



Highlands and Islands Enterprise
Iomairt na Gàidhealtachd 's nan Eilean

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:**Science Skills Academy****Type of activity:**

please tick as appropriate

☒ partnership activity☐ third party intervention☐ at HIE's own hand**Is your proposal:**

please tick as appropriate

☒ new☐ existing and being revised**Group or Area Team delivering the proposal:****Regional Development****Name and role of person leading the assessment:****Andrew Johnston****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:-

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- 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.

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:

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?

The Science Skills Academy (SSA) aims to increase the proportion of young people from the Highlands and Islands who choose to study or work in Science, Technology, Engineering and Maths related disciplines. It will achieve this by providing a coordinating mechanism for STEM activity across the region and by setting up a network of inspirational STEM hubs (Newton Rooms).

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 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?	Source of evidence
Jobs in STEM related disciplines are more highly skilled and better paid on average. The proportion of jobs in STEM related disciplines in the H and I is lower than the National Scottish average.	Skills Development Scotland
There are no Association of Science and Discovery Centres (ASDC) providing inspirational activity to young people and their families within easy reach of most young people in the H and I, unlike their counterparts in more populous parts of Scotland.	ASDC
Statistics on gender representation in STEM show that there are fewer female school age and higher and further education students. There is a need to widen the pipeline from early education through to employment	
The 'Aspires' report on participation in STEM study and careers shows a negative or poorly informed familial attitude to be the biggest barrier to STEM related careers	
Needs of individuals on the autism spectrum? Evidence they benefit from a different working environment	

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?

We are studying options for an independent evaluation of our programme. There is no coordinating mechanism for STEM activity across the region – we are developing a geographical information system that will allow us to record participation in activity at individual class level ,including by gender.

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 😊

☐ The SSA will prioritise children in P6 – S2 but there will be a building 'family science capital' aspect to its operation which will be inter-generational.

Adverse impact identified ☹️

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

☐ Positive impact identified 😊

☐ Newton Room design accommodates needs of those on autism spectrum

Adverse impact identified ☹️

Gender - men or women

☒ Positive impact identified 😊

☐ The SSA will research and use best practice, in its activities to tackle gender stereotyping around STEM.

Adverse impact identified ☹️

Gender - 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 😊

☐ Adverse impact identified ☹️

Religion or belief - people of diverse faiths or beliefs

☐ Positive impact identified 😊

☐ Adverse impact identified ☹️

Sexual orientation - people who are gay, lesbian, 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 Science Skills Academy programme will follow the policies and practices of the members of the partnership in relation to the above. These are HIE, UHI< SDS and NHS Highland.

SSA development and implementation aims to address the under-representation of young women in STEM by reviewing gender representation in participation rates and positive feedback reported. In addition, care has been taken to ensure Newton Room design meets the needs of those on the autism spectrum by providing an appropriate environment which meets their needs

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.

By promoting careers linked to STEM, the Science Skills Academy will contribute to measures to raise the wage and skill levels of the Highlands and Islands economy. This may particularly be beneficial for young women and those individuals on the autism spectrum.

There will be a direct positive impact in some remote and rural areas through employment opportunities with the SSA

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?

The proposal is based on equitable access to inspirational STEM learning for young people in the most remote and rural parts of the Highlands. The SSA Geographical Information System will be able to monitor uptake of activities and enable an approach targeted at those most in need.

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?

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?

We will be establishing Newton Rooms across the Highlands. The aim is for every young person to be within one hour of a Newton Room. Where this is not possible, alternative provision (such as residential stay or mobile provision of activity) will be made.

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.

N/A

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.

Increasing participation in STEM careers can create a more highly paid and highly skilled workforce. The main barrier to young people taking advantage of opportunities in STEM related careers is familial attitude. By carefully building ‘family science capital, and by raising awareness of local STEM employment opportunities, we aim to remove this barrier.

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

Title of the proposal assessed: **Science Skills Academy**

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			
Potentially impacted by the proposal	Action to be taken	By whom	When
Raising skill levels of workforce – design and delivery is particularly beneficial for young women and disabled people who are under-represented in STEM?	Aim to inspire more young people to study or work in STEM – gender monitoring ensures both young men and women benefit from implementation. Newton room design accommodates the needs of individuals on the autism spectrum	SSA	Ongoing
Raising family science capital	Engaging community in stem activity	SSA and partners	Ongoing

Arrangements to monitor and review impact over time			
Outputs		By whom	When
Outputs – numbers of young people engaged by gender etc will be recorded monthly		SSA Project manager will collate information	Monthly
Analysis of location will be made according to the Scottish Governments 8 point rurality scale		Project manager	manager

Procurement

Proposal involves procurement activity at OJEU level / No

Award criteria to be included in tender**How criteria will be evaluated**

N/A

Contract performance criteria**How delivery of performance criteria will be monitored**

N/A

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

Senior Responsible Officer (name):

Andrew Johnston

*Andrew Johnston***Job Title:**

Director, Science Skills Academy

Date of signing off completed assessment:*28/8/18*