



Highlands and Islands Enterprise
Iomairt na Gàidhealtachd 's nan Eilean

People Impact Assessment

Our People Impact Assessment identifies how HIE's strategies, policies, projects, programmes etc (the proposal being assessed) can help address inequality. Identifying positive impact strengthens the case for approval and identifying potentially negative impact allows HIE to make changes early which will eliminate or mitigate negative effects in delivery. Most importantly this strengthens our ability to influence and deliver inclusive growth, particularly as it affects people.

It guides you through three stages:

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

Proposal being assessed:

Title:	Islands Community Tourism Training
Type of activity:	☐ Policy ☐ Strategy ☐ Partnership activity ☒ HIE Own Hand ☐ Third Party Client
Is your proposal:	☒ New ☐ Existing and being revised ☒ Subject to Procurement
MyHIE Reference (if applicable):	PRO-013035
Directorate/Team delivering the proposal:	Enterprise and Community Support
Name and role of person leading on the assessment:	

Screening Section

For detailed guidance hover next to each Guidance heading and click on the blue arrow that will pop up on the left to expand 

Screening Guidance

Screening is a short exercise to determine if a policy is relevant to equality and whether a full People Impact Assessment (PIA) should be carried out. A screening exercise is not an impact assessment, so the results of screening do not need to be published.

Question A1

Will the proposal affect individual service users* or HIE employees, and could these people have different needs and priorities?

☒ Yes ☐ No

*Individual service users are people who will participate as individuals on HIE programmes and/or who use HIE spaces (ie, our land and buildings).

Question A1 Guidance

Question A2

Does the proposal contribute to the following in relation to any of the **protected characteristics** : age, disability, gender reassignment, marriage and civil partnership, maternity or pregnancy, race, religion or belief, sex, sexual orientation. (please tick all that apply below)

- ☒ eliminating **unlawful discrimination, victimisation or harassment**
- ☒ advancing equality of opportunity:
 - by removing or minimising disadvantage for a group(s) of people e.g., increasing participation in economic activity by women
 - by meeting the needs of particular groups which differ from the needs of others e.g., by taking account of disabled people's impairments.
 - 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

Question A2 Guidance

If you have ticked Yes to Question 1 and/or any of the options in Question 2, proceed to the Assessment section below

If you have ticked No to question 1 and have **not ticked** any of the options in Question 2, your proposal is not relevant to equality. You should now complete the Screening Sign Off below and place this document on file as outlined below.

Screening Sign Off

You **must** confirm in relevant approval papers that the proposal has been screened for impact in relation to equality and that you consider full assessment is not required

Screening assessment completed by (project officer)	
Date of decision:	
Screening reviewed by (Senior Responsible Officer - SRO)	
Date of decision:	

You must retain this screening document with your strategy, policy, project or programme papers. Screening documentation is subject to the provisions of the General Data Protection Regulation effective from May 2018 and Freedom of Information (Scotland) Act 2002

If you have completed the Screening Sign Off and it has been signed off by delegated authority, the assessment of the proposal ends at this stage.

Assessment Section

Requirements 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 2018 and Freedom of Information (Scotland) Act 2002

Question B1 - Purpose of the proposal

What is the purpose of the proposal, who are the main beneficiaries (e.g. employees/service users, equality groups, other stakeholders) and what are the intended outcomes?

- The programme aims to deliver **tailored online tourism training** for island communities to build local skills, capacity, and leadership in sustainable tourism. **Online, modular, flexible learning**, enabling participation across dispersed communities
- A focus on **community capacity and leadership**, not just technical skills

Main beneficiaries: Island community members (including volunteers and community organisations), Individuals involved or seeking involvement in tourism-related enterprise, wider community stakeholders (through improved local capacity)

Intended outcomes:

- Broader participation from underrepresented groups
- Increased participation in local economic activity
- Improved access to learning across remote communities
- Strengthened community-led tourism development
- Enhanced social resilience and wellbeing
- Reduced geographic inequality in skills provision

Question B1 Guidance

Question B2 - Evidence of potential impact on people

What does evidence tell you about the likely impact of the proposal on different groups of people? Consider the impact of the proposal on people with [protected characteristics](#).

What does the evidence tell you	Source of evidence
Island communities face structural barriers (remoteness, access to training, limited labour markets)	<u>National Islands Plan : HIE 5 Year Strategy</u>
Tourism supports employment, population retention, and wellbeing	<u>National Islands Plan : Tourism Outlook 2030</u>
Communities require improved governance, skills, and leadership capacity	<u>Community Wealth Building research</u>
Online modular delivery improves access for geographically dispersed participants	Programme delivery model

Summary of what the evidence tells you, who may be affected and how:

Evidence indicates the proposal will:

- Positively impact access for remote and island populations
- Support groups currently underrepresented in formal training
- Reduce geographic inequality in skills provision

Question B2 Guidance

Question B3 - Evidence gaps

Are there are evidence gaps? If so, how will you fill these? For example, are there any experts or stakeholders you should involve/consult now?
Please add N/A in the box below if there are no further evidence gaps.

- No evidence gaps identified at this stage

Question B3 Guidance

Question B4 - Assessing impact

Include below any positive or adverse impact which may occur as a result of the planned delivery of the proposal - consider employees, clients, service users, and any other relevant groups.

Does your analysis of the evidence indicate any possible adverse impact on a [particular equality group](#)? In some cases adverse impact may amount to [unlawful discrimination](#). For own hand projects where you have a concern that an adverse impact may amount to unlawful discrimination you should refer to HIE legal service for advice. If the project is third party, you should advise the client to seek their own legal advice. Guide for SMEs on unlawful discrimination is available [here](#)

**Hover over each category below for further information	Impact			Please explain the potential impacts
	Positive impact	Negative impact	No/neutral impact	
Age	☒	☐	☐	Supports skills development across age groups, including younger and older community members and community volunteers
<u>Disability</u>	☒	☐	☐	Online delivery increases accessibility; further adjustments may be required. Training will be recorded for own pace non live learning
<u>Gender Reassignment</u>	☐	☐	☒	No specific differential impact identified
<u>Marriage and Civil Partnership</u>	☐	☐	☒	No specific impact identified
<u>Pregnancy and Maternity</u>	☒	☐	☐	Flexible, modular delivery supports participation alongside caring responsibilities
<u>Race</u>	☒	☐	☐	Potential to support minority ethnic participants where present in communities
<u>Religion or Belief</u>	☐	☐	☒	No barriers identified
<u>Sex</u>	☒	☐	☐	Supports participation of women in local economic activity
<u>Sexual orientation</u>	☐	☐	☒	No differential impact identified

Question B4 Guidance

Question B5 - Assessing impact - General Equality Duty

Please explain in more detail how the proposal will meet the general equality duties

	Please explain
Eliminating discrimination, harassment and victimisation <i>We can do this by eliminating less favourable treatment or indirect discrimination</i>	- Removes structural barriers to participation in training (cost, geography, access) through free, online, flexible delivery - Ensures equitable access for island residents who typically face reduced training provision and fewer opportunities Preventative – reduces risk of indirect discrimination linked to location, accessibility and cost
Advancing equality of opportunity <i>We can do this by removing or minimising disadvantage, meeting needs which are particular to some groups of people and encouraging participation of under-represented groups, e.g. taking account of disabled people's impairments</i>	(a) <i>Removing or minimising disadvantage</i> - Improves access to skills and training for remote and island communities - Addresses barriers linked to: - Geography - Digital access and skills - Limited local provision (b) <i>Meeting different needs</i> - Modular, flexible design supports: - Individuals with caring responsibilities (e.g. pregnancy/maternity) - Participants with varying availability and capacity - Online delivery can be adapted to support disabled participants (c) <i>Encouraging participation in public and economic life</i> - Builds skills, confidence and leadership capacity
Fostering good relations <i>We can do this by tackling prejudice and promoting understanding amongst our staff and client groups</i>	- Through collaborative, community-led learning and capacity building encourages collaboration across communities - Supports inclusive, community-led decision-making - Promotes shared understanding of sustainable tourism

Question B5 Guidance

Question B6

Could the proposal be modified to reduce the potential for [unlawful discrimination](#), advance/promote equality, reduce any identified negative impacts and foster good relations? If necessary, consider other ways in which the aims and objectives of the proposal could be met. What can be done now/later?

The proposal could be enhanced by:

- Embedding accessibility requirements within procurement (e.g. inclusive design, alternative formats, Plain English)
- Targeted outreach to underrepresented groups
- Monitoring participation and outcomes by protected characteristics

Question B6 Guidance

Question B7 - Procurement

Does your proposed activity involve procurement activity in:

Goods/Services £10k and above: ☒ **Yes** ☐ **No**

Works £50k and above: ☐ **Yes** ☒ **No**

If you have answered Yes to one/both of the above, please advise HIE Procurement Team procurement@hient.co.uk for further support on how the potential impacts can be included (as appropriate) into:

1. Your Scope of Requirements for the procurement(s)
2. Evaluation criteria

3. Key Performance Indicators
4. Contract Management process

Question 7 Guidance

Question 8 - Summary of actions and monitoring review arrangements to address inequality

The following summarises actions to be taken as a result of the People Impact Assessment and **should be outlined in the social and people impact assessment section of the appraisal paper.**

A key part of every impact assessment is the actions that HIE will take, and the recommendations made as part of due diligence to enhance or mitigate the impacts identified. Actions and recommendations should be based on evidence available at the time and aim to mitigate negative impacts or enhance positive impacts on any or all of the protected characteristics.

What are the main impacts on equality (if there are no equality impacts to enhance any of the protected characteristics, please enter N/A)?

- Positive impact on geographic equality and access to training
- Increased participation in economic activity among underrepresented groups

What are the main recommendations to enhance or mitigate the impacts identified? (If there are no mitigations or enhancements to be made, please enter N/A)

- Ensure accessibility standards are defined in procurement
- Collect and monitor equalities data
- Incorporate inclusive engagement approaches
- Regularly review delivery to ensure equitable participation

ACTION PLAN

The actions should be specific, measurable, achievable, relevant and time-bound (SMART).

Potential impact to be addressed	Action to be taken	Person responsible for delivery	Timescale for delivery
Equality impact depends on supplier delivery	Include equality expectations in KPIs and contract management		Pre-procurement
Accessibility barriers in delivery	Build accessibility requirements into procurement		Pre-procurement
Unknown engagement from some groups	Use targeted marketing and stakeholder engagement		Delivery phase
Collect and monitor equalities data	Equality online participation form to be completed by applicant		Registration and evaluation stage
Potential underrepresentation of some groups	Review participation regularly and adjust delivery as needed		Delivery phase

Monitoring and review of the action plan above should be part of standard project aftercare and monitoring arrangements.

Question 8 Guidance

The full signed assessment is held with proposal papers and published on the [HIE website](#).

Senior Responsible Officer (SRO):	
Job Title:	
Date of signing off completed assessment:	20 May 2026