**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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| Marketplace |

**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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| George Boag |

**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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| Yes – see also:  [My World of Work New Service](https://www.skillsdevelopmentscotland.co.uk/media/49974/my-world-of-work-equality-impact-assessment.docx)  [Employer Hub](https://www.skillsdevelopmentscotland.co.uk/media/50661/sds-equality-equality-impact-assessment-employer-hub.docx) |

**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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| The project is Marketplace which is an opportunity hub available to employers and young people. Previously this was available for teachers alone but the new version will allow pupils to register interest and attend events organised by employers. Marketplace is home to opportunities offered by employers, all designed to bring the world of work to life for school pupils and students.  <https://www.myworldofwork.co.uk/marketplace>  <https://www.skillsdevelopmentscotland.co.uk/what-we-do/supporting-scotlands-employers/marketplace/> and <https://employers.skillsdevelopmentscotland.co.uk/talent-attraction/marketplace> |

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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:**  Marketplace opportunities are only available to high school pupils but are provided by a variety of employers. Youth unemployment can have several negative consequences. Young people who experience unemployment face higher risks of unemployment and lower wages over the long term and can struggle to progress in the labour market. It’s important that all eligible young people are given equal access to the opportunities. |

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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?)** |
| Opportunities have been opened up to a wider range of customers and it will now be up to the young person themselves to sign up. | No action |
| If opportunities are not available at an appropriate level for customers to understand then they will not be able to engage with the opportunities. | Ensure language level is suitable for the eligible age group wherever possible. |
| If some young people aren’t able to access the opportunities, it may increase their possibility of unemployment when they leave school. | Ensure all pupils of eligible age have access to the opportunities (as appropriate) through DYW *–* this includes audiences at college, out of work, between college and work – it’s open to all individuals there is no log in – customers can browse and select. |

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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:**  Marketplace is aimed at high school pupils so some of the children’s rights and wellbeing apply directly. |

**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 rights does this project impact on? See further guidance for this question**

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| **Article 2** (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background  **Article 17** (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.  **Article 23** (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.  **Article 29** (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.  **Article 32** (child labour) Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate. |

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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?)** |
| This EIA should address all the relevant Articles except perhaps Article 32 – opportunities should be monitored by SDS to ensure there is no question of any marketplace opportunity leading to any type of exploitation of young people. A negative consequence of this not taking place would be that young people are open to exploitation by unscrupulous employers. | Opportunities are monitored by SDS and DYW to ensure the safeguarding of young people. |

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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:**  It is important that access to opportunities is explicitly highlighted to young people who are care experienced. Overall care experienced children have poorer outcomes in comparison to other 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?)** |
| If care experienced young people can’t access the information they will be unable to take advantage of the opportunity. | Ensure care experienced young people are targeted in any promotion of Marketplace and employers are made aware of the importance of welcoming young people from this group due to their on average poorer outcomes.  Teachers carers and other workers are able to be advocates for the young people and sign up on their behalf. |
| Positive impact of opening up opportunities to everyone – no need to log in. | No action |

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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:**  Those with learning disabilities and mental health issues face the greatest challenges in education. |

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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?)** |
| If opportunities are not fully accessible and employers are unaware of the need to highlight opportunities for disabled young people this may adversely affect outcomes for them. | It should be highlighted to employers the importance of making opportunities available for disabled young people. And ensuring that the appropriate support is in place for young disabled people to participate. Ensure we are providing support where appropriate to employers who need to put specific things in place to enable disabled young people to participate. |
| If young people are responsible for signing up themselves the website needs to be fully accessible and the language needs to be considered in terms of suitability for young people specifically with learning disabilities. | Websites should be WCAG 2.2 AA compliant.  Language should be suitable for as many disabled young people as possible.(API)  Content should be kept to a minimum.  Journeys should be kept simple for customers  The application process should be as simple as possible for young people.  Teachers parents and other workers should be able to be advocates for the young people and sign up on their behalf. |
| Positive impact of opening up opportunities to everyone – no need to log in. | No action |

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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:**  Trans individuals face significant barriers in education |

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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?)** |
| If forms include discriminatory language then this will have an adverse effect on young trans people signing up to opportunities. | Ensure any future registration formsfor opportunities are regularly updated to reflect appropriate language. First name and surname is on the employer side and not captured – email address only – no data is being captured about the young person. |

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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:**  It is not thought that there is a specific impact on marriage and civil partnership for this equality impact assessment at this time. |

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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:**  People that are pregnant or on maternity leave should be given equal access to opportunities |

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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?)** |
| Having online opportunities that anyone can register for opens up the possibilities for people who were previously excluded. | No action |

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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:**  Despite better educational performance at school and higher rates of progression into higher education it should be noted that Minority Ethnic/Race is not a homogenous group and there are important differences across and within minority ethnic groups:  Some communities have accessibility needs in relation to the way services engage with them – for example Gypsy / Traveller, Refugees / Asylum seekers where perhaps English is a second language or when they do not have the same access to information. |

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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?)** |
| If opportunities are not made available to specific groups such as gypsy traveller, refugees and asylum seekers there may be adverse consequences around their future employability. | Ensure opportunities are promoted to gypsy travellers, refugee and asylum seeking communities – linking into equality partners.  Ensure language is at an appropriate level within the constraints of the API. |

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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:**  Opportunities should be available regardless of religion or belief – Muslim young people are particularly discriminated against. |

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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?)** |
| If opportunities are taking place during specific religious holidays or celebrations young people may not be able to participate. | Employers should be made aware to avoid organising events during specific religious holidays or celebrations. Sharing information to a BME employers and communities to raise awareness of the services. |

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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:** Gender inequality is apparent throughout the education system and labour market. Girls perform well at school but are less likely to pursue STEM subjects and careers (which are often better paid). Girls outperform boys in every aspect of education but eight in 10 UK companies pay men more than women. |

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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 imagery and representation in non-traditional roles will encourage more uptake and may lead to greater equality. | Make employers aware of the language they use in opportunities and monitor this.  Encourage employers to promote equality through the content specifically around non-traditional occupations. |

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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 evidence highlights that LGB+ young people can often face bullying and harassment at school. |

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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?)** |
| Visible support of LGB+ may encourage people from the community to pursue opportunities | Encourage employers to promote opportunities to include people from the LGB+ communities  Employer toolkit |

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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:**  32% of young people do not have access to home broadband – many young people who do have mobile phones have limited data or poor connectivity. |

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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?)** |
| Digital poverty may mean that young people are not made aware of the opportunities or are unable to sign up for them due to poor connectivity and/or lack of data on their mobile phones. | Continued work will take place on the website to ensure loading times are minimised. |
| Because Marketplace is a basic listings offer it will load quickly. | No action |
| Important that journeys to and from the Employer Hub and corporate site provide a simple and smooth journey for the customer. | Review the User Experience and customer journey for customers between websites and minimise introductory content on each website. |
| Ensure promotion of Marketplace takes place within schools so that young people without home internet can participate. | Promote the use of Marketplace in schools. |

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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:**  Many of the opportunities will be online (so digital poverty mentioned above will be relevant and addressed in that way). But some will be in person and so will exclude many young people living on smaller islands. |

**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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| Lack of diverse opportunities for island communities |

**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)**?**

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| No existing data but any in person events would tend to exclude people living out with a reasonable travelling distance. |

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

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| Encourage employers to always offer remote access to events and opportunities.  Encourage island employers to sign up to Marketplace. |

**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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| Happy to be guided on the approach of any required consultation. |

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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?)** |
| If young people are unable to attend opportunities due to the location of the opportunity, then their future employability may be affected. | Wherever possible ensure opportunities are remote or have the ability to be available to everyone regardless of location. Opportunities are shared across Scotland and with equality partners. Work with DYW to address issues arising. |

**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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| Happy to complete a full ICIA if required but little additional information is known at present. Perhaps this could be reviewed post launch? |

**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: As above – same issues for rural 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?)** |
| If young people are unable to attend opportunities due to the location of the opportunity, then their future employability may be affected. | Wherever possible ensure opportunities are remote or have the ability to be available to everyone regardless of location. Opportunities are shared across Scotland and with equality partners. Work with DYW to address issues arising. |

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| **2.15 Other – not at this time** |

# 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) |
| **DYW** |  |  |  |
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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?** |
| Ensure language level is suitable for the eligible age group. This action relies on the quality of date from the employer which comes through as an API feed. Checks will be made to ensure validity and the DYW groups will support through input. | Age, disability, gender, race | Access to opportunities for all customers. | March 2024 |
| Ensure all pupils of eligible age have access to the opportunities (as appropriate) through support from DYW. | Age | Access to opportunities for all customers. | March 2024 |
| Opportunities are monitored by SDS to ensure the safeguarding of young people. Mitigation: SDS can’t vet individuals but each offer will be checked by DYW who have a closer relationship and can ensure the legitimacy of the business and any needs for PVG etc. | Age, disability | To ensure the safety of children and young people. | March 2024 |
| Ensure care experienced young people are targeted in any promotion of Marketplace and employers are made aware of the importance of welcoming young people from this group due to their on average poorer outcomes.  Teachers carers and other workers are able to be advocates for the young people and sign up on their behalf. | Care experienced | To ensure care experienced people are positively targeted for promoting opportunities. | March 2024 |
| It should be highlighted to employers the importance of making opportunities available for disabled young people. And ensuring that the appropriate support is in place for young disabled people to participate. | Disability | To ensure disabled customers are positively targeted for promoting opportunities. | March 2024 |
| Websites should be WCAG 2.2 AA compliant.  Language should be suitable for as many disabled young people as possible.(API)  Content should be kept to a minimum.  Journeys should be kept simple for customers  The application process should be as simple as possible for young people.  Teachers, parents and other workers should be able to be advocates for the young people and sign up on their behalf. | Disability | To ensure disabled customers are positively targeted for promoting opportunities. | March 2024 |
| Ensure any future registration formsfor opportunities are regularly updated to reflect appropriate language. First name and surname is on the employer side and not captured – email address only – no data is being captured about the young person. | Gender reassignment | To ensure trans customers feel included and take up opportunities. | March 2024 |
| Ensure opportunities are promoted to gypsy traveller and refugee and asylum seeking communities – linking into equality partners.  Ensure language is at an appropriate level (API) | Race | To ensure different races are able to take up opportunities. | March 2024 |
| Employers should be made aware to avoid organising events during specific religious holidays or celebrations.  This action is dependent on the employer. Sharing information to a BME employers and communities to raise awareness of the services. | Religion and belief | To ensure people with religious beliefs are able to take up opportunities. | March 2024 |
| Make employers aware of the language they use in opportunities and monitor this.  Encourage employers to promote equality through the content specifically around non traditional occupations. | Disability, race, gender | To ensure our customers have equality access to opportunities. | March 2024 |
| DYW are developing a best practice employer toolkit | All | To ensure employers understand the importance of providing equal opportunities to all young people and to raise awareness of specific support requirements. | March 2024 |
| Encourage employers to promote opportunities to include people from the LGB+ communities  Employer toolkit to be developed | Sex | To ensure LGB+ young people can take up opportunities. | March 2024 |
| Continued work will take place on the website to ensure loading times are minimised. | Digital poverty | To ensure people in digital poverty can take up opportunities. | March 2024 |
| Wherever possible ensure opportunities are remote or have the ability to be available to everyone regardless of location. Opportunities are shared across Scotland and with equality partners with assistance from DYW. | Rural communities | To ensure that people living rurally have equal access to opportunities. | March 2024 |
| Review the User Experience and customer journey for customers between websites and minimise introductory content on each website. | Disability and digital poverty | To ensure good UX for customers | March 2024 |
| Support employers identify any additional requirements to support disabled young people participate | Disability | To ensure equal opportunity to access | March 2024 |
| Promote Marketplace in schools | Disability and digital poverty | To ensure equal access of opportunity | March 2024 |

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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** |
| **George Boag** | **A close-up of a signature  Description automatically generated** | **30/01/2024** | **January 2025** |

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| **5.0 Review (To be completed March 2024)** |

**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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