

People Impact Assessment

People impact assessment helps you assess the contribution your proposal - strategy, policy, programme etc. - will make to addressing inequalities and socio-economic disadvantage. Identifying positive impact strengthens the case for approval of your proposal. Identifying potential adverse impact enables you to eliminate or mitigate negative effects in its delivery.

Most importantly this strengthens HIE's ability to influence and deliver inclusive growth, particularly those elements which relate to people and place.

It guides you through 3 stages:

- Screening : screens out proposals which do not need assessment
- Assessment : identifies how your proposal is likely to address inequality and socio-economic disadvantage
- Action Plan : identifies action you will take as a result of the assessment

Proposal being assessed

Title of the proposal being assessed:

Inverness Campus – assessment refresh September 2019

Type of activity:

please tick as appropriate

at HIE's own hand third party intervention partnership activity

Is your proposal:

please tick as appropriate

new existing and being revised

Group or Area Team delivering the proposal:

Inverness Campus Team, An Lòchran

Name and role of person leading the assessment:

Karen Thomson, Senior Manager, Inverness Campus and Strategic Projects

Screening

Question A1

Please tick any of the following which apply to your proposal:

- a)** it contributes to achieving one or more of **HIE's equality outcomes 2017-21**:
- increasing the diversity of leadership and workforce participation in the Highlands and Islands
 - people better recognise and understand prejudice-based incidents and hate crimes and feel confident reporting them
 - growing the working age population in every part of the Highlands and Islands
- b)** it contributes to the following in relation to any of the **protected characteristics** (age, disability, gender, gender-reassignment, marriage or civil partnership, maternity or pregnancy, race, religion or belief, sexual orientation)
- eliminating unlawful discrimination, victimisation or harassment
 - advancing equality of opportunity:-
 - by removing or minimising disadvantage for a group(s) of people
 - by meeting the needs of particular groups which differ from the needs of others
 - by encouraging participation in public life for a group(s) of people
 - by taking account of disabled people's impairments
 - fostering good relations:-
 - by tackling prejudice
 - by promoting understanding between groups of people
- c)** it addresses **known areas of inequality** such as the gender pay gap, youth out-migration, occupational segregation, in-work poverty, income inequality, inequalities in educational attainment
- d)** it considers proposals of a strategic nature. Consider the impact of **socio-economic disadvantage**:
- in communities within particular disadvantaged places
 - within particular disadvantaged communities of interest such as disabled people, young people leaving care etc.
 - specifically for people in rural, remote and islands areas
- e)** it uses **EU funding**; assessment is mandatory for European Structural Fund Programmes

If you have **ticked** any of the options a) to e) above proceed now to the Assessment on page 4.
Form October 2017

If you have **not ticked** any of the options a) to e) this indicates that your proposal is not relevant to equality and not likely to address socio-economic disadvantage. You should sign off the screening below.

Signing off the screening

You must include in relevant approval papers:

- a) a statement to confirm that the proposal has been screened for impact in relation to equality and socio-economic disadvantage and that full assessment is not required
- b) a statement to confirm, if your proposal includes procurement activity above OJEU threshold levels, that there is no need to consider award or contract performance criteria related to equality.

Assessment of your proposal ends at this stage.

Name of person who carried out the screening:	N/A
Job Title:	
Date of decision:	

This document must be retained with your strategy, policy or programme papers. Screening documentation is subject to the provisions of the Data Protection Act 1998 and Freedom of Information Act 1998.



Assessment to address inequality and socio-economic disadvantage

Requirement to publish impact assessments

Impact assessments must be published, demonstrating that HIE has paid due regard to equality in the development and delivery of our functions. Assessments are subject to the provisions of the Data Protection Act 1998 and Freedom of Information Act 1998.

Question B1

What is the purpose of the proposal; how will it achieve this; who will benefit from it?

Develop a new high-quality location for academic, business and leisure activity. Phase I of the Campus delivered the main infrastructure sufficient for up to 55,000m² of development, providing serviced land for a wide range of public, private and 3rd sector stakeholders contributing to an overall Inverness Campus “vision”. There is an aspiration to create community and sports facilities. Focusing on infrastructure development phase I will have limited equality impact, predominantly on influence over future building and infrastructure design and employment creation during the construction stage.

In Phase 2 of the development a wide range of stakeholders will benefit from the project, including: UHI, Inverness College UHI, the Scotland’s Rural College (SRUC), and NHS Highland. Staff, students, suppliers, patients and customers of these organisations will benefit as will the local and wider community.

Some equality benefits are beyond the lifetime of this project however it is essential that these are considered at the development stage to ensure that future long-term benefits can be realised e.g:

- working age population will benefit from increased employment opportunities, many in highly paid employment
- academic courses are likely to attract a range of students, teaching and research staff with the mix of ages and gender, likely to vary according to the discipline. This presents an opportunity to address occupational segregation (the typical clustering of men or women in some job roles and grading levels) through tackling educational and employment stereotypes
- contractors and suppliers can be influenced to incorporate inclusive design in landscape and premises construction, benefiting a range of people who have a disability, potentially resulting in a showcase of accessible design
- Partner involvement (including third sector) ensures a focus on the needs and aspirations of people on low income row hoc are distanced from the labour market.
- Social enterprise interventions might cater for people who have a range of disabilities, including learning difficulties
- There is an aspiration to create community and sports facilities which will offer accessible leisure, recreational and wellbeing facilities for people across all equality groups.

The campus assessment, as refreshed in 2019, aims to provide a template to consider for individual campus building developments. Where considered appropriate an individual people impact assessment may be carried out to address specific needs which go beyond this umbrella assessment. One such example is the Centre for Health Science II (also known as the Dewar Centre) for which a partnership assessment was completed in 2018.

Question B2

What evidence do you have of the likely impact your proposal on different groups of people (younger or older people, men or women, disabled people etc.) or communities within particular disadvantaged places, including rural, remote or islands areas?

What does the evidence tell you	Source of evidence
<p>The original assessment drew on 2 economic impact assessments: DTZ Piedad(2008) and Cogentsi (2009), the “Greenprint” study on environmental impacts the Logan Energy (2009) renewable energy study and extensive consultation with stakeholders, public bodies (incl. Highland Council, SEPA, Scottish Water, SportScotland and local and community councils)</p>	
<p>Centre for Health Science II drew on academic, staff and student profiles in the disciplines relevant to that development. HIE research “Our Next Generation – Young People and the Highlands and Islands” (2015) provided evidence of the attitudes and migration choices of young people, showing that young people do not need to be convinced of the benefits of life in the region, but who need opportunities to enable them to stay or return.</p>	
<p>HIE / SE- commissioned research carried out by Blake Stevenson in 2010 identified employment profiles of key sectors in Scotland, including the fact that the universities sector has an older age profile than other sectors</p>	
<p>Subsequent research (2018) “Young People and the Highlands and Islands: Maximising Opportunities” shows that young people’s views are more positive than formerly with a greater range of opportunities open to them.</p>	<p>This provides additional evidence of the educational and employment aspirations of young people, changing as the campus development matures and grows</p>
<p>HIE will carry out an annual survey of tenants within NEXUS which can be amended in future years to collect relevant information. Evidence from regular interaction with the NEXUS companies provides anecdotal evidence on the number of women (14) and young people (9) out of a total of 27.</p>	<p>Nexus development</p>

Question B3

If there are evidence gaps which prevent you from understanding the likely impact on groups of people or communities affected, how will you fill the gaps?

As mentioned above we will review the NEXUS survey to ensure proportionate collection of appropriate information for all reporting. We are also in discussion with colleagues in the strategy team regarding overall project monitoring – particularly recording outcomes and benefits.

Question B4

Note below any positive or adverse impact which may occur as a result of the planned delivery of your proposal. Leave blank any groups you consider will not be disproportionately affected.

Tick Nature of anticipated impact for groups of people likely to be affected

Age – younger or older people, people of a particular age

- Positive impact identified 😊
 - UHI specialises in Lifelong Learning and caters for all age groups in all locations using the latest “distance learning” methods
 - There is a nursery and FE & HE provision on site
 - The community green space on the Campus is widely used by young people learning to ride bikes. Older people often use the Campus in terms of health walks and cycling.
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- Adverse impact identified ☹️

Disability - people who have a disability (physical or mental health condition, long term illness)

- Various Social Enterprise activities will cater for people with disabilities and learning difficulties (both in employment and training)
 - The Centre for Health Science has been developed as a point of healthcare research, education & training, clinical care and commercial activity
 - Campus development will not only be compliant with legislative standards but presents an opportunity for HIE to influence an approach which goes beyond legislative compliance leading to cutting edge design. For example, we have incorporated a range of higher specification facilities in new build premises with flexible design, which are relevant for those who are hard of hearing, have visual impairment etc.
 - The extensive landscaped parkland, public art and vibrant community facilities contributes to a positive wellbeing experience to all users. This offers the opportunity to influence inclusive landscaping design, for example, a sensory garden in the landscaping
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- Adverse impact identified ☹️

Gender - men or women

- Positive impact identified 😊

Nursery provision on site has opened up long-term employment opportunities for those who are carers, predominantly women.
- Adverse impact identified ☹️

Gender-reassignment - people who have undergone or plan to undergo gender re-assignment

Positive impact identified 😊

Adverse impact identified 😞

Marriage or civil partnership - people who are married or in a civil partnership

Positive impact identified 😊

Adverse impact identified 😞

Pregnancy and maternity - women who are pregnant or linked to maternity

Positive impact identified 😊

Adverse impact identified 😞

Race - people of diverse race, nationality or ethnicity

Positive impact identified 😊

The Campus and its multiplicity of uses will cater for a diverse and broad spectrum of users who will live, work and study there. Research and teaching staff opportunities are likely to attract international interest

Adverse impact identified 😞

Religion or belief - people of diverse faiths or beliefs

Positive impact identified 😊

Adverse impact identified 😞

It remains an aspiration to have a “spiritual centre” on the Campus at some stage, to cater for a range of religious and spiritual groups.

Sexual orientation – lesbian, gay, bisexual or transgender people

- Positive impact identified 😊
- Adverse impact identified 😞

Question B5

General Equality Duty

In what way will your proposal contribute to:

- eliminating unlawful discrimination, victimisation or harassment
- advancing equality of opportunity (by removing/minimising disadvantage, meeting the needs of particular groups, encouraging participation in public life, taking account of disabled people's impairments)
- fostering good relations (by tackling prejudice or promoting understanding)

The campus development provides an opportunity to significantly advance equality of opportunity – employment, education and training, for a wide range of people.

In terms of Campus development the main positive activity is in making the infrastructure as accessible as possible. This work is ongoing and has been given further focus with the production of the Campus travel and transport plan.

Question B6

Economic, social and cultural (human) rights

HIE is well placed to create the conditions in which economic, social and cultural rights can be realised, such as working towards:

- an adequate standard of living e.g. Minimum Income Standard, addressing poverty
- access to well-paid employment for all e.g. job creation, income levels
- just and favourable work conditions e.g. encouraging inclusive workforce practices
- social participation and community confidence e.g. inclusive capacity building and representation

In what way will your proposal help people realise their economic, social or cultural rights?

Identify any areas where there is risk of preventing individuals from realising their human rights. Provide justification where this is considered a proportionate response to achieving the overall aim of the proposal.

Provision of education, training and employment all enhance people's ability to remain within the region, with well-paid, fulfilling employment and development opportunity

Question B7

Socio-economic impact

Public authorities, including HIE, are expected to consider how to address socio-economic disadvantage, when taking decisions of a **strategic** nature, such as economic development strategy, setting budgets for key investment choices, city / region deals etc. Consider how this might impact on:

- communities within particular **disadvantaged places**
- particular **disadvantaged communities of interest** (e.g. young people leaving care; disabled people; people from minority ethnic communities)
- people in **rural, remote and islands** areas

Disadvantaged places

In what way does your proposal address socio-economic disadvantage in communities within particular disadvantaged places?

Inverness Campus provides benefits for a wide range of people. The near neighbours to the site have particular opportunities e.g. the community in Raigmore Estate ranks highly in terms of deprivation indicators. The Campus development has impacted in terms of nearby employment and education opportunities, improved transport links (particularly active travel), better access to the wider city and high quality green space.

Disadvantaged communities of interest

In what way does your proposal address socio-economic disadvantage within communities of interest not already outlined in question 5 above?

Use of the Campus by organisations such as Spokes for Folks and Velocity has provided new opportunities for health and wellbeing of older people, those living in isolation and those facing mental health challenges.

Rural, remote, and islands areas

In what way does your proposal address the specific nature of socio-economic disadvantage experienced by people in rural, remote and islands areas?

Developments such as the CfHS II support the development of remote access technologies which will reach people in remote, rural and island areas which would not otherwise have access to such medical facilities.

Question B8 European Structural Fund Programmes only**Equal Opportunities - “to increase the opportunities within the programme for all groups and to prioritise and adapt support for groups facing particular disadvantages to participation”**

Clarify precisely how the proposal takes account of and reflects the diverse needs of any target group(s).

Outline how the proposal will overcome any potential barriers to access to participation and how policies in place will make a positive difference.

The Inverness Campus development has resulted in new opportunities for those in the Highlands to access quality work within the Life Sciences and Technology sector and reduce the perceived need to travel south to find such employment.

Social inclusion - “to ensure that economic growth and tackling exclusion go hand in hand to help people overcome multiple barriers to employment and realise their full potential”

Demonstrate how the proposal will reconcile a commitment to social inclusion with a focus on improving the competitiveness and economic performance of the locality.

Outline how it will reduce inequalities between the least advantaged communities and the rest of society.

Outline how the proposal will overcome any potential barriers to access to participation and how policies in place will make a positive difference.

A key aim of the Inverness Campus development is to increase the attraction of the area for young people.. The creation of high quality jobs has impacted on both average salary and the number of young people working at the Campus.

**People Impact Assessment
Action plan to address inequality and socio-economic disadvantage**

Title of the proposal assessed: **Inverness Campus – assessment refresh September 2019**

Financial and resource allocation decisions must take into account potential equality impact and, for strategic decisions, socio-economic impact. Proposals which include procurement activity at OJEU level must consider whether to include contract award or performance criteria related to equality. We also recommend this as good practice for lower value contracts.

The following summarises actions to be taken as a result of People Impact Assessment and should be submitted with relevant approval papers.

Summary of impact identified and action to be taken to ensure inequalities and socio-economic disadvantage are addressed

Potential impact to be addressed	Action to be taken	By whom	When
Opportunities for young people	Work with colleagues to monitor numbers of young people employed e.g. through the NEXUS annual survey	NEXUS and Campus teams	annual
Employment creation	Devise with strategy team new ways of recording outcomes and benefits from Campus development	Strategy and Campus teams	Annual survey

Arrangements to monitor and review impact over time


Monitoring and review arrangements	By whom	When
The Campus team already record project impacts across a variety of indicators. This work must continue and be regularly reviewed to ensure the information gathered is both appropriate and proportionate.	Campus Team	Quarterly review of registers

Procurement		

Proposal involves procurement activity at OJEU level Yes / No

Award criteria to be included in tender	How criteria will be evaluated
Procurement is considered on a project by project basis. However the considerable learning gained from the development to date helps us influence future exercises	
Contract performance criteria	How delivery of performance criteria will be monitored
As above	

The full signed assessment is held with proposal papers and published on the HIE website.

Senior Responsible Officer (name):	Ruairaidh MacNeil
Job Title:	Project Director – Inverness Campus
Date of signing off completed assessment:	 19 th September 2019

