



## People Impact Assessment

People impact assessment is a tool to help you identify the impact HIE's activities have on people. Taking this into account in the early stages of developing an initiative will help you improve its reach and effectiveness.

An assessment can be carried out on anything we do: developing or reviewing a policy, programme or regional strategy. It can be applied to processes or approaches to our work, such as account management or employee relations. Terms used such as proposal, policy or programme are interchangeable and intended to describe the activity you are assessing.

This form guides you through 3 stages of assessment, and is also set out in the associated flowchart:

- Section A : screens out policies or projects which are not relevant to equality
- Section B : helps you understand the nature and significance of the proposal's impact on people
- Section C : identifies action you will take as a result of that knowledge

### Identifying the proposal you are assessing

|  |   |   |
|--|---|---|
| <b>Title of the policy, programme etc. being assessed</b>  | <b>Project assessment for business development support for Lerwick Port Authority.</b>  |   |
| <b>Brief summary of the policy, project being assessed</b> | <b>Develop a new modern, purpose built fish market with auction hall at the Port of Lerwick to meet the growing demands of the fishing sector and support its long-term growth.</b> |   |
| <b>Type of activity:</b><br>please tick as appropriate     | <input type="checkbox"/> at HIE's own hand<br><input checked="" type="checkbox"/> third party intervention<br><input type="checkbox"/> partnership activity                         |   |
| <b>Is your proposal:</b><br>please tick as appropriate     | <input checked="" type="checkbox"/> New   | <input type="checkbox"/> an existing policy, project etc now being reviewed |
| <b>Group or Area Team leading the proposal</b>             | <b>Shetland Area Team</b>   |   |
|  |   |   |

|  |             |
|--|-------------|
| Name and role of person leading the assessment | Andrew Gear |
|--|-------------|

## Section A – screening for relevance to equality

All activities we carry out should be screened to identify whether they are relevant to equality because of the impact they are likely to have on particular groups of people. This is not just to avoid discrimination but also to identify ways in which we can maximise the positive impact on people of our functions.

### Question 1

The activities listed below have already been identified as being relevant for equality. Please tick the relevant option(s) if your proposal is likely to :-

- a) contribute to achieving one or more of HIE’s equality outcomes 2013-17:**
  - helping young people (aged 16-24) move into suitable employment
  - increasing the number of women in leadership roles in business / social enterprise
  - promoting inclusive working practices in HIE which recognise the implications for employees of dispersed work locations in relation to the protected characteristics
  - increasing public understanding of / confidence in reporting hate incidents e.g. racism
- b) contribute to any of the three aims of the General Equality Duty**
  - 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 are different from the needs of others
    - by encouraging participation in public life for a group(s) of people
  - fostering good relations:-
    - by tackling prejudice
    - by promoting understanding between groups of people
- c)  use EU funding. Assessment mandatory for European Structural Fund Programmes**
- d)  address known areas of inequality e.g. gender pay gap, youth out-migration, under-employment of EU Accession Country nationals, occupational segregation, in-work poverty**
- e)  affect HIE budget allocation and impact differently on some groups of people in relation to the “protected characteristics”**
- f)  affect key HIE employment activity e.g. recruitment, pay or workforce development**

If you have ticked any of the options a) to f) above proceed now to Section B. You do not need to sign Section A as you will sign off the assessment document at the end.

If you have not ticked any of the options a) to f) please go to question 2.

### Question 2

**Since your proposal does not contribute to any of the above you have indicated that your proposal is not relevant to equality.**

For example this might be the case where :-  
March 2016

- your proposal is unlikely to impact on people; or
- it will impact on people but it will not impact in different ways on specific groups of people such as younger or older people, men or women etc.
- there is no or little opportunity to advance equality through its delivery
- everyone affected by the proposal (men or women, or younger or older people) is likely to experience the same outcome, regardless of HIE's influence

Please outline below why you consider your project, policy etc not to be relevant to equality.

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### Signing off the assessment

Please include in relevant project or policy approval papers :-

- a statement to confirm that the proposal has been screened and that is not relevant to equality
- your justification for this decision, as outlined in question 2 above
- if your proposal includes procurement activity above OJEU threshold levels you must include a statement to confirm that there is no need to consider award or contract performance criteria linked to equality

You should now sign off Section A of the assessment. Assessment of your proposal ends at this stage.

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

**To be signed where Question 2 above has been completed.**

**Name and role of person leading the assessment:**

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**Job Title:** \_\_\_\_\_

**Date of decision:** \_\_\_\_\_

## Section B – understanding the nature and significance of impact on people

### Requirement to publish impact assessments

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

### Question 3

#### What do you aim to achieve from the project, policy etc?

In what way will people be affected by its implementation e.g. job creation, events delivered, protection or support in place from a new policy, increased community capacity.

This project will result in 1 direct FTE job, but will have wider economic impacts across the whole fisheries sector and will help to provide more opportunities for young people and women through the additional job creation and development of new modern facilities. Also, seafood related employment is widely spread in Shetland with employment in many rural and fragile areas heavily dependent upon the industry such as the North Isles. Therefore, this project will help support the continuation of these employment opportunities in Shetland's more remote and rural areas.

### Question 4

**What do you already know about how the proposal is likely to affect people?** This might be from national data, relevant websites etc. Consider both positive and negative effects, bearing in mind that identifying negative impact now helps you minimise potential barriers to effective implementation.

**Specifically mention any information you have about views expressed by the groups of people most likely to be affected.** This might be consultation exercises, surveys or participant feedback etc. on this specific proposal, or more general views about this area of work.

| What does the evidence tell you about the effect of your proposal on people?   | Source of evidence     |
|--|------------------------|
| LPA's is committed to equal opportunities and diversity of its workforce. For example, its CEO and Chief Financial Officer are females. It has also historically provided job opportunities for people with disabilities. The company also invests in the training of its workforce and provides well-paid jobs. | Own company knowledge. |
| The fishing sector is a traditionally highly segregated workforce. The new Fish Market will provide improved welfare facilities improving access for women and people with disabilities and opportunities for them to secure employment at the new Fish Market and in the Fisheries sector.                      | Own company knowledge. |
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If you think people may be negatively affected and this could be unlawful contact HIE's Equalities Manager now to clarify the potential impact and remove any unlawful provisions from your proposal.

## Question 5

**Which groups of people do you think will be affected most by the proposal?** Please tick any that apply and complete the relevant information. Consider whether there is potential for discrimination (including inadvertent discrimination), for advancing equality of opportunity or for fostering good relations.

| Please tick | Protected characteristics   |
|-------------|---|
|             | <p><b>Age - people of a particular age or younger or older people</b></p> <p>Positive impact identified ☺<br/>A new, modern Fish Market will help aid LPA and the fisheries sector in attracting more young people to work in the sector.</p> <p>Negative impact identified ☹<br/>No negative impacts.</p>  |
|             | <p><b>Disability - people who have a disability</b></p> <p>Positive impact identified ☺<br/>A new modern Fish Market will significantly improve disability access providing better opportunities for people with disabilities to access employment opportunities. LPA already have a track record of providing job opportunities for people with disabilities.</p> <p>Negative impact identified ☹<br/>No negative impacts.</p> |
|             | <p><b>Gender - men or women</b></p> <p>Positive impact identified ☺<br/>A new, modern Fish Market will improve welfare facilities and access and job opportunities for women to work in the sector.</p> <p>Negative impact identified ☹<br/>No negative impacts.</p>  |
|             | <p><b>Gender-reassignment - people who have undergone or plan to undergo gender re-assignment</b></p> <p>Positive impact identified ☺<br/>No impact identified.</p> <p>Negative impact identified ☹<br/>No negative impacts.</p>  |

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|  | <p><b>Marriage or civil partnership - people who are married or in a civil partnership</b></p> <p>Positive impact identified ☺<br/>No impact identified.</p> |
|  | <p>Negative impact identified ☹<br/>No negative impacts.</p>   |
|  | <p><b>Pregnancy and maternity - women who are pregnant or linked to maternity</b></p> <p>Positive impact identified ☺<br/>No impact identified.</p>          |
|  | <p>Negative impact identified ☹<br/>No negative impacts.</p>   |
|  | <p><b>Race - people of diverse race, nationality or ethnicity</b></p> <p>Positive impact identified ☺<br/>No impact identified.</p>                          |
|  | <p>Negative impact identified ☹<br/>No negative impacts.</p>   |
|  | <p><b>Religion or belief - people of diverse faiths or beliefs</b></p> <p>Positive impact identified ☺<br/>No impact identified.</p>                         |
|  | <p>Negative impact identified ☹<br/>No negative impacts.</p>   |
|  | <p><b>Sexual orientation - people of different sexual orientation</b></p> <p>Positive impact identified ☺<br/>No impact identified.</p>                      |
|  | <p>Negative impact identified ☹<br/>No negative impacts.</p>   |

## Question 6

**Are there any evidence gaps which prevent you from understanding fully the likely impact on people affected?** If so, identify the evidence gaps which you wish to fill:

None.

### **What steps will you now take to fill those evidence gaps?**

Information gathering : N/A

Consultation or involvement: N/A

## **Question 7**

### **Where relevant, once you have gathered more information or carried out consultation or involvement activity, what additional insight have you gained about how people will be affected by your proposal?**

You may wish to fill the evidence gap before proceeding with the proposal or continue and incorporate the findings as the proposal is implemented. This will depend on the nature and significance of the gap.

N/A

## **Question 8**

### **Gaelic language**

HIE's *Gaelic Plan* emphasises use of Gaelic as an asset for generating economic and social value. **Identify below how your proposal may add to Gaelic's contribution to the delivery of HIE's organisational priorities and let a member of Buidheann a'Phlana Gaidhlig know.**

N/A

## **Question 9**

### **Integrating equality in the 2014-2020 European Structural Funds Programmes**

All funded projects (2014-2020) are required to carry out an equality (people) impact assessment. **Refer to the guidance notes on "horizontal themes" for specific requirements and summarise the relevant findings below.**

#### **Equal Opportunities**

The fishing sector has historically been a male dominated industry and is an ageing workforce. This project has the potential to provide the sector with long-term opportunities to promote and broaden the appeal of the job opportunities available in the fishing industry to under-represented groups such as women and young people, and help overcome their barriers to participation. For example, the new Fish Market will improve welfare facilities and the opportunity for women and people with disabilities to access job opportunities that are created directly and indirectly from this project. Also, a growing industry with more opportunities of well-remunerated employment would help in promoting the sector as a career of choice among young people.

#### **Social Inclusion**

The project will generate significant benefits to the local economy and will help support job opportunities in Shetland's rural and fragile areas, thereby, reducing the higher barriers to employment that these areas face compared to central mainland Shetland. The fisheries sector already provides well-paid jobs in rural areas. For example, 56% of Fish Catching jobs are located in Shetland's North Isles. This has a positive impact on these areas by reducing outmigration, strengthening the resilience of these communities as income is spent locally, and increases demand for local services.

## **Question 10**

### **Rurality**

HIE aims to address the challenges of access faced by rural populations, both business and community-based, to ensure they are not disadvantaged as a result of geographic location. **In what way(s) will your proposal address issues of rurality?**

The Fishing industry is a key employer throughout Shetland and supports employment in many of the island's fragile areas. The Shetland Seafood Sector Community Impact Study showed that Fish Catching supports 273 jobs (equivalent of 250 FTEs) across Shetland. 156 or 56% of these jobs are based in the North Isles (Whalsay, Yell and Unst) – three fragile areas of Shetland. The whitefish fleet employs 118 FTEs with many of these jobs and as the above figures illustrate are based in Shetland's fragile areas. Thus, the additional impacts of the Lerwick Fish Market will not solely be focused in and around Lerwick, but will have a significant benefit across Shetland and particularly in the fragile areas of Whalsay, Yell and Unst.

## Question 11

If you ticked question 1b) this indicated that your proposal will contribute to at least one of the three aims of the General Equality Duty:

- eliminating unlawful discrimination, victimisation or harassment
  - which may result in less favourable treatment
  - give rise to indirect discrimination
  - lead to discrimination arising from disability
  - may fail to build in reasonable adjustments
- advancing equality of opportunity:-
  - by removing or minimising disadvantage for a group(s) of people
  - by meeting the needs of particular groups which are different 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

**Briefly outline the way(s) in which your proposal will contribute to this:-**

This project will contribute to the advancing equality of opportunity by:

- Improving access and job opportunities for women and disabled people to work in the Fish Market;
- Providing opportunities to promote a more positive image of sector, particularly to those people under represented such as young people and women;
- Supporting well-paid jobs in the Fisheries sector and Lerwick Port Authority which are open to all groups.

## Question 12

**Economic, social and cultural (human) rights**

HIE has an obligation under the Human Rights Act 1998 to ensure that people's rights are respected in all we do. HIE is particularly 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. developing the minimum income standard, addressing poverty
- access for all to well paid employment e.g. supporting job creation, increasing income levels
- just and favourable work conditions e.g. providing favourable internal employment policies and influencing businesses to apply inclusive employment practices



- social participation and community confidence e.g. encouraging inclusive practices in community capacity building and representation

While equality focusses on the relative experiences of groups of people, taking a human rights approach aims to raise overall standards and protect against universally poor treatment.

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

LPA are committed to investing in their workforce and providing equal opportunities to all groups such women and disabled people. They also make a positive impact on the local community from the reinvestment of any profit made by LPA including recreational, sporting and leisure investment, as well as support for community projects and events.

**Section C - using knowledge of impact**

It is important that you act on the information about the impact of your proposal on specific groups of people identified in Section B.

**Question 13**

**What actions will you now take to make sure the information about impact on people is incorporated in your proposal?**

This might include amending a draft policy, carrying out consultation with a specific group of people or developing a feedback process for programme participants. Actions should be proportionate to the aims of your proposal.

| Action to be taken  | By whom                           | By when                 |
|---|-----------------------------------|-------------------------|
| Support will be provided to the company via the account management and project monitoring relationship. The company is already well advanced in terms of its policies and procedures in relation to equalities and will require a low level of assistance in this regard. | Account Manager and project lead. | Duration of the project |
|   |                                   |                         |
|   |                                   |                         |
|   |                                   |                         |

**Question 14**

**How will you ensure that you understand the actual impact experienced by people as your proposal is delivered?** This might be by gathering event or programme feedback which allows analysis by gender, age, disability etc. or information about the workforce demographics of appointments to jobs created.

| Method of monitoring actual impact   | By whom         | By when        |
|--|-----------------|----------------|
| Follow up on project delivery will be via the account management and project monitoring relationship | Account Manager | End of year 3. |
|  |                 |                |
|  |                 |                |
|  |                 |                |

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**Question 15**

**When will you review actual impact?**

This should be an integral part of your normal policy or project review process and should help you identify whether your proposal has been successful in achieving positive or minimising negative impact.

| Review process   | By whom                           | By when        |
|--|-----------------------------------|----------------|
| The impact of the project will be measured through the information gathered via the account management process and project monitoring. | Account Manager and project lead. | End of year 3. |
|  |                                   |                |
|  |                                   |                |
|  |                                   |                |

**Question 16**

**Procurement** : HIE proposals which include procurement activity at OJEU level must consider whether to include contract award or performance criteria related to equality. **Where relevant, how will you help eliminate discrimination, advance equality or foster good relations between people through contract award or performance criteria when procuring goods, services or advice?**

You should also refer to the guidance on equality contained in procurement documentation.

Award criteria to be included at tender stage:

N/A

How you will evaluate the award criteria:

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Contract performance criteria:

How you will monitor delivery of performance conditions:

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Assessment of how effective award or contract performance criteria have been in addressing inequalities or disadvantage or in promoting equality should be completed as an integral part of the procurement contract review process.

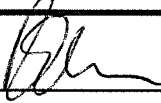
## Signing off the completed assessment

The outcome of the assessment must be reflected in relevant project or policy approval papers. It should outline as appropriate:

- a summary of positive and negative impact identified for specific groups of people and how your proposal maximises positive impact or minimises negative impact (Qs 5, 13 and 14)
- how your proposal helps achieve HIE's equality outcomes (Q1)
- how your proposal helps eliminate discrimination, advance equality or foster good relations (meeting the General Equality Duty) (Qs 1 and 11)
- how your proposal helps people realise their economic, social and cultural (human) rights (Q12)
- any equality considerations to be included in contract award or performance criteria (Q16)
- ways in which your proposal:
  - adds to Gaelic's contributes to HIE's organisational priorities (Q8)
  - meets EU funding requirements on social inclusion (Q9)
  - addresses issues of rurality (Q10)

This project will have a positive impact on the employment opportunities for women and young people in this sector who historically have been under represented in this industry. A new, modern facility with improved welfare facilities will improve the appeal of the job opportunities in the Fish Market, particularly to women and people who have a disability. It will also improve the appeal and enhance the sector's ability to promote the job opportunities across the supply chain to young people. Also, the sector is a major employer in Shetland's rural areas and the project will benefit Shetland's rural economy by helping to continue the transfer of job opportunities for people living in rural and remote areas of Shetland. Furthermore, these job opportunities are often well-remunerated compared against similar jobs in other industries. LPA also make a positive impact on the local community through the reinvestment of any profit they make in the port including recreational, sporting and leisure investment, as well as the support they provided to numerous community projects and events.

Completed impact assessments must be published to demonstrate that we have paid due regard to equality in the development and delivery of our functions. They are published on HIE's website, but you should also consider sharing the assessment with those who participated in its completion, including any equality groups consulted and stakeholders or partner agencies.

|  |                                      |
|--|--------------------------------------|
| Senior Responsible Officer (name): <u> Rachel Hunter </u>  |                                      |
| Job Title: <u> Area Manager, HIE Shetland </u>   | Contact Number: <u> 01595744940 </u> |
| Date of signing off completed assessment: <u> 19/12/17 </u>  |                                      |

**HIE's Equalities Manager will arrange for the assessment to be published. Please ensure that you send a scanned copy of the signed assessment.**

