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>

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| --- | --- |
| **Name of EqIA** (e.g. directorate, large project or service) | NTTF - Digital Skills Pipeline |
| **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**](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&topic%5b%5d=3-6&order=date-desc)**?**If so please provide the name of the EqIA (e.g. WBL) | No |

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| --- | --- | --- | --- |
| **Approved by:** | **Head of:** | **Date approved:** | **Review date:** |
| Signed: Phil Ford | Digital Technologies and Financial Services | 06.10.21 | 06.10.21 |

1. **Purpose of project, policy or product**

Provide details of what is being impact assessed below, including the target audience for this project:

Analysis undertaken by the Scottish Government’s Office of the Chief Economic Advisor concluded that the availability of Digital Skills is amongst one of the top priorities in driving inclusive growth in Scotland this was further substantiated in the Digital Scotland Scotland’s Digital Technologies Report. The early economic evidence from the pandemic suggests that the companies who have coped are those who have adopted new digital technologies to create new products, access new markets and increase productivity. There is further evidence that an increasing number of Scottish businesses, supported by SG’s grants are looking to invest in digital capabilities. The emerging data from the latest Digital Economy Business Survey suggests that a lack of digital skills in the workforce is main barrier to accelerating this progress. This chimes with evidence from SDS which suggests that Scottish businesses require 15,000 new digitally skilled people every year just to stand still in terms of vacancy demand.

One of the challenges is that there is a gap in the market for short, modular and tiered courses which support people along a journey from novice to advanced skills. Colleges and universities continue to largely offer multi-year course, unsuitable for people in work focussed on up or reskilling. The private market specialises in more modular provision, but most of this is focussed at the advanced end of the market e.g. Codeclan’s advanced programming course. In consequence, there is a pipeline problem whereby providers such as Codeclan struggle to access people with sufficient training to undertake advanced courses, while employers struggle to access providers who can train their staff to an appropriate level of proficiency for their job role (not everyone needs to be an advanced coder).

This scheme would address this problem by stimulating the creation of new, modular courses at four strategic intervention levels:

**Support – Excluded Talent**

* Have basic digital technology skills
* Requires access to careers experiences and taster programmes
* Expected progression - further learning

**Create – Untapped Talent**

* Have good digital technology skills
* Require a longer and supported learning required
* Expected progression - 50/50 employment in digital tech role/further learning

**Enhance – Existing Workforce**

* Have good digital technology skills
* Digital driving change in job role for employer
* Require supported learning tailored to job role, employer or sector
* Expected progression – 50/50 retain employment/employment in same sector

**Activate – Hidden Talent**

* Have significant transferable digital technology skills
* Require short, intensive, immersive learning
* Expected progression – employment in professional digital tech role

This will run until 31 March 2022, hence there will not be a review date of this EqIA. This will be reviewed if there are future projects of a similar nature, the project is extended, or significant changes made.

1. **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](https://skillsdevelopmentscotland.sharepoint.com/sites/IShare/Connectcontent/Resource%20Library/Forms/NotArchived.aspx?id=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FHR%20%5E%2FCulture%20and%20Standards%2FEquality%2C%20Diversity%20and%20Inclusion%2FEquality%20Mainstreaming%20report%5FEquality%20Evidence%20Review%5FJune%202019%2Epdf&parent=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FHR%20%5E%2FCulture%20and%20Standards%2FEquality%2C%20Diversity%20and%20Inclusion&p=true&cid=90e8ed31-d77d-4e91-9365-940facfb6e8e) 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.

* 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. This project focuses on supporting workers into in demand digital needs across all sectors impacted by the pandemic and also Brexit to help build expertise, capability and improve productivity.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Tranche 2 NTTF Upskilling not available to young people (under 24) Programme specifically focused on those not recently graduating from education, so inclusive of a wide age range of individuals | N/A | Significant resources are deployed through Developing Young Workforce (DYW) and Young Persons Guarantee (YPG) to attract young people into the sector. Entry routes, including Foundation Apprenticeship, Modern Apprenticeships and Kickstart are targeted specifically at young people  | Be clear in communications to under 24 year olds about alternative opportunities for younger people in terms of upskillingEnsure flexibility in approach to ensure training is modified to support older individuals whose digital awareness may be more limited  |

* 1. **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.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| If the learning opportunity is not made fully accessible, disabled people may not be able to participate  | [Equality Evidence Review](https://www.skillsdevelopmentscotland.co.uk/media/47777/1329_equality-evidence-review-2021.pdf) | Raising awareness with training providers of the different funding options available from SDS and other partners to help support disabled individualsRaising awareness with industry of the enhanced funding options available from SDS for disabled individuals | * Ensure any learning is fully accessible and complies with industry standards
* Work with the SDS Equalities Team to review language in application form and information sheet for programme to ensure there is no unconscious bias
* Continued monitoring of Diversity & Inclusion (D&I) Data to ensure a representative % of disabled people are accessing the programme
* Ensure that equality and diversity related discussions are covered during the Approved Suppliers inception meeting
* Work with SDS Marketing & Communications to ensure that right messages are developed and communicated, including possibility of inclusive imagery, in an accessible format
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* 1. **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 gender options not available on eligibility or application forms, may feel not included |  [Stonewall (2020) Shut Out](file:///C%3A%5CUsers%5CBruceia%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5C6S7SERS8%5CStonewall%20%282020%29%20Shut%20Out)  | Equality monitoring in other programmes is in line with census data capture | * Ensure inclusive monitoring forms (including “in another way”)
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| If trainer is not aware of trans issues, trans people may feel not included  | [Stonewall (2020) Shut Out](file:///C%3A%5CUsers%5CBruceia%5CDocuments%5CStonewall%20%282020%29%20Shut%20Out) | Trans awareness training has been developed with the Scottish Trans Alliance N/A | Ensure trainer has done trans inclusive training and is aware of best practice in delivering to diverse groups. |

* 1. **Marriage and civil partnership**

**Context:** SDS use the broader definition of ‘Trans’, to include trans women and men, non-binary and cross-dressing people. It is recognised that intersex is separate, and that intersex people may identify as men, women or non-binary.

 SDS Equality Evidence Review 2019 and [**Scottish Government Equality Evidence Finder**](https://scotland.shinyapps.io/sg-equality-evidence-finder/)

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| As far as we are aware no data on marriage and civil partnership is available in current the target audience. Therefore, it is not possible to fully assess whether individuals falling under this protected characteristic face any barriers or discrimination accessing the upskilling/reskilling Digital Skills.  | No data is available  | None to report  | Ensure programme providers adhere to legal requirements and are prepared to monitor and report on delivery via evaluation. |

* 1. **Pregnancy and maternity**

**Context:** As far as we are aware no data on pregnancy and maternity available in digital roles across the workforce.Therefore, it is not possible to fully assess whether individuals falling under this protected characteristic face any barriers or discrimination in accessing upskilling/reskilling as part of the Business Improvement Programme. EHRC research suggests that pregnant women can face discrimination and bias in the workplace

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Potential positive offer flexible delivery and location. Many of the interventions will be delivered online, so there will be the potential for engagement and opportunity to access the Digital Skills Pipeline. | [EHRC Pregnancy and Maternity Discrimination Research](https://www.equalityhumanrights.com/en/managing-pregnancy-and-maternity-workplace/pregnancy-and-maternity-discrimination-research-findings) | None | Potential to develop best practice guide and case studies from the Digital Skills pipeline to demonstrate flexible approachEnsure appointed approved providers adhere to legal requirements but reinforcing on supplier briefing day.Discretionary funding options to support on a case by case basis |

* 1. **Race**

**Context:** The Scottish Government Race Equality Framework states that despite high attainment at school and rates of entry into further and higher education after school, statistically, ethnic minority people are not receiving the labour market advantages which should be expected from their positive educational outcomes (also see EHRC 2018a)

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| BME individuals less likely to be in employment than some other protected groups. This fund would provide additional upskilling opportunity for an increasing sector. | Whilst there is no evidence from the technology sector of members of the workforce from those from Black, Asian, and Minority Ethnic (BAME) backgrounds, the [Equality Evidence Review](https://www.skillsdevelopmentscotland.co.uk/media/47777/1329_equality-evidence-review-2021.pdf) shows BAME disadvantaged in employment .  | Work with BAME partners across other programmes in relation to comms and interventions | * Approved Providers will develop appropriate Comms to engage with businesses and individuals to highlight opportunities.
* Provider will engage with representative groups to ensure the opportunity is promoted as wide as possible
* Continue monitoring of D&I data
* Offer additional support and mentoring for people who are more likely to lack networks and face greater discrimination in the labour market.
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* 1. **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  |
| --- | --- | --- | --- |
| Online learning will ensure that learning is flexible enabling individuals to access at a time that’s suits them, allowing for different cultural aspects | [Equality Evidence Review](https://www.skillsdevelopmentscotland.co.uk/media/47777/1329_equality-evidence-review-2021.pdf) | None  |  |

* 1. **Sex** (or gender)

**Context:** Digital roles are disproportionally based in male dominated industries including energy. Many women face additional barriers to accessing training opportunities as a result of inflexible working patterns childcare responsibilities and childcare responsibilities.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Whilst achieving higher levels of qualification on some digital related subjects, women are less likely to go into STEM areas of employment, with gender segregation across the digital sector | Digital Tech – Tackling the Technology Gender Gap  | * SDS lead workstream Tackling The Technology Gender Gap (TTTGG) and action plan implemented each year

• The Digital programme has had a particular focus on Tackling the Technology Gender Gap. Initial gap only18% female in digital roles through the focus of this working the most recent figures from Scottish Government have shown that it is now 26% | * SDS Equalities Team to offer Liaise with TTTTG workstream to provide examples of best practice to be adopted
* Appropriate Comms will be developed by Approved providers and SDS to engage with businesses and individuals to highlight opportunities.
* Continued focus on promoting and engagement with women to increase sectoral representation
* Continue monitoring of D&I data

Ensure that equality and diversity related discussions are covered during the Approved providers inception meeting  |

* 1. **Sexual orientation**

**Context:** Data on Lesbian, Gay and Bisexual (LGB) groups in terms of employment outcomes is limited. The Scottish Government estimates the LGB population as 2.4%

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| If gender options not available on eligibility or application forms, the programme may not feel inclusive, deterring individuals from applying | [Stonewall (2020) Shut Out](file:///C%3A%5CUsers%5CBruceia%5CDocuments%5CStonewall%20%282020%29%20Shut%20Out)  | Some data collection at a UK Level, but little at Scottish Level so farSector equality advice and guidance on recruitment and selection for this and other areas is available via TUs, Trade Bodies and Associtaions, Advocacy Groups | Ensure programme providers adhere to legal requirements and are prepared to monitor and report on delivery via evaluation.Ensure case studies and examples are as inclusive as possible recognising all protected groupsEnsure inclusive monitoring forms (including “in another way”) |

1. 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.

* 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 in the training. Through consultation, some of the key barriers to employment and upskilling for care experienced people identified were:* Lack of qualifications / relevant work experience
* Lack of networks / awareness of opportunities
* Lack of understanding from employers
 | Consultation with care experienced young people and Action for Children / Barnardo’s staff[Equality Evidence Review](https://www.skillsdevelopmentscotland.co.uk/media/47777/1329_equality-evidence-review-2021.pdf) | 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 | Promote positive role models from this group in our marketing and via our digital services.Ensure appointed approved providers adhere to legal requirements but reinforcing on supplier briefing dayReview on a case by case basis, flexibility to assist financial challenges ie reasonable travel expenses and contribution to childcare costs |

* 1. **Additional factors as needed**

**Context:** Ensure equality of opportunity and that no one is left behind due to economic impact of access to digital equipment

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Digital Poverty – negative impact  | Scottish Government COVID response | Liaison with Connecting Scotland  | Connecting Scotland to gain access to equipment supported by Scottish Government<https://connecting.scot/>Also if appointed provider is a college Scottish Finding Council awarded additional funding to colleges to assist individuals with Digital poverty on a case by case basis |

**Context:** Rurality can cause issues for individuals wishing to participate in learning and upskilling

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| There is a risk that slow connectivity could hamper access to online modules but this is outside of the scope of SDS control |  |  | Ensure that online modules consider variations in connectivity  |

1. **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.

| **What is the action?** | **Which group(s) does it relate to?** | **What is the anticipated outcome?** | **What method is used to measure it?** | **Timescale** |
| --- | --- | --- | --- | --- |
| Ensure equality consideration are built into procurement process including Gaelic translation in comms. Ensure digital accessibility, including D and I imagery and non biased language used in modules | All groups | Inclusion is at the forefront of the commissioning process and therefore bidders will be clear on expected outcomes.  | Bid submission and scoring methodologies | September 2021 |
| Dedicated Session for appointed approved providers regarding equalities and Diversity during supplier briefing sessions  | Gender ReassignmentPregnancy and MaternityRaceReligious BeliefSexSexual orientationCare Experience | Inclusive approach and increased numbers from groups from each of the approved providers  | Pace Tracker Reports from Year 1 and 2 baselines | June 2022 when evaluation and consolidation of year 3 delivery is completed  |
| Engaging with advocacy organisations and support groups to promote the opportunity | Race | Increased awareness of the opportunity | Pace Tracker Reports from Year 1 and 2 baselines | June 2022 when evaluation and consolidation of year 3 delivery is completed  |
| Ensure a rigorous monitoring process is developed Ensure application forms and equality monitoring follow inclusive practise and EHRC guidance | All groups | Trends will be able to demonstrate who is participating in the programme, allowing for proactive action to be taken on increasing focus on specific groups if required | Trend analysis of equality monitoring reporting | Throughout the programme |
| Marketing and Comms from SDS and Approved providers are aligned to these groups, and case studies developed. This must include Gaelic translation  | Age Disability Gender ReassignmentPregnancy and MaternityRaceReligious BeliefSexSexual orientationCare Experience | Engagement with DSP | Feedback on marketing metricsReferrals and update of programme | June 2022 when evaluation and consolidation of year 3 delivery is completed  |
| Digital Poverty – ensure all candidates are aware of Connecting Scotland and If approved provider is a college to ensure have highlighted support  | Age Disability Gender ReassignmentPregnancy and MaternityRaceReligious BeliefSexSexual orientationCare Experience | No one excluded | Feedback from Approved providers on a monthly basis  | June 2022 when evaluation and consolidation of year 3 delivery is completed  |
| Ensuring approved providers build in flexibility of understanding that maybe required  | Care experience  | Individuals | Feedback from Approved providers on a monthly basis  | June 2022 when evaluation and consolidation of year 3 delivery is completed  |
| Ensuring approved providers build in flexibility of understanding that maybe required  | Care experience  | Individuals | Feedback from Approved providers on a monthly basis  | June 2022 when evaluation and consolidation of year 3 delivery is completed  |