitled [Islamophobia Defined](https://static1.squarespace.com/static/599c3d2febbd1a90cffdd8a9/t/5bfd1ea3352f531a6170ceee/1543315109493/Islamophobia+Defined.pdf)) |

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| **Context:**  Approx half of the Scottish population have a religion or faith that they follow. Source: [Scottish Census.](https://www.scotlandscensus.gov.uk/2022-results/scotland-s-census-2022-ethnic-group-national-identity-language-and-religion/#section2) |

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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?)** |
| Potentially impactful if we schedule activity at conflicting times with pupils’ religious celebrations, holidays or obligations. | We will start to use an interfaith calendar to cross-reference our activity to ensure we are being as respectful as possible of different religions and the times in the week/year where pupils may not be able to attend sessions. |
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| **2.10 Sex** |

# See guidance for 2.10

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| The Equality and Human Rights Commission provided the following guidance regarding the characteristic of sex.  “Under the Equality Act 2010, ‘sex’ is understood as binary, being a man or a woman. For the purposes of the Act, a person’s legal sex is their biological sex as recorded on their birth certificate. A trans person can change their legal sex by obtaining a Gender Recognition Certificate. A trans person who does not have a Gender Recognition Certificate retains the sex recorded on their birth certificate for the purposes of the Act.”  <https://www.equalityhumanrights.com/en/advice-and-guidance/what-equality-act-says-about-protected-characteristics-sex-and-gender> |

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| **Context:**  Whilst the gender pay gap in Scotland is the lowest it has ever been (source: <https://www.gov.scot/news/gender-pay-gap-lowest-on-record/>), there is still a disparity. Moreover, there is still much work to be done to ensure certain industries attract both male and female employees. In school, STEM subjects continue to be male dominated, with girls lacking confidence in these subjects (source: <https://www.teachfirst.org.uk/press-release/girls-low-confidence-science-and-maths-threat-stem-workforce>). |

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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?)** |
| My World of Work Live has a positive impact on this area as the activities are open to everyone in the class and introduced in a way that is new, exciting and does not rely on previous knowledge/skills that some young people may not have been exposed to. | Advisers are aware of using gendered words when talking about careers. We will also consider family influences and what certain communities deem to be ‘boy’ or ‘girl’ jobs and actively challenging this.  We have held events around encouraging girls to participate in STEM including Girls Do Science events, Women in Construction events and the Ada Scotland Festival.   We will be continuing to take part in these events, welcoming girls and non-binary persons to participate.  We have both male and female advisers working in the team. |
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| **2.11 Sexual Orientation** |

# See guidance for section 2.11

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| Please note that data around sexual orientation frequently includes information around trans individuals as well. You may have data that cuts across Sexual Orientation and Gender Reassignment. However, they are distinct characteristics. |

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| **Context:**  The Scottish Government promotes an inclusive LGBT education to address the stereotypes and stigma which can often lead to prejudice or bullying experienced by pupils who are LGBT, perceived or thought to be by others, or have LGBT family members (such as same-sex parents).  Source: <https://lgbteducation.scot/about/> |

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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 programme is inclusive in its delivery and sex is not a characteristic we report on or create products around. | We will continue to refresh our CPD sessions for advisers working with young people to ensure they are always aware of best practices in promoting an LGBT inclusive education.  Advisers will continue to ensure we do not use gendered language in the classroom. |
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| **2.12 Poverty** |

# See guidance for 2.12

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| Poverty can be defined in several ways:  • **Geography based** – Poverty can be measured by geography. The Scottish Index of Multiple Deprivation (SIMD) ranks Scottish postcodes between 1-10 to indicate how deprived the area is. This ranking is based on a range of factors, including average education levels of residents, crime levels, and housing quality (see [SIMD, 2020](https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/)). In this document SIMD 1 = most deprived and SIMD 5 = least deprived.  • **Income** – Income is widely used as an indicator for individual or household poverty. Households in the UK are classed as living in poverty if they are 60% below the median household income ([Scot Gov, 2017](https://www.gov.scot/publications/poverty-income-inequality-scotland-2015-16/pages/3/)).  • **Occupation** – The job that an individual has can be categorised hierarchically. The ‘NS-SEC’ measurement fits occupations into a scale of occupational prestige, which also broadly captures levels of pay too. |

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| **Context:**  24% of children were living in relative poverty after housing costs in 2020-23 in Scotland, with 17% of the population living in absolute poverty.  Source: <https://data.gov.scot/poverty/>  Digital poverty and digital exclusion will impact these young people. |

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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 programme will have a positive impact by bringing new technology into the classroom and teaching young people – regardless of background – how it is used.  There is no cost implication for the school and we bring all kit into the classroom, meaning young people nor the school need to provide anything. | The programme has been operating for five years now and has grown from a pilot to be a national programme.  From 2024/25 academic year, we are focusing our delivery targets on SIMD 1 and 2 schools and hope to offer deeper and more meaningful engagement in areas where digital poverty is prevalent. |
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| **2.13 Island Communities** |

# See guidance for section 2.13

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| The Islands (Scotland) Act 2018 was passed by the Scottish Parliament in 2018 and is only one of a handful of place-based pieces of legislation to focus specifically on islands in the world.  The measures it contains, like the Island Communities Impact Assessment, are designed to meaningfully improve outcomes for island communities. The provisions in Sections 7 to 14 of the Act came into force on 23 December 2020. For more in depth guidance from Scottish Government, please follow this link (<https://www.gov.scot/publications/island-communities-impact-assessments-guidance-toolkit-2/>)  The Additional Questions below cover steps 1-5 of the ICIA. The questions under Full Island Community Impact Assessment cover steps 6, with step 7 covered later in the IEIA form.  In December 2019, Scottish Ministers published the first-ever National Islands Plan, which was created with the input of many islanders and those with a strong interest in Scotland's islands. The Plan sets out thirteen Strategic Objectives which will also be critical over the next five years to improving the quality of life for island communities. When you are developing your project, it is important that you consider the [National Islands Plan](https://www.gov.scot/publications/national-plan-scotlands-islands/#:~:text=The%20National%20Islands%20Plan%20provides%20a%20framework%20for,replaces%20the%20proposed%20plan%20published%20in%20October%202019). |

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| **Context:**  The programme actively engages with island communities. We have an adviser based on Shetland two days per week and we aim to work with the islands as much as we can. This has resulted in trips to Islay and Jura, with another trip to Orkney scheduled for this next academic year.  Additionally, we offer online sessions for anyone who wishes to join. |

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

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| We are aware of limited access to opportunities, including technologies, interactive sessions and time with experts in varying careers. |

**Does the existing data for Island Communities differ between** [**islands**](https://connect.sds.co.uk/Interact/Pages/Content/Document.aspx?id=8895&utm_source=interact&utm_medium=side_menu_category)**?**

|  |
| --- |
| **No** |

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

|  |
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| **We have a staff member who lives and works on Shetland, 2 days per week.** |

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

# Guidance

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| Remember to consider whether it is appropriate to conduct consultation in Gaelic as well as English. You can email [islands@sds.co.uk](mailto:islands@sds.co.uk) for advice regarding consultations in Gaelic. |

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| **When we consult on a product the programme is developing, we ensure the proposition is sent to every region and look for opportunities to engage with island communities.** |

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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?)** |
| Positive – we are expanding the knowledge and experience of young people on the islands and offering hands on, practical experience of new technologies. | We have an adviser on Shetland who works with every school on the island to offer sessions throughout the year.  We aim to increase our offer to island communities year on year. We are mindful of our limited resources but are working with CIAG to ensure we can co-create opportunities together, for example at annual events such as The Mod or the Orkney Science Festival. |
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**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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| **The offer is available to all islands and is actively promoted.** |

**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** |

# See guidance for 2.14

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| There is likely to be substantial overlap between island communities and rural communities. You do not need to replicate impact and action from island communities into rural communities. It is important to consider where rural communities may differ from island communities, and this section should be used to highlight those differences, if they exist or to consider rural communities where a project does not impact on island communities but does impact rural communities. |

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| **Context:**  Similar to our commitment to island communities, we work with small rural schools on a regular basis across Scotland, offering face to face delivery. There are also the online sessions which any school can participate in. |

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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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| **2.15 Other** |

# See guidance for 2.15

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| This section is optional and can be used if you feel there are any other specific groups that you would like to assess (for example, carers, armed forces/veterans and those with experience of the justice system) |

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| **Context:** |

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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)**.**

# See guidance for 2.16

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| Scottish Government suggests that consultation should adhere to the following principles:   * Continuous – Stakeholder engagement and consultation should begin as early as possible and continue until your proposal is complete. * Broad-Based – Consideration of the scope of consultation about your proposal should be wide enough to include all those affected and ensure a full spectrum of diversity in views and opinions. * Not Burdensome – Timeframes for consultation should be realistic and should not impose additional unnecessary workloads on organisations or people who may be expected to respond to multiple consultations over a period. This could result in "consultation fatigue" and may reduce the quality of the responses you receive. * Transparent – You should outline the objectives of your consultation and the context surrounding your proposal. All relevant supporting information should be made available. * Consistent and Flexible – Use of a consistent framework for consultation allows respondents to become familiar with the process and can negate concerns for respondents in relation to fatigue from responding to numerous different frameworks. * Subject to Evaluation and Review – Consultation processes should be evaluated, reviewed and updated as a means towards continuous improvement. * Defined Goals – Consultations should be "a means rather than an end". They should be used as a means of informing decision-making rather than a substitute for decision-making. |

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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) |
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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.**

# See guidance for 3.0

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| Consider the following points when drafting actions:   * How will you monitor the action and ensure it will be completed? * If you are taking an action regarding Equality Monitoring, have you ensured it is compliant with GDPR legislation? * If you have taken actions related to procurement, how will you ensure these are reflected within procurement documents and contracts? |

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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?** |
| We will focus the programme on schools within SIMD 1 and 2 areas. | Poverty / race / Care experienced / Disability | To offer more opportunities to pupils who face more disadvantages than others in SIMD 3,4,5 areas. | We will implement in 24/25 academic year and continue to report on our delivery each quarter. |
| We will implement an interfaith calendar into our planning | Religion | To ensure no pupil misses out on opportunities due to a clash with their religion’s holiday/celebration. | From August 2024, this will be implemented. |
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| **4.0 Approval and Publication** |

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

# Guidance

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| Scottish Government specifically asks about making impact assessments available in Easy Read and Gaelic within their guidance for the Island Community Impact Assessments. It is not required, but they do suggest it is considered. You can email islands@sds.co.uk for advice regarding publication in Gaelic. |

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| **SRO (Print)** | **SRO Signature** | **Date** | **Review Date** |
| **James Prentice** | **A black signature on a white background  Description automatically generated** | **17th September 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.**

# Guidance for 5.0

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| Reviewing is important for several reasons.   * It will allow you to reflect on progress and learning before completing an updated IEIA in the future. * If you do not need to complete an updated IEIA, it stills allows for evaluation of the project and can provide learning for others in the future who are developing similar/related projects. * It will help the equality teams to identify and share good practice across the business. |

**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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