



Highlands and Islands Enterprise  
Iomairt na Gàidhealtachd 's nan Eilean

## People Impact Assessment

People impact assessment is a tool to help you identify the impact HIE's activities have on people. This might be as a result of HIE's actions or influence. 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 or a project, a 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 project are interchangeable and intended to describe the activity you are assessing.

This form guides you through the assessment in 3 stages also set out in a flowchart([insert hyperlink](#)):

- 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, project etc. being assessed</b>	<b>ScotGrad Highlands and Islands</b>
<b>Brief summary of the policy, project being assessed</b>	ScotGrad Highlands and Islands is our refreshed placement programme which focuses on growth through innovation, internationalisation and capacity building, which sit at the heart of HIE's aspirations for business growth. The forward focus adopts recommendations from Achieving Growth through Account Management and aligns placement types to different clients segments, based on anticipated outputs and on return on investment. Whilst building on the successful management and delivery of HI-Grads, the breadth and scale of the programme will increase to target specific opportunities and to accelerate growth in both the private, third and community sectors.
<b>Type of activity:</b> please tick as appropriate	<input checked="" type="checkbox"/> at HIE's own hand <input type="checkbox"/> third party intervention <input type="checkbox"/> partnership activity

<b>Is your proposal:</b> 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>Business &amp; Sector Development</b>	
<b>Name and role of person leading the assessment</b>	<b>Lara Bown, Business Engagement Manager</b>	

## 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 :-

- 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.

Since 2010, the previous two programmes have facilitated a high number of positive employment opportunities (242 graduate placements and 165 summer placements) in the Highlands and Islands to resident, returning and non-indigenous graduates and undergraduates. The new programme will build on the previous success and will continue to create positive economic opportunities. Whilst the focus remains on attracting and retaining young people in the region, the mature graduates are not excluded from the programme.

As previously, residential training on employability skills and innovation will be available to all graduates/undergraduates appointed through the programme, enabling the participants to network with their peers. Additional networking events will also be held.

### 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
The evaluation confirmed that the programme has positive impacts on young people, providing them with valuable work experience and in many cases jobs in the Highlands and Islands.  Nearly half of those being approached by the evaluators believed that they would have remained in a job of less career relevance had they not taken part in the programme. A significant number of those participating in the Graduate Programme states that in the absence of the programme they would have left the Highlands and Islands and moved elsewhere for a job.	Programme evaluation undertaking by CEA
The above findings mirror the feedback from graduates/undergraduates and employers.	End of placement feedback from graduates/employers

It has been acknowledged that the residential training could be challenging for some groups of people. In past, it caused a problem for one particular participant with religious beliefs that prevented him from travelling on a Sunday. We always cover 100% of travel costs when participants made a round trip of greater than 70 miles or spent £15 on public transport, but to accommodate this particular request, we agreed to cover an extra night's accommodation costs so the graduate could travel on a Saturday instead. We've taken this into account when planning future courses and have moved the start of the course to a Monday night.	Graduate training
Internal equality monitoring exercise highlighted that there had been a large number of applications submitted by people from Black and minority ethnic group (BME), but none of them had been appointed. This is due to visa requirements. We address this issue by providing employers with guidance and encouraging them to carry fair employment practices. We are also in discussions with TalentScotland, who— offered to deliver employer workshops on Visa/Immigrations issues.	Equality monitoring data

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
<input checked="" type="checkbox"/>	<b>Age - people of a particular age or younger or older people</b> Positive impact identified ☺ Although the programme is aimed at giving young people an opportunity, it doesn't exclude older graduates – not age restrictive. Negative impact identified ☹
<input checked="" type="checkbox"/>	<b>Disability - people who have a disability</b> Positive impact identified ☺ Negative impact identified ☹ It has been acknowledged that some of the graduate roles, especially those based in rural areas, could be challenging for disabled people, who have no access to their own transport. The job advert wording related to ability to travel will be reviewed and amended if necessary to be as inclusive as possible.
<input checked="" type="checkbox"/>	<b>Gender - men or women</b> Positive impact identified ☺

	<p>There have been an equal number of male and female graduates/undergraduates appointed through the programme. In terms of non-traditional appointments, almost a third of applicants appointed to deliver a project in the renewable energy sector were female.</p> <p>Negative impact identified ☹</p>
	<p><b>Gender-reassignment - people who have undergone or plan to undergo gender re-assignment</b></p> <p>Positive impact identified ☺</p> <p>Negative impact identified ☹</p>
	<p><b>Marriage or civil partnership - people who are married or in a civil partnership</b></p> <p>Positive impact identified ☺</p> <p>Negative impact identified ☹</p>
✓	<p><b>Pregnancy and maternity - women who are pregnant or linked to maternity</b></p> <p>Positive impact identified ☺</p> <p>Ensure employers are aware of the guidance available around employing someone who is pregnant. Also ensure that applicants are aware of their rights.</p> <p>Negative impact identified ☹</p>
✓	<p><b>Race - people of diverse race, nationality or ethnicity</b></p> <p>Positive impact identified ☺</p> <p>Negative impact identified ☹</p> <p>As noted above, we acknowledge the potential negative impacts on BME due to visa requirements, and provide advice to employers to address this.</p>
✓	<p><b>Religion or belief - people of diverse faiths or beliefs</b></p> <p>Positive impact identified ☺</p>

	Travelling to a residential course on a Sunday could cause an issue due to religious beliefs. We've addressed this by rescheduling the start of the course to Monday.
	Negative impact identified ☹️
	<b>Sexual orientation - people of different sexual orientation</b>
	Positive impact identified 😊
	Negative impact identified ☹️

### 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:

- Equality data for some graduates/undergraduates not available as completing the equalities questionnaire is currently not mandatory.

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

- Information gathering: Focus groups
- Add equality monitoring to the feedback forms
- Make completing the equality questionnaire within the application form mandatory

**Consultation or involvement:** A sample of graduates will be invited to participate in the focus groups.

### 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.

- Analysis of more recent applicants

### Question 8

#### Gaelic language

HIE's *Gaelic Plan* ([hyperlink](#)) 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 (email?) know.**

- **Strand 3 of the programme – Gaelic Summer Placement Programme** - As part of the project maximising Gaelic as an asset, the HIE Placement Programme will manage and deliver Gaelic Summer Placements for the Strengthening Communities Group (SCG). By adding these placements to the ScotGrad Highlands and Islands portfolio, it presents an opportunity add consistency to delivery and management. Whilst the sustainability and use of the Gaelic language remains important, it also enables HIE to focus the placements on project outcomes and support the recommendations of the Maximising Gaelic as an Asset report.

## 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 for specific requirements and summarise the relevant findings below.**

- The programme will contribute towards creating 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. It will also aim to improve 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.

## 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?**

- Although the Graduate Placement Programme (Strand 1) doesn't offer an incentive for organisations based in fragile areas, the Community Enterprise Programme (Strand 5) offers a higher intervention than before to Community Enterprises.

## 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
- 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

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

- Providing job opportunities for young people who may currently be disadvantaged in accessing employment.



## 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?

- The minimum salary for all strands will be the living wage, in line with the recommendations outlined in the 'Programme for Government & Strategic Guidance for Highlands and Islands'.

## 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
Analysis of more recent recruitment data and feedback	Stepanka Jurenova	January 2015

## 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
Review/Amend the wording in the job adverts around the	ScotGrad team	January

requirement for driving licence		2015
Ensure employers are aware of the guidance available around employing someone who is pregnant. Also ensure that applicants are aware of their rights.	ScotGrad team	January 2015
The equalities questionnaire at the application process will be made mandatory	ScotGrad team to instruct the web development company	March 2015
Equalities questionnaires will be created to accompany surveys	ScotGrad team	March 2015
Establish focus groups	ScotGrad team	March 2015
TalentScotland to deliver employer workshops on Visa/Immigrations issues.	ScotGrad team & TalentScotland team	April 2015
Equality assessment	ScotGrad team	April 2016
Review of programme	External consultant to be appointed	Late 2017

### 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
Review of programme	External consultant	Late 2017

### 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:

- We are planning to procure a training provider to deliver the graduate/undergraduate training from August 2016. The trainer providers will have to demonstrate how they will ensure no particular groups are being disadvantaged.

How you will evaluate the award criteria:

- The trainers' ability to demonstrate the delivery of the course will be fully inclusive (e.g. training materials available in different formats – large print for visually impaired).

Contract performance criteria:

- As above

How you will monitor delivery of performance conditions:

- Regular review meetings with the training providers will be held to make sure all issues (if any) are flagged up.

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)

It is expected the programme will continue to have a positive impact on young people, without disadvantaging other groups. There has been an equal number of male and female graduates/undergraduates appointed through the programme and the trend is likely to remain. We are aware that it could be challenging for some ethnic groups to secure employment appointment through the programme due to visa requirements and we will continue to provide guidance (including employer workshops on Immigration and Visa issues to be delivered by TalentScotland).

In terms of achieving HIE's equality outcomes, the programme will contribute towards helping your people move into suitable employment.

As for the General Equality Duty, it will advance equal opportunities for young people with no previous work experience, while helping address youth out-migration.

With regard to helping people realise their economic, social and cultural (human) rights, the programme salary for all strands will be the living wage, in line with the recommendations outlined in the "Programme for Government & Strategic Guidance for Highlands and Islands.

It is expected we will procure a training provider to deliver graduate/undergraduate course from August 2016 onwards. The trainer providers will have to demonstrate how they will ensure no particular groups are being disadvantaged and any particular needs are met.

As part of the project maximising Gaelic as an asset, the HIE Placement Programme will now also manage and deliver Gaelic Summer Placements. The programme will contribute towards creating 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. It will also aim to improve 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. There's been a slight change in terms of addressing the issues of rurality. The Graduate Placement Programme (Strand 1) will no longer offer an incentive for organisations based in fragile areas. However, the Community Enterprise Programme (Strand 5) offers a higher intervention than before to Community Enterprises.

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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): Ruth Sime**



**Job Title: Head of Business Programmes Contact Number: 01397 708 260**

**Date of signing off completed assessment: 26<sup>th</sup> January 2015**

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