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 2 Sectors – Creative Industries Freelance Workforce Recovery Programme |
| **Senior Responsible Officer (SRO):** name and job title | Chris Brodie- Director of Regional skills Planning and Sector Development & Katie Hutton – Director of National Training Programmes |
| **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 | N/A |

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

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

**NTTF 2 Sectors – Creative Industries Freelance Workforce Recovery Programme**

This proposal seeks to develop COVID resilience and support the reset and recovery within Scotland’s creative industries sector, especially across the creative freelance through an industry-led skills development programme.

The programme is aimed at established freelances, sole traders and micros working in the performing arts, crafts, live events and festivals sub-sectors. There will be a strong focus on freelances resident in rural Scotland, and SG NTTF 2 requires all participants to be over 25 years of age,

Recent research provides clear evidence of Covid-19 impact on work, income and skills demands in this key sector. HMRC data indicates that close to 75% of the creative workforce was furloughed by Q2 2020, reducing to around 50% by Q4. Creative freelances faced immediate challenges in accessing hardship support: many are sole traders, operating below the VAT threshold, or are treated as PAYE for tax purposes; were reliant on a series of short-term project-based contracts and often had portfolio careers working cross-sectorally and in the wider creative economy, in education and training, whilst developing their own practice.

All of these work environments were severely impacted by the pandemic and, due to historical contracting arrangements, a significant number of freelances were not eligible for state employment support. This led to SG developing new hardship funding arrangements for freelances in partnership with Creative Scotland and Screen Scotland over the past year. It is estimated that some 5,000 creative practitioners have secured support through these routes over the past year.

SDS commissioned research in March 2021 to better understand the impact of the pandemic on the creative industries workforce and the skills issues arising from their experience in support of reset and recovery of the key sector. This programme is a direct response to these findings.

**Programme Outline**

• 100 freelance practitioners in production, technical, craft and service roles to undertake a tailored, blended learning, in Covid 19 Safeguarding, Marshalling and Temporary Electrical Installation in Performing Arts, Live Events and Festivals.

• Building on the Stove Network Soap Box model across the South of Scotland, 500 freelance practitioners in visual arts, crafts, performing arts, live events and festivals will undertake skills development; mentoring/coaching and networking to address Fair Work, EDI, Progress to Net Zero, Post-Brexit Import & Export requirements, Creative Innovation and Digital Tech and Platform Skills.

• 500 freelance practitioners will undertake upskill training for trainers in blended/digital environments to reconnect their portfolio working, creative and commercial practices, and educational and skills practice.

• 40 crafts practitioners will undertake upskilling modules in Business Planning, Banking and Finance, Marketing and Intellectual Property and Sustainability & Environmental; Explore International Routes to Market & Innovate and Experiment in Craft Practice aimed to sustain and develop their micro-businesses and personal resilience.

* 40 freelance practitioners will undertake a programme of creative digital training to establish a unique interface between participants and the commercial sector, customised to focus on the digital skills and experience required to service the current and future marketplace; to impact digital agility, positioning participants closer to market and aligning their skills, training or academic experience with the needs of the sector; accelerating participant market readiness and develop practical business and entrepreneurial skills

The programme will also embed awareness raising around issues relating to the climate emergency, equalities and diversity, wellbeing and fair work. Given the importance of the sector addressing these issues on “building back better” in the return to work, distinct programmes will also be required within the programme to increase knowledge and understanding within the sector of these issues.

**The programme will be delivered entirely online, accessible 24/7 and available through a mix of formats and devices.**

**Anticipated longer term impacts**

The SDS Creative Industries Workforce in the Pandemic study (May 2021) found demand for skills and training across a wide range of areas within and beyond the creative industries, but also concerns about affordability. For those considering a return to work within the creative industries, these skills issues include:

• digital skills including video and digital production technologies and techniques, streaming, digital business models, digital marketing and audience engagement.

•training in Covid specific skills such as being Covid marshalls/ supervisors and planning and working in Covid safe environments.

•teaching and educational skills both for creative education and teaching more widely; and

•specific technical skills relating to their areas of work/ interests e.g. screen production crew skills, audio recording etc.

The impact of social distancing and the requirement to be COVID compliant in the workplace will lead to reduced levels of staffing in the workplace and increase the need for staff to multi-skill and up-skill to perform a wider range of tasks. It will further accelerate and increase the need for digital skills in the workplace and the sector is acutely aware of the importance of improving the perception of the sector as a career of choice in the post-COVID and post-Brexit environment and the need to adopt the principles of fair work.

There is an increasing focus within the sector on the need to support and encourage more businesses to implement the principles of fair and safe work within the sector to support the drive to attract and retain staff. A number of employer/representative organisations and sector advocacy groups are engaging in research and strategic development in these areas. This programme will directly assist freelance workforce and micros to better understand these areas and develop new approaches to their implementation in the return to business and supporting growth.

The Creative Industries Freelance Workforce Recovery Programme supported by NTTF 2 will respond directly and effectively to the evidenced demands of the sector at this time, and work with key industry bodies and associations with a history of quality skills delivery to freelances, sole traders and micros in the performing arts, crafts, live events and festivals sectors. These activities will seek to ensure that diverse participation of freelances is engaged on all programme components.

The report by the Enterprise and Skills Strategic Board Sub-Group on Measures to Mitigate the Impacts on the Labour Market of COVID-19 recommended:

• A coherent offer to business on preventative measures to retain employees through upskilling and re-skilling, recognising the unique challenges facing different parts of Scotland.

• Working with employers to co-design employment schemes to encourage shared investment in Scotland’s workforce.

• Various schemes to incentivise retention and employment.

The impact on this project not going ahead will be a missed opportunity to support the sector to ‘build back better’ following the pandemic and ease the return of a significant body of skilled workers. This programme is aimed at those most at risk in the creative industries ecology - freelances, sole traders and micros - should the return to work be hampered by an extended health crisis and the early return of deep lockdown measures.

Without this programme, our evidence supports that the sector is at risk of losing a significant component of its technical, operational, craft and services base, especially in the performing arts, crafts, live events and festivals sectors.

Failure to proceed with this programme will also mean an opportunity missed to provide the sector with the understanding and skills to upskill and reskills the creative digital business skills needed to boost freelance and micro commercial practice; reduce their carbon footprint, develop and retain a more diverse workforce and implement the principles of fair work across all parts of the sector.

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.

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
  1. **Age**

**Context:** The NTTF 2 Creative Industries Freelance Workforce Recovery Programme is aimed solely at established practitioners over the age of 25 years. Younger and older workers continue to be the most disadvantaged in the labour market. Both groups are more likely to be unemployed and face barriers to entry and progression in work.

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| Positive Impact – the programme is especially keen to support rurally-based practitioners who would normally be at a disadvantage in accessing physical training.  Online delivery removes barriers of cost, location and overnights, etc, which supports all freelances, but especially those in rural Scotland.  Components of the programme will promote understanding and actions to be taken to bring creative practice, insights, knowledge and skills to young people in formal and informal settings, especially education and arts activities, where further freelance opportunities for work may exist.  This programme provides significant opportunities for established practitioners to consider developing skillsets to retain work security and/or develop into allied and new areas of economic activity; building their resilience and reinforcing more effective portfolio career building.  Potential negative- course is not available for individuals who are under 25 years of age. | The SDS CI Skills Investment Plan (2015) and recent research (2018) undertaken in partnership with Creative Scotland & Screen Scotland supports the continuing dominance of the Central Belt of Scotland as the primary sectoral economic hub.  SDS Creative Workforce Research (May 2021) and Resolution Foundation (April 2021) reports that young people have been substantially more at risk of unemployment than older workers, and this rises further if they have additional protected characteristics. | Development, delivery and promotion of the FA in Creative Digital Media supports industrial engagement in programme and via work-based activities with young people;  Project work with NCL and Outlander, supported by SDS EO NTP colleagues, exploring screen careers and entry routes undertaken by young people.  KSM working with MY WOW colleagues on resetting the CI pages, emphasising in demand roles, skills needed and routes to success for young people across Scotland.  KSM working with SG YPG and other SDS colleagues on developing industry workshops to support employer-led work support for young people via YPG.  Current work underway on flexible MA delivery in the screen sector and across CI in the SoS Region | * Record and monitor age profiles across the programme and establish engagement, signup and progression patterns with providers * Work with SDS MarComs and equalities teams to ensure that right messages are developed and communicated in promoting the programme * Work with delivery partners to embed D&I considerations into delivery programme. * Embed D&I into monitoring and evaluation for programme through delivery partner. * SDS will be particularly keen to see innovative ideas of how this and other areas of EDI can be addressed and ask about examples of activities that have worked successfully, e.g Stove Network Soapbox. * Develop case studies promoting the experience of a broad range of ages of freelances of the programme and its benefits |

* 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.[[1]](#footnote-1) The transition to remote working has created new potentials to address labour market barriers faced by disabled people and maximise the opportunities to capitalise on the strengths and skills they can bring to Scotland’s workforce if the right support and equipment is made available to disabled people to gain and sustain employment.[[2]](#footnote-2)

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| Potential positive impact – digital delivery provides significant entry benefits for many practitioners with a range of disabilities, but also can create direct and indirect additional barriers if adaptations and accessibility are not considered in programme design and delivery.  **Potential positive** impact for disabled and other applicants as programme components are offering flexible online delivery.  Potential negative impact if participants do not have access to current digital kit, additional support/support software/IT  Potential negative impact if participants not supported by delivery partner, school to support additional needs to complete programme | ScreenSkills, Screen Scotland and SDS sector research established that the workforce with disabilities in the sector is approximately 5% and has remained at this level consistently for over a decade.  Pupils with an additional support need are less likely to reach a positive destination or go on to higher education, but are more likely to progress to further education or be unemployed (Scottish Government, 2020a).  For specific ASNs the poorest outcomes for positive destinations are for those with a learning disability (77%) and the best is for those with dyslexia (94%). Pupils with ASN tend to have poorer educational attainment than those without ASN. For example, 39% of pupils with an ASN attained SCQF at level 6 or above compared with 71% of those with no ASN (Scottish Government, 2020a). | 1. NNTF 1 Stove Network Soap Box 1 engaged in new innovative ways with deaf practitioners in 2020/21 to promote joint understanding of needs, support and actions to be taken to support integration in work and skills development opportunities.   2) Screen Scotland is introducing new Production Funding standards which include EDI Participation Targets, including disabilities.  3) Working in partnership with employers and industry through Screen Scotland Partnership to focus on creating a diverse workforce, funding new initiatives like GMAC Screen Start and signposting to SDS resources  4) Conducting consultation with the wider sector to understand the challenges facing the sector to improve diversity  5) Raising awareness with training providers of the different funding options available from SDS and other partners to help support disabled individuals    6) Raising awareness with industry of the enhanced funding options available from SDS for disabled individuals  Delivery partners will design, deliver and evaluate online remote digital delivery of training coaching and mentoring methods in the sector at scale and across sub-sectors most impacted by the pandemic. | Promotion of best practice in programme design, delivery, monitoring and evaluation for practitioners with disabilities  Review and improve where needed advocacy and support arrangements for practitioners with disabilities across NTTF providers  Investigate how to make accessible to those requiring specialist equipment to access on- line delivery.  Work with equalities team to review language in provider materials to ensure there is no unconscious bias.  Develop case studies promoting the experience of freelances with disabilities of the programme and its benefits |
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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[[3]](#footnote-3) 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.[[4]](#footnote-4)

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| As far as we are aware no data on gender reassignment is available in current workforce data collections particularly energy sector which is dominant industry in region. Therefore, it is not possible to fully assess whether individuals falling under this protected characteristic face any barriers or discrimination in pursuing a green career. | No data is available | Not known at this time | Ensure programme providers adhere to legal requirements and are prepared to monitor and report on delivery via evaluation. |

* 1. **Marriage and civil partnership**

**Context:**

| 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 sector workforce data collections. Therefore, it is not possible to fully assess whether individuals falling under this protected characteristic face any barriers or discrimination in pursuing a career in the sector. | No data is available | Not yet known | Ensure programme providers adhere to legal requirements and are prepared to monitor and report on delivery via evaluation. |

* 1. **Pregnancy and maternity**

**Context:** Teenage pregnancy can have a severe impact on the education of mothers attending school, by interrupting schooling and possibly hindering the return to school. For example, UK Level statistics show that teenage mothers are 20% more likely to have no qualifications than older mothers (Scottish Government, 2018). A strong correlation exists between deprivation and teenage pregnancy. However, pregnancies in young people aged under 20 in Scotland are at their lowest level since reporting began in 1994 (Scottish Government, 2019). Rates of pregnancy have reduced across all levels of deprivation in recent years, with those in the most deprived areas falling more. Those living in areas of highest deprivation still have pregnancy rates five times higher than those in the least deprived. More evidence is needed on the impact of teenage pregnancy on education.[[5]](#footnote-5) The CSA course offers flexible delivery model through different devices and could be completed in school or at home.

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| Potentially positive impact as flexible delivery methods could support participation as module can be completed in school or at home.  Potentially positive as course raises awareness of pathways and opportunities in a net zero economy which could support positive destination. | Evidence presented by the Women’s Employment Summit, (2014) for Scotland notes that women returning from maternity leave and looking after young families are often seeking part-time work which may be in low-skilled employment with little training or prospects of progression. In addition, limited high-skilled part-time opportunities means women may have to “downgrade” their employment to jobs where their skills are not fully used. (SDS Equalities Evidence Review) | None to report | Ensure programme providers adhere to legal requirements and are prepared to monitor and report on delivery via evaluation. |

* 1. **Race**

**Context:** There is very little evidence to date on the impact of a transition to net zero on those from Black, Asian, and Minority Ethnic (BAME) backgrounds. However, BAME individuals are underrepresented in four of the five sectors key to Scotland’s transition to a net zero of which oil and gas as part of energy is one[[6]](#footnote-6). 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)[[7]](#footnote-7)

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| **Potential positive-** A significant new energy on diversity and inclusion across the sector as part of emphasis on building back better post-pandemic  Employer reported to SDS concerns at significant loss of recent diversity successes through furlough and redundancy actions in the pandemic ( CI workforce research, May 2021) | Sector research undertaken by the national agencies supports a continuing 5% of the workforce are of ethnic minority origin.  However, this is in contrast to Scottish workforce percentages of between 6 and 11% across urban Scotland | 1) Working in partnership with employers and industry through focus on creating a diverse workforce for the screen sector, i.e. the development of the Screen Skills Strategy identifies key actions to boost sector diversity, including race  2) Conducting consultation with the wider sector to understand the challenges facing the sector to improve diversity – screen sector workforce research (2018/19)  3) Raising awareness with training providers of the different funding options available from SDS and other partners to help support EM individuals  4) Raising awareness with industry of the EII funding available from SDS for EM experiencing other barriers  Specific actions like new engagement targets on EDI on agency funding and promoting specific EDI support programmes like GMAC Screenstart | * We will work with SDS MarCom’s and equalities teams to ensure that right messages are developed and communicated. * Ensure programme providers adhere to legal requirements and are prepared to monitor and report on delivery via evaluation. * Ensure programme promotion and reporting materials, actions and activities support gender representation * Develop case studies promoting the experience of freelances from BAME backgrounds of the programme and its benefits |

* 1. **Religion or belief**

**Context:** Limited evidence exists in relation to religion or belief at school. Information is available on denomination4 but no detailed information on the religion or belief of school pupils[[8]](#footnote-8)

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| As far as we are aware no data on religion and belief is available in current childcare workforce data collections. Therefore, it is not possible to fully assess whether individuals falling under this protected characteristic face any barriers or discrimination in pursuing a career in the sector. | 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. **Sex** (or gender)

**Context:** The sector has significant engagement of women in creative-related education and FE and HE Levels. However, entry to work and progression in the sector can prove challenging for women in the continuing male dominant technical, digital technology and craft areas in the creative industries. There is evidence where women have technical proficiency, they can be promoted into project, production and people management roles early. Many women face additional barriers to accessing training opportunities as a result of inflexible working patterns and child and dependent care responsibilities.[[9]](#footnote-9)

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| **Potential positive -** women do progress into senior roles of production, accounting and in executive roles across the sector and signifcnat progress achieved on equitable gender board representation though recent SG efforts.  A number of departments are gender dominant by women: hairdressing, makeup & costume and can present challenges for entry by men.  Key departments like Camera, Grips, Lighting, Construction continue to present challenges to women seeking to establish careers. | Many women face additional barriers to accessing training opportunities as a result of inflexible working patterns, childcare responsibilities and their concentration in low-paid and part-time work31. 18 19 32 NOMIS Official Labour Market Statistics (2020) Annual Population Survey (Regional): Ethnicity by Industry (June 2020) 33 For example, Edinburgh has set its target to 2030. See Edinburgh City Council (2020) | 1) Working in partnership with employers and industry through focus on creating a diverse workforce for the screen sector, i.e. the development of the Screen Skills Strategy identifies key actions to boost sector diversity, including gender representation across the workforce  2) Conducting consultation with the wider sector to understand the challenges facing the sector to improve gender equality – screen sector workforce research (2018/19)  3) Raising awareness with training providers of the different funding options available from SDS and other partners to help support better gender representation in the workforce | Ensure programme providers adhere to legal requirements and are prepared to monitor and report on delivery via evaluation  Ensure programme promotion and reporting materials, actions and activities support gender representation.  Develop case studies promoting the experience of freelance men and women of the programme and its benefits. |
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* 1. **Sexual orientation**

**Context:** Evidence on sexual orientation and school education is limited but highlights the impact of bullying and the negative outcomes this has on future education and career plans. A survey by LGBT Youth Scotland (2017) reported that 92% of LGBTI young people experienced homophobic or transphobic bullying at school in the form of harassment, rumours, and social exclusion. [[10]](#footnote-10)

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| Neither positive or negative | Stonewall (2020) found that in the UK many LGBT+ young people encountered challenges in school which led to them being unable to engage in education. These included: homophobic and biphobia bullying, feelings of isolation and fears surrounding the exploration of their LGBT+ identity and coming out | Some data collection at a UK Level, but little at Scottish Level so far  Sector 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. |

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 school leavers are less likely to go into positive destinations than school leavers in general – 71% compared with 93% of all pupils. This gap has narrowed since 2009/10. The lower proportion of care experienced children going into positive destinations is likely to be related to them leaving school at younger ages.[[11]](#footnote-11)

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| As far as we are aware no data on care experience for over 25s is available in current childcare workforce data collections.  Therefore, it is not possible to fully assess whether care experienced over 25s individuals face any barriers or discrimination in pursuing a career in childcare. | Not Available | Not known | Ensure programme providers adhere to legal requirements and are prepared to monitor and report on delivery via evaluation |

1. **Action Plan**

| **What is the action?** | **Which group(s) does it relate to?** | **What is the anticipated outcome?** | **What method is used to measure it?** | **Timescale** |
| --- | --- | --- | --- | --- |
| Dedicated Session for appointed approved providers regarding equalities and Diversity during supplier briefing sessions  This will also include signposting to SDS resources on equality and diversity. | All the above | Providers adopt an inclusive approach right from the start of the project | FIPS | June 2022 |
| Engaging with relevant groups and intermediary organisations to promote the CI Freelance Workforce Recovery Programme NTTF | Race  Disability  Sex  Care Experience | Increased awareness of the opportunity | FIPS | June 2022 |
| Marketing and Comms from SDS and training providers are aligned to these groups, particularly in creating case studies to promote the programme and its benefits to these groups | Race  Disability  Sex  Care Experience | Increased engagement with NTTF | Feedback on marketing metrics  Referrals and update of programme | June 2022 |
| Continued Monitoring | All the above | Providers adopt an inclusive approach right from the start of the project | FIPS | June 2022 |
| Continued Monitoring | All | To inform future considerations for future pilot development | Include mandatory D&I form for completion with application form to capture data which could be used to inform future development of pilot.  Customer feedback data from evaluation survey to be issued by delivery partner Jump Digital ensure equalities considerations included.  Evaluation to include equalities experience of delivery partners for wider roll out and future programme promotions | August 2021 to March 2022 |
| Liaise with Marcomms team | Individuals | Review of promotional material to ensure inclusive and drives outcomes of programme from an equalities perspective | To improve development approaches and materials to attract and support greater diversity, | September 2021 to March 2022 |

1. SDS Equality Evidence Review 2019 and the Scottish Government’s A Fairer Scotland for Disabled People Plan [↑](#footnote-ref-1)
2. SDS Climate Emergency Skills Action Plan for Scotland 2020 [↑](#footnote-ref-2)
3. 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. [↑](#footnote-ref-3)
4. SDS Equality Evidence Review 2019 and [**Scottish Government Equality Evidence Finder**](https://scotland.shinyapps.io/sg-equality-evidence-finder/) [↑](#footnote-ref-4)
5. SDS Equality Evidence Review 2021. [↑](#footnote-ref-5)
6. SDS Climate Emergency Skills Action Plan for Scotland 2020 [↑](#footnote-ref-6)
7. SDS Equalities Evidence Review 2020 [↑](#footnote-ref-7)
8. SDS Equalities Evidence Review 2020 [↑](#footnote-ref-8)
9. SDS Climate Emergency Skills Action Plan for Scotland [↑](#footnote-ref-9)
10. SDS Equality Evidence Review 2020 [↑](#footnote-ref-10)
11. SDS Equality Evidence Review 2020 [↑](#footnote-ref-11)