

## 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>Northern Innovation Hub</b>	
<b>Brief summary of the policy, project being assessed</b>	The NIH has been developed as a strategy to develop young people, accelerate business growth and enhance competitiveness in the City-Region. It is not a physical hub, instead it is a coherent grouping of initiatives designed to benefit small and emerging businesses.	
<b>Type of activity:</b> please tick as appropriate	<input checked="" type="checkbox"/> at HIE's own hand <input checked="" type="checkbox"/> third party intervention <input checked="" 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>Sectors, Innovation and Programmes</b>	
<b>Name and role of person leading the assessment</b>	<b>Felix Spittal – Senior Project 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.

The NIH will create more than 500 FTE jobs in the area, many of which will be high-value.

It will deliver job placements opportunities in the area.

It will provide many opportunities for people to increase their skills.

It will support entrepreneurs to grow their businesses.

It will support and encourage digital inclusion.

### 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
A major theme within the NIH is young people and technology. There is a large gender imbalance in this sector, with only 18% of technology roles in Scotland currently occupied by women	Women in Digital Technology:Tackling the Technology Gender Gap Together – Skills Development Scotland
Diversity makes companies more innovative and when companies commit themselves to diverse leadership, they are more successful.	Scientific American Harvard Business Review
The Coding Academy (Codeclan) in place in Edinburgh aims for 40% female intake on their intensive programming course	Codeclan

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
✓	<b>Age - people of a particular age or younger or older people</b>
	<p>Positive impact identified ☺</p> <p>Young People is one of three key themes of the programme with attracting and retaining young people in the area an important outcome of the programme. A number of projects are aimed directly at benefiting young people by providing increased employment opportunities, support in growing a business or opportunities to gain important skills.</p>
✓	<p>Negative impact identified ☹</p> <p>The focus on young people could also have a negative impact on older people by directly and indirectly affecting their ability to participate in some of the projects within the programme. Although they are not specifically excluded from projects and older people will benefit from programmes such as the graduate placements, the emphasis in marketing and targeting of support is on younger people and may disadvantage other ages of people.</p>
✓	<b>Disability - people who have a disability</b>
	<p>Positive impact identified ☺</p> <p>Much of the support on offer is digitally based which may prove beneficial for some people who have a disability.</p>
	<p>Negative impact identified ☹</p>
✓	<b>Gender - men or women</b>
	<p>Positive impact identified ☺</p> <p>The Life Sciences project and 30 under 30 will encourage women to become entrepreneurs and thus contribute to a better gender balance in the labour market.</p> <p>The Coding Academy will enable women to increase their digital skills and job prospects.</p>
	<p>Negative impact identified ☹</p>
	<b>Gender-reassignment - people who have undergone or plan to undergo gender re-assignment</b>
	<p>Positive impact identified ☺</p>
	<p>Negative impact identified ☹</p>

	<b>Marriage or civil partnership - people who are married or in a civil partnership</b>
	Positive impact identified 😊
	Negative impact identified ☹️
	<b>Pregnancy and maternity - women who are pregnant or linked to maternity</b>
	Positive impact identified 😊
	Negative impact identified ☹️
	<b>Race - people of diverse race, nationality or ethnicity</b>
	Positive impact identified 😊
	Negative impact identified ☹️
	<b>Religion or belief - people of diverse faiths or beliefs</b>
	Positive impact identified 😊
	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:

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

Information gathering : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Consultation or involvement: \_\_\_\_\_

### 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.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 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.**

\_\_\_\_\_  
\_\_\_\_\_

### 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.**

The NIH will adapt its approach to account for and address the equality impacts identified in this document – of particular relevance are gender, age and disability.

The NIH will promote social inclusion through the approaches identified in this document – with a particular focus on economic growth, competitiveness, skills, job creation and rural inequality.

### 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 Northern Innovation Hub has been designed to address the challenges of rurality. Rather than developing a single physical hub in Inverness, the NIH was developed as a dispersed set of projects which will deliver benefit across the City-Region. Projects within the hub will deliver events and workshops at locations across the region and many will use digital components, allowing remote access.

## 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:-**

The NIH will advance equality of opportunity by adopting digital approaches that will meet the needs of people with disabilities and those with caring responsibilities. It will improve opportunity for young people by offering placements to graduates (Technology Placements), skills (Creative Industries & Coding Academy) and creating high-value jobs (30 under 30).

Given the scale of the initiative (e.g. creation of over 500 jobs) this is a significant opportunity to proactively address known areas of inequality within the workforce. This might impact on occupational segregation in the sector and skills development for groups of people who are currently under-represented or under-employed.

## 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 NIH programme is forecast to create over 500 FTE jobs over its lifetime, many of which will be high-value. The Technology Placements will ensure that employers are paying the Living Wage to graduates



and students. The programme will improve the economy in Highlands, helping to address the imbalance with the rest of Scotland.

### 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
The HIE internal programme board which will oversee the NIH will consider equality impact as the programme develops and adjust projects to address any emerging issues. It will also seek appropriate opportunities to advance equality.	NIH Senior Project Manager	Yearly
This people impact assessment will be shared with those delivering individual projects and project managers encouraged to carry out assessment of individual projects where relevant.	NIH Senior Project Manager	April 2017

#### 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
Feedback will be gathered through inclusion of equality forms as part of application process for projects. Where these are being delivered by external providers, requirements for measurement will be written into contracts. These will be proportionate and higher levels of monitoring will be in place for projects that deliver more intensive support.	NIH Senior Project Manager, NIH Development Managers, Contractors,	Ongoing

## 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
Data will be gathered by the NIH Development Managers for the projects they are working on – these will be collated by The NIH Senior Project Manager. Review will take place annually at the HIE NIH programme board with actions agreed and taken forward by the appropriate NIH staff.	NIH Senior Project Manager, NIH Development Managers, Contractors,	First review in 2018 – then annually thereafter.

## 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:

Request for information on how bidder would ensure that the needs of all people who wish to participate in the project are considered and to identify with the NIH Development Managers opportunities to proactively advance equality through project / programme delivery.

### How you will evaluate the award criteria:

Will assess measures outlined by bidders against the potential impacts outlined in this document. This will be project specific – for example, how they would ensure gender balance would be a consideration for the technology elements of the programme.

### Contract performance criteria:

Contract awards will include proportionate equality data gathering requirements to review how issues emerging and opportunities to advance equality have been handled by the contractor

### How you will monitor delivery of performance conditions:

As an important part of the contract review process which will be undertaken by NIH staff.



## 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)

A People Impact Assessment was undertaken in March 2017. It highlighted positive equality impacts which would be realised as a result of the programme. The digital elements of the programme would have benefits for a number of groups by offering flexibility to those with caring responsibilities and increasing access for those with disabilities. The strong focus on young people within the programme will create a number of very positive impacts for that group. It will increase employment opportunities, develop skills and promote social cohesion by encouraging young people to remain in the City Region. However, it was also identified that by specifically targeting young people, other age groups will not receive the same benefits and could be disadvantaged. Other potential areas for concern were identified - in the Life Sciences sector for example women are strongly represented within the sector but not at more senior levels. In the Technology sector in Scotland only 18% of roles are occupied by women.

Given the scale of the initiative (e.g. creation of over 500 jobs) this is a significant opportunity to proactively address known areas of inequality within the workforce. This might impact on occupational segregation in the sector and skills development for groups of people who are currently under-represented or under-employed.

### Actions

- Care will be taken to ensure the programme's marketing and engagement activity is broad and considers the audience it will reach, to ensure that it will not disadvantage people with protected characteristics. This will be built into the communications strategy for the NIH.
- Where appropriate, monitoring forms will be used to gather equality data on participants – this will be proportionate with a greater focus on those receiving more intensive support. If problems are uncovered, marketing and promotion will be adjusted and better targeted to ensure more equal participation as the programme develops.
- Procurement documents will include award criteria which encourage contractors to consider equality impact and detail how they will address it to ensure all needs are met.

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): Donna Chiscolm  
Job Title: Regional Head Contact Number: 07925 826557  
Date of signing off completed assessment: 17/10/2017

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