# EQUALITY IMPACT ASSESSMENT FORM

**Not all projects require a full impact assessment. Please ensure you have completed the pre-appraisal checklist (**[**Link**](http://intranet.scotent.co.uk/Corporate/Net-pols-procs/P-project_life_cycle_mgt/Documents/PLC_Project_Categorisation_Template.xlsm)**) which defines this requirement.**

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| **Name of Business Unit** | Strategy & Sectors – Sector Delivery |
| **Name/designation of person(s) responsible for managing/ conducting this process** | Campbell Melee – Project Manager |

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| **Name of Policy / Function / Service / Strategy / Action Plan / Programme / Project etc.** | Ecommerce Cluster Integrator |
| **Is it (\*delete as applicable)** | New |
| **Is the policy contracted out? (\*delete as applicable)** | No |
| **If yes, who delivers this policy for the organisation?** | Not Applicable |
| **Is responsibility for delivery shared with others? (\*delete as applicable)** | No |
| **If yes, who are your partners?** | Funding partners to be confirmed |

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| **Could there be possible impacts or effects in respect of the following protected groups?** | | | |
| **Age** | **No** | **Disability** | **No** |
| **Gender Re-Assignment** | **No** | **Marriage & Civil Partnership** | **No** |
| **Pregnancy & Maternity** | **No** | **Race** | **No** |
| **Religion or Belief** | **No** | **Sex** | **Yes** |
| **Sexual Orientation** | **No** | **Human Rights** | **No** |

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| **Timescale for**  **Assessment** | May 2019 | **Timescale for Involvement / Consultation** | May 2019 |
| **Start Date** | May 2019 | **Completion Date** | May 2019 |
| **EO Champion review by** | Scott  Reid-Skinner | **Date** | 28 May 2019 |
| **SRO name and email approval on file** | Catherine Lamont | **Date** | 30 May 2019 |

## 1. Identify ALL the Aims of the Policy/Project (consider these questions to prompt answers)

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| 1. What is the purpose of the policy/project? (consider explicit and implicit aims)  2. Who does the policy/project affect?  3. Who does the policy/project benefit directly? (e.g. employees/service users; equality groups, other stakeholders)  4. What results/outcomes are intended? |

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| **Project Description**  This project will procure, identify, appoint and manage an E-commerce Cluster Integrator who will identify companies and organisations on the “supply side” of the ecommerce ecosystem. The CI will map the capabilities, capacity and geographical reach of the ecosystem and provide guidance on scale in terms of how the supply side can meet the demand from Scottish companies.  This Cluster Integrator (CI) project will be based on a tried and tested model that has been utilised across a number of SE sector projects where an independent Network Integrator (NI) resource has been appointed as an effective way of supporting the development of an emerging cluster / niche cluster. This project will initially be for 6 months with a break point after month 3. The CI tasks could be carried out by an individual or a company that has the relevant skills. The CI will capitalise on growth opportunities and create effective linkages amongst the constituent parts of the ecommerce sector in Scotland and help it to engage in a coordinated and cohesive basis with wider international activity. The aim is to ensure that Scotland’s company and academic base is positioned to gain the optimum share of market growth. The CI role is seen as key in proactively cultivating and developing what is a nascent sector in Scotland.  **Cluster Integrator Objectives**   * Meet with each company and organisation within the supply side of the ecommerce ecosystem to capture core activities, products and services, capacity and geographical reach. * Use the data already gathered by SE on current suppliers as the platform for the ecommerce ecosystem “supply side” database * Horizon scan to identify new entrants to the ecommerce ecosystem * Identify relevant clusters within the ecosystem which will introduce companies and provide them with opportunities to work together * Identify challenges within demand side and whether they are being met by supply side * Prepare recommendations based on research to determine as to whether a supply side cluster approach would be beneficial. |

## 2. Consider the Evidence (data and information) - (consider these questions to prompt answers)

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| 1. What information or data would it be useful to have? What data (quantitative and qualitative) is available? (in-house/external) How reliable/valid/up-to-date is it?  2. What does the data/information tell you about   * Different needs? * Different experiences? * Different access to services, information or opportunities? * Different impacts/different outcomes?   3. Are there any gaps that you should fill now/later by further evidence gathering/commissioning or by secondary analysis of existing data?  4. Are there any experts or stakeholders you should involve/consult now? Have you involved/consulted any experts already? What were their views? |

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| Catherine Ashcraft, Director of Research & Senior Research Scientist for the National Centre for Women & Technology (NCWIT) has for the last 12 years, helped to further the cause and grow the role of women in technology. Her studies have identified the underlying issues and the associated low numbers of women working in technology. This is illustrated by the following statistics:  Women in Technology: An overview of women working in the technology industry in the UK   * Only 15% of Women in UK STEM (Science, Technology, Engineering & Math) Roles * Only 5% of Women in technology leadership roles * Only 27% of Women would pursue a tech career   Ashcraft has identified three key issues which have caused a lack of women in technology-specific roles:  **Societal Influences and Biases**  Traditionally, there has been a perception that girls aren’t suited to technology-based roles. Gender bias is instilled in girls from school age in many ways. For example, pioneering female technology innovators(<https://core.co.uk/women-technology-overview/#history>) are rarely discussed. Most technology roles are already dominated by men, which perpetuates the myth that women aren’t suited to these roles.  **School Education**  Societal biases have also permeated school curricula and teaching. Computer science (CS) subjects don’t generally consider how girls can become more involved and interested. The study suggests that subjects that garner the interest of girls generally involve problems and issues that appeal to them. Many girls who do have an interest in technology-related subjects tend to be gradually deterred because they don’t find it relatable  **Workplace systems**  Whether consciously or not, many technology workplaces still have the same biases towards women that have existed traditionally; a perception that they are not suitable for technology careers or they will not be able to the company in a tech-orientated role. Naturally, this deters many women from working in the sectors and has resulted in the low numbers od women currently in tech roles, compared to men |

## 3. Assess the likely impact on different groups - (consider these questions to prompt answers)

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| 1. Does your analysis of the evidence indicate any possible adverse impact on a particular group (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation) or does it breach human rights legislation.  2.If it is adverse,   * Does this amount to unlawful discrimination? (See guidance)   3. In what areas does it have an impact? E.g. access to information, experience of services?  **4. Even if there is no evidence of adverse impact, is there an opportunity to**  **actively promote equality or foster good relations between different groups?** |

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| As referenced in section 2 – women have been identified as the primary disadvantaged group within the technology-based roles and there is therefore an opportunity to help gender equality |

## 4. Consider alternatives - (use these questions to prompt answers)

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| 1. How can you change your proposal in a way that is proportionate, and will   * Remove unlawful discrimination or comply with human rights? * Reduce any adverse impact? * Advance/promote equality? * Foster good relations between different groups? * Help us achieve our published equality outcomes (See guidance)?   2. If there are no actions proposed, can the policy/project still be justified?  3. Can the aims be met in some other way? What can you do now/later?  4. If the project involves procuring a service or product is there any scope to encourage suppliers to have a greater focus on equality for example signing up to the Business Pledge? Are there any positive action activities you could consider which might address disadvantage experienced by protected groups, like targeting women owned businesses or applying reserved contracts? Are there any other projects specific actions you could state to help with our equality duties e.g. monitoring of uptake of the service to identify under-representation or encouraging certain groups to participate in the project (see guidance)?  5. What are you recommending? |

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| The internal SE induction that will be arranged for the NI within the first two months of them being appointed will include a session with an SE Equal Opportunities Champion  The NA will make companies aware of and encourage them to engage with the Scottish Business Pledge element and the Workplace Innovation service |

## 5. Involve / Consult relevant stakeholders if appropriate - (consider these questions to prompt answers)

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| 1. What are the views of the people who are likely to be affected or who have an interest about   * Whether you have identified the right issues? * Whether you have proposed suitable modifications? * Whether your proposals will meet their needs?   2. Should you involve people in the re-design of the policy?  3. How will you consult once changes have been made?  4. Whom do you need to get views from? (internally/externally)  5. What methods will you use? (consider “hard to reach” groups)  6. What formats will you use for communicating with different groups? |

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| The Project Manager has consulted with the SE Equal Opportunities Champions Group |

## 6. Decide whether to adopt this policy/project - (consider these questions to prompt answers)

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| 1. What were your findings from the consultation/involvement?  2. Taking into account all of the data, information, potential impact issues and consultation feedback, what will you recommend? (Choose & state one option)   * **Reject the policy** – there is evidence of actual/potential unlawful discrimination or breach of human rights. * **Accept the policy** – The EIA demonstrates the policy is robust with no adverse impacts and all opportunities to promote equality/foster good relations have been taken. * **Modify the policy** – Adjust the policy to remove barriers or better promote equality * **Continue with the policy** – Issues with the policy have been identified but you wish to continue with the policy. Clearly set out justification for doing this. Compelling reasons will be needed.   3. If the Equality Impact Assessment (EqIA) is on a high-level policy/strategy state here  if further EqIAs need to be carried out on projects emanating from the policy/strategy  and inform project managers. |

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| It has been recognised that there is underrepresentation and therefore the policy will be Modified and adjusted to remove barriers or better promote equality as per Section 4 |

## 7. Make Monitoring (and review) Arrangements - (consider these questions to prompt answers)

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| 1. How will you know what the actual effect of the policy/project is?  2. In what ways will you monitor? e.g. continuously or irregularly, quantitative methods such as surveys, qualitative methods such as interviews  3. How often will monitoring information be analysed?  4. When will you review the policy/project taking into account any monitoring information? |

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| The SE Project Manager will hold monthly meetings with the NI to monitor progress against project objectives and targets. The NI will be required to provide a monthly progress report one week in advance of the agreed meeting dates which will report on the progress achieved towards project objectives and milestones. This report will include a section on Equal Opportunities within the Ecosystem |

**8. Equality Impact Assessment review**

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| Please forward the completed document to your equality champion for review. This should then be approved by the SRO and returned to your champion for publication on the Scottish Enterprise external website. |

**9. Summary of Actions**

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| List any actions agreed and indicate dates for review. |

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