

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](#) 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.

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](#)

[Scottish Government Guidance for Children's Rights and Wellbeing Impact Assessments](#)

[Scottish Government Guidance for Island Community Impact Assessments](#)

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

Room & Desk Booking System

Name of Senior Responsible Officer

Derek Cairns

Does this project relate to any other published [EQIAs](#) or [ICIAs](#)?

Additional guidance

No

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

SDS has had a room & desking booking system in place for a number of years now. Having such system, has proven extremely necessary and greatly advantageous for our colleagues across the organisation.

The objectives of the project are:-

- Allowing employees to easily reserve meeting rooms & desks ensuring availability when required
- Optimizing current workstations and streamlining the booking process
- Ensuring a fair system for all.
- Provides a platform for managing bookings, tracking usage, running requested reports.

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

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](#) 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.

2.1 Age

Guidance for 2.1

Context: Not Applicable

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

2.2 Children's Rights and Wellbeing

See guidance for 2.2

Context: N/A

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.

Room & Desk booking system applies to SDS Staff only.

Which articles of the United Nations Convention on the Rights of the Child (UNCRC) does this project impact on? See [further guidance](#) for this question

Not Applicable

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

2.3 Care Experience

See guidance for 2.3

Context: Not Applicable

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

2.4 Disability

See guidance for 2.4

Context:
The nature of a booking system can allow staff to access an accessible space/floor/desk most suited to their needs/requirements

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 Impact as this ensures staff can book a space/desk/floor tailored to their requirements.	Online booking system, which allows staff to book in advance, ensuring a suitable space.
Positive Impact – Providing Floorplans and desk resources on the system to view ahead of booking.	This alleviates any concerns as to whether their desk/physical space is suitable or not, before heading to office.

Users with anxieties etc may be reluctant to be situated with in the main floor	Room booking an option, to allow for privacy and a quiet space

2.5 Gender Reassignment

See guidance for 2.5

Context: Not Applicable

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

2.6 Marriage/Civil Partnership

See guidance for 2.6

Context: Not Applicable

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

2.7 Pregnancy and Maternity

See guidance for 2.7

Context:
Not applicable

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

2.8 Race

Guidance for 2.8

Context: Not Applicable

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

2.9 Religion or Belief

See guidance for 2.9

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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?)

2.10 Sex

See guidance for 2.10

Context: Not Applicable

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

2.11 Sexual Orientation

See guidance for section 2.11

Context: Not Applicable

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

2.12 Poverty

See guidance for 2.12

Context: Not Applicable

Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)

N/A

Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)

N/A

2.13 Island Communities

See guidance for section 2.13

Not Applicable

Additional Questions:

Does this project include, deliver or impact on [Island Communities](#) ?

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.

What island community concerns are you already aware of?

N/A

Does the existing data for Island Communities differ between [islands](#)?

N/A

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

N/A

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

Guidance

N/A

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

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.

N/A

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

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.

N/A

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

N/A

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

N/A

Should delivery mechanisms/mitigations vary in different communities?

N/A

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

N/A

Have island circumstances been factored into the evaluation process?

N/A

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

N/A

How will outcomes be measured on the islands?

N/A

How has the project affected island communities?

N/A

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

N/A

2.14 Rural Communities

See guidance for 2.14

N/A

Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)

Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)

N/A

N/A

2.15 Other

See guidance for 2.15

Context:
Not Applicable

Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)

Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)

N/A	N/A

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](#).

Focal Point Groups can also be useful for consultations, further information can be found [here](#).

See guidance for 2.16

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)
N/A	N/A	N/A	N/A

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

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?
Continuous Monitoring of the usage of system	All	Ensure Fairness	Continual
Update any changes to desk resources/room detail.	Disabled/Conditions/Impairments	Allow Accurate Information	Continual


Tendering Process through SG Procurement Model	Procurement	Following SG Legislation/Procurement process	November 6 th 2024

4.0 Approval and Publication

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

Guidance

N/A

SRO (Print)	SRO Signature	Date	Review Date
Derek Cairns		23 Sep 24	23 Sep 25

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

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

