

Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

A. Title of Proposal:	Website Refresh
B. What is it?	A new Policy/Strategy/Practice/Project <input type="checkbox"/> A revised Policy/Strategy/Practice <input checked="" type="checkbox"/>
C. Description of the proposal: (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate))	<p>The website has been transferred over to a new platform which allows more functionality than before. As such the council is taking the opportunity to review and refresh the content on the website.</p> <p>The objective of the programme is to review and renew content on the website. We will take the opportunity to understand the accessibility requirements and refresh our content management framework, so any future changes follow a protocol and all information on the website is consistent.</p> <p>The project will also assess the resources available in the council to deliver changes to the website and where training is needed to ensure a competent talent pool.</p>
D. Service Area:	Communications and Marketing Digital Improvement Services

Department:	
E. Lead Officer: (Name and job title)	Claire Tracy, Development and Support Manager Adam Drummond, Senior Communications and Marketing Officer
F. Other Officers/Partners involved: (List names, job titles and organisations)	Naomi Sweeney, Portfolio Manager – Transformation Leanne Johnstone, Development Officer
G. Date(s) IIA completed:	

Section 2 Will there be any impacts as a result of the relationship between this proposal and other policies?

Yes
<p>If yes, - please state here:</p> <p>The website is our 'digital front door' and forms a huge part of how we communicate with the public. It is therefore strongly linked to the Communications and Engagement Strategy.</p> <p>It also has links to the Digital Strategy, Data Strategy, BSL Plan, Yell Strategy and more.</p>

Section 3 Legislative Requirements

3.1 Relevance to the Equality Duty:
<p>Do you believe your proposal has any relevance under the Equality Act 2010?</p> <p>Yes</p>

Equality Duty	Reasoning:
A. Elimination of discrimination (both direct & indirect), victimisation and harassment. <i>(Will the proposal discriminate? Or help eliminate discrimination?)</i>	The proposal will seek to eliminate discrimination by making the website more accessible for groups.
B. Promotion of equality of opportunity? <i>(Will your proposal help or hinder the Council with this)</i>	The proposal seeks to promote equality of opportunity by improving our communications on the website so that it is understandable and making it more accessible to people.
C. Foster good relations? <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	The proposal seeks to foster good relations between different equality groups.

3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal? (You should consider employees, clients, customers / service users, and any other relevant groups)				
Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.				
	Impact			Please explain the potential impacts and how you know this
	No Impact	Positive Impact	Negative Impact	
Age Older or younger people or a specific age grouping		x		Below describes how different generations interact with the internet. This reflects the unique needs and preferences of each generation and how the website may serve each group differently (Sources: Petrosyan, 2023 Internet usage demographics in the United Kingdom (UK) - Statistics & Facts Statista Prescott, 2019 Internet users, UK - Office for National Statistics AgeUK, 2024 internet-use-statistics-june-2024.pdf Searfino, 2019 Exploring the UK's digital divide - Office for National Statistics)

				<p>Generation Z (born 1995-2012):</p> <ul style="list-style-type: none"> • Social Media: Highly active on platforms like TikTok, Instagram, and Snapchat. • Content Consumption: Prefers short-form video content and engages with influencers. • Communication: Uses messaging apps and social media for communication. • Education: Utilizes the internet for online courses and tutorials <p>Millennials (born 1980-1994):</p> <ul style="list-style-type: none"> • Social Media: Active on Facebook, Instagram, LinkedIn, and Twitter. • Content Consumption: Consumes a mix of long-form and short-form content, including articles, videos, and podcasts. • Communication: Uses email and messaging apps for professional and personal communication. • E-commerce: Frequently uses the internet for online shopping and banking <p>Generation X (born 1965-1979):</p> <ul style="list-style-type: none"> • Social Media: Uses Facebook and LinkedIn to stay connected with friends and family. • Content Consumption: Engages with news websites and professional content. • Communication: Balances between email, messaging apps, and social media. • Work: Uses the internet extensively for professional purposes <p>Baby Boomers (born 1946-1964):</p> <ul style="list-style-type: none"> • Social Media: Primarily uses Facebook to keep in touch with loved ones and follow news.
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				<ul style="list-style-type: none"> • Content Consumption: Reads news articles and watches videos online. • Communication: Uses email and social media to stay connected. • Information: Uses the internet to access information and services <p>Silent Generation (born 1928-1945):</p> <ul style="list-style-type: none"> • Social Media: Lower usage but growing, mainly to stay connected with family. • Content Consumption: Reads news and informational content online. • Communication: Uses email and occasionally social media. • Information: Uses the internet for accessing information and services
<p>Disability A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities. This may be visible or invisible, progressive or recurring.</p>		x		<p>In the Scottish Borders, there are approximately 612 people with learning disabilities (Scottish Learning Disabilities Observatory Scottish Borders Census 2011 Information Scottish Learning Disabilities Observatory). According to the Learning Disability Forum, those with learning disability do not currently access the website. The website is not set up to be easily read by this group.</p> <p>In the whole population of Scottish Borders, 0.6% of people are known to have autism. The prevalence of autism in the 0-15 age group is 1.7%. This reflects availability of diagnostic services for autism, which have improved considerably over the last two decades. (Scottish Learning Disabilities Observatory Scottish Borders Census 2011 Information Scottish Learning Disabilities Observatory). People with autism or ADHD may experience information overload or struggle with complex navigation.</p>

				<p>In the 2011 Census there were 8,528 people who responded that they experienced Deafness or partial hearing loss, this represents 7.5% of the Scottish Borders population. There are 2365 BSL users in the Scottish Borders (Census, 2022). Hearing loss can make websites inaccessible if they rely on audio content without captions, sound-only alerts, or audio-based interactive elements. BSL users may not be fluent in English and communicate only in sign language.</p> <p>In the 2011 Census there were 2,839 people who responded that they experienced severe sight loss or partial sight loss, this represents 2.5% of the Scottish Borders population. Sight loss can hinder access to websites due to reliance on visual content, complex navigation, and poor text size or contrast. Interactive elements and multimedia without proper labels or descriptions also pose challenges.</p>
Gender Reassignment anybody who is proposing to undergo, is undergoing, or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.	x			
Marriage or Civil Partnership people who are married or in a civil partnership	x			
Pregnancy and Maternity (refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth),	x			
Race: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		x		<p>We have many communities in the Borders whose first language is not English. According to the 2022 Census, 1.4% of people in the Scottish Borders are from Polish background. We also have refugee groups who may prefer to speak other</p>

				<p>languages – e.g. Russian, Ukrainian, Arabic, Vietnamese, Pashto and Kurdish Sorani. This can make finding and understanding information on the website more difficult.</p> <p>A 2018 report from Friends, Families and Travellers revealed digital exclusion experienced by gypsy travellers. 32% did not own any device which could connect to the internet, those that do use the internet are most likely to do so from their smart phone using mobile data. Over half of respondents said they do not feel confident using digital technology themselves. There are also low literacy rates amongst the gypsy traveller community. Digital-Inclusion-in-Gypsy-and-Traveller-communities-FINAL-1.pdf (gypsy-traveller.org)</p>
Religion or Belief: different religious or philosophical beliefs, customs (including atheists and those with no aligned belief) e.g. Christianity, Islam, Hindu, pacifism, vegetarianism, gender critical.	x			
Sex women and men (girls and boys)	x			
Sexual Orientation , e.g. Lesbian, Gay, Bisexual, Heterosexual	x			
<p>3.3 Fairer Scotland Duty</p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				

Is the proposal strategic?

Yes

If No go to Section 4

If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:

	Impact			State here how you know this
	No Impact	Positive Impact	Negative Impact	
Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.	X			
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies	X			
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport), see rural proofing guidance	X			
Socio-economic Background – social class i.e. parents' education, employment and income		X		The project aims to display content on the website in a more accessible way so that anyone, including people with low digital literacy, would be able to find and understand information relevant to them.

Care experienced people		x		The project aims to display content on the website in a more accessible way so that anyone, including children, would be able to understand information relevant to them.
Carers paid and unpaid including family members	x			
Homelessness	x			
Addictions and substance use	x			
Those involved within the criminal justice system	x			
3.4 Armed Forces Covenant Duty (<i>Education and Housing/ Homelessness proposals only</i>)				
<p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to the three matters listed below in Education and Housing/ Homelessness matters. This relates to current and former armed forces personnel (regular or reserve) and their families.</p> <p>Is the Armed Forces Covenant Duty applicable? No</p> <p>If "Yes", please complete below</p>				
Covenant Duty			How this has been considered and any specific provision made:	
The unique obligations of, and sacrifices made by, the armed forces;				
The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;				

The principle that special provision for Service people may be justified by the effects on such people of membership, or former membership, of the armed forces.	

Section 4 Full Integrated Impact Assessment Required

Select No if you have answered “No” to all of Sections 3.1 – 3.3.

Yes

If yes, please proceed to Stage 2 and complete a full Integrated Impact Assessment

If a full impact assessment is not required briefly explain why there are no effects and provide justification for the decision.

Signed by Lead Officer:	Naomi Sweeney, Portfolio Manager
Designation:	Transformation
Date:	04.04.2025
Counter Signature Director:	Clair Hepburn, Director of People, Performance and Change
Date:	04.04.2025