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) | Land Based Pre Apprenticeship Programme |
| **Senior Responsible Officer (SRO):** name and job title | Cindy Cannon Operations Manager |
| **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:  | National Training Programme Operations | 26/4/23 | 31/3/25 |

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

The Land Based Pre Apprenticeship Programme provides young people with the opportunity to gain paid work experience and industry recognised qualifications to allow them to enter a career in the land based sector. The expectation would be that, upon completion of the six month programme, participants move into a land based modern apprenticeship.

The programme is open to all participants residing, or able to travel/ relocate to the South of Scotland, East of Scotland and the Highlands. The availability of provision can be investigated for interested potential participants out with these geographical areas.

The target audience is young people who may not ordinarily have considered a career in the land based sector, including those who do not have a familial background in the sector.

1. **Evidence and Impact**
	1. **Age**

**Context:** There are skill needs within the sector and a recognised challenge in recruiting young people into the industry.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| The working population of farming in Scotland is predominately made up of an older age group. | https://www.gov.scot/publications/results-june-2018-scottish-agricultural-census/documents/ | Promote programme internally via Yammer and factsheets to CIAG colleagues.Offer support with case studies to machinery rings to inspire others to apply for the programme. Land Based Pre Apprenticeship was first introduced in 2011 and has been administered by Skills Development Scotland since 2019.Tarff Valley deliver a six weeks work experience programme “lets get employed in agriculture”, aimed at young people in the Dumfries and Galloway area considering a career in agriculture.  | Continue to promote land based sector to early career individuals (school pupils/ recent school leavers). Support with progression from pre apprenticeship to MA frameworks.Consider other support from industry bodies such as Young Farmers organisations. Send information on the programme out land based apprenticeship contracted providers.  |
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* 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]  [1] SDS Equality Evidence Review 2019 and the Scottish Government’s A Fairer Scotland for Disabled People Plan.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| In 2021, an estimated 32,000 disabled people aged 16 to 64 were unemployed. The unemployment rate for disabled people aged 16 to 64 in Scotland is higher than for non-disabled people.The UK Gov report on the employment of disabled people 2021 states that “ Disabled workers are least likely to be employed in Agriculture, forestry and fishing, as were non-disabled workers | <https://www.gov.scot/publications/scotlands-labour-market-people-places-regions-protected-characteristics-statistics-annual-population-survey-2021/documents/><https://www.gov.uk/government/statistics/the-employment-of-disabled-people-2021/the-employment-of-disabled-people-2021> | Actively promoting mental health by delivering mental health training to pre apprentices. Machinery Rings work with the two partner colleges to support individual needs and support whilst working on the mentor farmsCurrently 30% of participants identify as having an impairment, disability or health condition. | Continual monitoring of the programme, it’s participants and support offered.  |
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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  |
| --- | --- | --- | --- |
| Stonewall Scotland research (2017) identified that 39% of trans employees experienced negative comments and discrimination.Previous research highlights the disadvantage experienced by LGBTI people in rural Scotland. This includes social isolation, discrimination, prejudice, and a lack of services. Barriers to participation in rural policy and decision-making may extend from broader social exclusion. | Stonewallscotland.org.ukhttps://www.gov.scot/publications/inclusive-participation-rural-scotland-preliminary-exploration/pages/5/ | Equality monitoring in other programmes is in line with census data capture | Continue to monitor SDS documents to ensure continued inclusivity across he programme and ensuring inclusive language is used across all promotional material and continued participant sampling. The provider carries out an initial assessment to ensure any potential barriers are identified and support pre apprentice to overcome.  |
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* 1. **Marriage and civil partnership**

**Context:** Limited data to date on the impact of marriage and civil partnership within the land based sector.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Programme is targeted to younger age range who are new or recent school leavers. 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 Land Based Pre Apprenticeship Programme. | 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. |
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* 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. (1) The Land Based Pre Apprenticeship programme offers a flexible delivery model. [1] SDS Equality Evidence Review 2021.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Offer flexible delivery and location and programme completion date.  | https://www.equalityhumanrights.com/en/managing-pregnancy-and-maternity-workplace/pregnancy-and-maternity-discrimination-research-findings | Machinery Rings have been able to offer support as required.  | Continual monitoring of programme and ensuring appropriate flexibility and support.Ensure risk assessments updated as required.  |
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* 1. **Race**

**Context:** Very little evidence to date on the impact on BAME within land based sector however BAME are underrepresented within the sector as a whole.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| 0.8% of agriculture, fishing and forestry sector identify as BAME.  | https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/employment/employment-by-sector/latest#by-ethnicity-and-sector | 2% of pre apprentices identify as BAME. Recruitment methods are wide and include Colleges, mentor farms, local community engagement which has had a positive effect on the recruitment of BAME pre apprentices | Continued monitoring and promotion of programme to BAME young people.  |
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* 1. **Religion or belief**

**Context:** Limited evidence of the religion or beliefs within the sector or the impact of the Land Based Pre Apprenticeship programme.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Current statistics demonstrate pre apprentices predominately do not belong to a religion, religious denomination or body. Church of Scotland is the next common response. | https://www.gov.scot/publications/analysis-equality-results-2011-census-part-2/documents/ | A wide range of marketing activities are undertaken by the machinery rings including social media, school careers fayres. Promotion internally in SDS to CIAG colleagues.  | Continual monitoring of marketing to establish if any focused marketing should take place.  |
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* 1. **Sex** (or gender)

**Context:** Females are less likely to work in the land based sector and those who do are more likely to be part time workers.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Most farm occupiers are male and females are more likely to work part time.  | <https://www.gov.scot/publications/results-june-2018-scottish-agricultural-census/documents/>[https://www.fas.scot/downloads/women-in-farming-and-the-agriculture-sector-report/](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.fas.scot%2Fdownloads%2Fwomen-in-farming-and-the-agriculture-sector-report%2F&data=05%7C01%7CCindy.Cannon%40sds.co.uk%7Ce91e4278b23048e7fe6508db3f5d388f%7C33ca6d475e4f477484f1696cbb508cbe%7C0%7C0%7C638173441831231829%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ga%2FVp4vgToiiMWGBeIftTpKoARXDua%2BzxU6DOuUuSVA%3D&reserved=0) | Use a range of pre apprentices as a way of demonstrate to potential applicants differing genders of previous participants. Work is being undertaken with the sector in general to encourage more females into the sector.  | Continual monitoring of marketing to establish if any focused marketing should take place and ensure promotional material and forms are gender neutral |
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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. [1] [1] SDS Equality Evidence Review 2020

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| The Social Survey Core Questions (SSCQ) indicate that the lesbian, gay, bisexual, or other (LGBO) population of Scotland is estimated at 2.6%. There is no reliable data on Scotland’s trans population. A higher proportion of the population identify as LGBO in urban areas than in rural.Previous research highlights the disadvantage experienced by LGBTI people in rural Scotland. This includes social isolation, discrimination, prejudice, and a lack of services. Barriers to participation in rural policy and decision-making may extend from broader social exclusion. | https://www.gov.scot/publications/inclusive-participation-rural-scotland-preliminary-exploration/pages/5/ | 2% of pre apprentices identify as an LGB group | Continue to monitor SDS documents to ensure continued inclusivity and continued participant sampling. The provider carries out an initial assessment to ensure any potential barriers are identified and support pre apprentice to overcome. |

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.[1] [1] SDS Equality Evidence Review 2020

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| The programme offers a degree of flexibility in terms of start and finish date as well as activities on the programme to support young people who may face additional barriers to employment. |  | The programme is promoted by the machinery rings via social media as well as via school careers fayres.  | Continue to monitor SDS documents to ensure continued inclusivity and continued participant sampling. |

* 1. **Rural**

**Context:** Around 67,000 people are directly employed in agriculture in Scotland – this represents around 8% of the rural workforce and means that agriculture is the third largest employer in rural Scotland after the service and public sectors

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Programme already recruits form rural areas and focuses on availability of mentor farms and individuals being located in the same geographical area or travel to work area. | https://www.nfus.org.uk/farming-facts.aspx | The programme is open to all participants residing, or able to travel/ relocate to the South of Scotland, East of Scotland and the Highlands. The availability of provision can be investigated for interested potential participants out with these geographical areas.  | Continual monitoring of the availability of mentor farms or participants to ensure location can be expanded geographically |
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1. **Action Plan**

The SRO is responsible for all actions.

| **What is the action?** | **Which group(s) does it relate to?** | **What is the anticipated outcome?** | **What method is used to measure it?** | **Timescale** |
| --- | --- | --- | --- | --- |
| Continued Monitoring | All of the above | Machinery Rings adopt an inclusive approach | Start information by MR’s and participant feedback | April 23- March 24 |
| Liaise with Marcomms team | Individuals | Support for promotional material to ensure inclusive language and drives outcomes of programme from an equalities perspective | To ensure promotional material drives equality and attracts diverse applicants | April 23-March 24 |
| Liaise with Machinery Rings to ensure continual development of marketing materials and engagement with all sectors of the community to ensure inclusivity | All of above | To ensure continual development of marketing materials and engagement with all sectors of the community to ensure inclusivity | Engagement with MR’s and copies of marketing and promotional materials | April 23-March 24 |