

Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

A. Title of Proposal:	CLD Strategic Partnership Plan 2024-27
B. What is it?	A revised Policy/Strategy/Practice
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))	The CLD Strategic Partnership Plan has the ambition of to improve outcomes for learners and communities through the provision of co-ordinated, collaborative, and targeted CLD interventions. The intention of the 2024/27 plan is to reduce inequalities and deliver on through the provision of early intervention and deliver on 9 key outcomes; 1.Increase the accreditation offer within CLD learning programmes across the partnership. 2. Increase the provision and accreditation opportunities for ESOL learners.

	3. Develop a robust self-evaluation and data gathering system across the partnership to evidence collective impact. 4. Develop clear pathways for community engagement involving both Adults and Young People in shaping the strategic plan. 5. Promote learning and training opportunities provided by the partnership for youth and adult learners. 6. Deliver joint workforce development and training opportunities. 7. Improve accessibility of learning and advance digital inclusion. 8. Strengthen adult learning and employability support across the Borders region, with a focused emphasis on priority areas. 9. Establish a coordinated framework for delivering youth work services across the Borders.
D. Service Area: Department:	Community Learning and Development

Scottish Borders Council

E. Lead Officer: (Name and job title)	Gillian Jardine/Kenny Harrow Communities and Partnership Manager
F. Other Officers/Partners involved: (List names, job titles and organisations)	Director Resilient Communities - Scottish Borders Council Public Health – Health Improvement Lead Service Manager – Local Area Coordination. NHS Borders - Chief Executive Officer Borders Community Action – Chief Executive Community Co-ordinator (2) - Scottish Borders Council CLD Team Leader (2) Scottish Borders Council Community Liaison Lead Officer = Police Scotland Chief Executive Officer - Youth Borders Quality Improvement Officer - Scottish Borders Council Area Manager - Skills Development Scotland Director of Enterprise and Business Innovation - Borders College. CLD Officer - Scottish Borders Council

	Employability Lead Officer - Scottish Borders Council Head of Active Communities - SBC Regional Manager -Jobcentre Plus Safer Communities & Homelessness Manager -Scottish Borders Council Young Person's Engagement Lead- Scottish Borders Council Station Commander -Scottish Fire and Rescue Service
G. Date(s) IIA completed:	Started 22/06/2021 Updated 25/06/2021 Updated 28/06/2021 Updated 05/08/2021 Updated 20/08/2021 Updated 09/09/2021 Updated 13/09/2021 Updated 15/09/2021 Updated 14/10/2024

	Updated 11/09/2025
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Section 2 Will there be any impacts as a result of the relationship between this proposal and other policies?

Yes / No *(please delete as applicable)*

If yes, - please state here:

The CLD Strategic Partnership Plan will have an influence and a relationship with several plans/policies. These include:

Council Plan 2025/26

Scottish Borders Council Anti-Poverty Strategy (2021)

Scottish Borders Council Anti-Poverty Strategy (2021) - Progress Report

Local Child Poverty Report 2024/25, including progress in 2023/24

Best Start Bright Futures: Scottish Government Child Poverty Delivery Plan 2022-26

Children and Young People's Services Plan 2023-26

The Promise Plan 2021-24

Community Plan

T.H.I.S Borders (Tackling Health Inequalities in the Scottish Borders 2024-2030)

Children's Rights Report 2023-26

Equity Strategy 2021-26

Local Housing Strategy (LHS) 2023-28

Borderlands Inclusive Growth Deal

City Region Deal Edinburgh & Southeast Scotland

Community Food Growing Strategy

South of Scotland Regional Economic Partnership - Regional Economic Strategy Delivery Plan (2022-2025)

Adult Learning Strategy

Youth Engagement Listen to Learn (YELL)

Section 3 Legislative Requirements

3.1 Relevance to the Equality Duty:

Do you believe your proposal has any relevance under the Equality Act 2010?

(If you believe that your proposal may have some relevance – however small please indicate yes. If there is no effect, please enter “No” and go to Section 3.2.)

Equality Duty

A. Elimination of discrimination (both direct & indirect), victimisation and harassment. *(Will the proposal discriminate? Or help eliminate discrimination?)*

Reasoning:

Yes, there is relevance to all three aspects of the equality duty. Implementing the strategy will enable:

- the development of skills (including for example, literacy and numeracy) that disadvantaged people can use in employment, their community, further learning or as parents and family members to support their children in their important early years.
- Support all our young people (and those who need more choices and more chances to achieve their full potential) to become confident individuals, effective contributors, responsible citizens and successful learners.
- Empower communities to work together to achieve lasting change in their communities.

This should help us meet the obligations of the equality duty

B. Promotion of equality of opportunity? <i>(Will your proposal help or hinder the Council with this)</i>	As above
C. Foster good relations? <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	As above

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		Commitment to implementation of the UN Convention on the Rights of the Child (UNCRC) will be embedded within the CLD Plan. CLD Partners offer services to all within the Scottish Borders irrespective of age. Some learning and community opportunities may target particular age groups based on need.
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring		x		Commitment to implementation of UNCRC will be embedded within the CLD Plan.

				Increased inclusion in learning and community opportunities through an integrated approach with partners recognising specific needs of groups. Increased use of digital technology, where appropriate, to ensure inclusion in learning and community opportunities. Reduced social isolation & improved health & emotional wellbeing. CLD partners will make use of a range of relevant equipment/aids to assist learners to participate in learning e.g. learning materials produced in large print, using coloured overlays, assistive IT technology. Increased employability, literacy and numeracy skills.
Gender Reassignment/ Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth		x		CLD Partners offer services to all within the Scottish Borders irrespective of gender. Commitment to implementation of UNCRC will be embedded within the CLD Plan.
Marriage or Civil Partnership people who are married or in a civil partnership	x	X		CLD Partners offer services to all within the Scottish Borders irrespective of marital status.

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		Improved partnership working to support engagement of targeted families in learning, including a focus on early years families. Reducing inequalities by increasing access to information and services that promote rights/entitlements and increase the uptake of related benefits and support employability.
Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		x		Increased English language skills (ESOL). Improved community integration through participation in multi-agency activities such as Diversity week. Promotional materials are available in different formats. Commitment to implementation of UNCRC will be embedded within the CLD Plan.
Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)		x		CLD Partners offer services to all within the Scottish Borders regardless of their religion or belief. The learning and community activities within the CLD Plan may have a positive impact on fostering good relations.

				Commitment to implementation of UNCRC will be embedded within the CLD Plan
Sex women and men (girls and boys)		x		Commitment to implementation of UNCRC will be embedded within the CLD Plan
Sexual Orientation , e.g. Lesbian, Gay, Bisexual, Heterosexual		x		Commitment to implementation of UNCRC will be embedded within the CLD Plan. Improved partnership working should result in increased inclusion in learning and community opportunities.
3.3 Fairer Scotland Duty 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. 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.				
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		The CLD Plan will target disadvantaged individuals and communities, including these socio economic elements
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		Learning opportunities will aim to increase people's life chances, increasing employability, potential for income generation and to build wealth within disadvantaged communities.
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)		x		The CLD Plan will target disadvantaged individuals and communities.
Socio-economic Background – social class i.e. parents' education, employment and income		x		The CLD Plan will target disadvantaged individuals and communities.
Looked after and accommodated children and young people		x		Commitment to implementation of UNCRC will be embedded within the CLD Plan. Increased inclusion in learning and community opportunities through an integrated approach with partners recognising specific needs of groups

Carers paid and unpaid including family members		x		Increased inclusion in learning and community opportunities, including young carers & adult carers (mental & physical health benefits).
Homelessness		x		Improved partnership working should lead to increased inclusion in learning and community opportunities for disadvantaged individuals.
Addictions and substance use		x		Improved partnership working should lead to increased inclusion in learning and community opportunities for disadvantaged individuals.
Those involved within the criminal justice system		x		Improved partnership working should lead to increased inclusion in learning and community opportunities for disadvantaged individuals eg bespoke adult literacies learning for referrals from Criminal Justice Team.

3.4 Armed Forces Covenant Duty (*Education and Housing/ Homelessness proposals only*)

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.

Is the Armed Forces Covenant Duty applicable?

Yes

If "Yes", please complete below

Covenant Duty	How this has been considered and any specific provision made:
The unique obligations of, and sacrifices made by, the armed forces;	Learning opportunities will aim to increase people's life chances, increasing employability, potential for income generation and to build wealth within disadvantaged communities.
The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;	Working towards the Defence Employer Recognition Award.
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.	Working towards the Defence Employer Recognition Award.

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:	Norrie Tait
Designation:	Community Learning and Development, Team Leader
Date:	14/10/2024
Counter Signature Director:	
Date:	