

Equality Impact Assessment: initial screening

Please complete the form using the blank rows, as well as the greyed out boxes containing guidance that you should overwrite.

What is being assessed by whom?

| |
|---|
| Name of the policy¹ |
| SNH Corporate Plan 2018-2022 – <i>Connecting People and Nature</i> |
| Name of person leading the assessment² |
| Clive Mitchell |
| Names of other team members |
| Chris Leakey, Alan Hampson |
| Is this a new or existing policy? New <input checked="" type="checkbox"/> Existing being reviewed <input type="checkbox"/> If existing, then please check to see whether a previous EqIA is available to provide a basis for this assessment. |

Initial screening

| | Yes | No |
|---|-------------------------------------|--------------------------|
| Does the policy impact on people? (e.g. on service users, businesses, employees, wider community) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Will it have a significant effect on how other organisations operate? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Does it relate to an area where SNH has set equality outcomes³ ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Does it relate to an area where there are known inequalities? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

If you answered **Yes** to any of the above, please proceed to Stage 1 of the EqIA form.

If you answered **No** to all of these, you do not need to carry out an EqIA so proceed to sign and complete the statement below.

¹ The term policy is shorthand for policies, provisions, criteria, functions, practices and activities including the delivery of services.

² Person leading on the policy development

³ Through the delivery of our services people who are under-represented as a result of a protected characteristic are more able to visit and experience the outdoors
Our workforce broadly reflects the diversity of the population of Scotland
Our workforce welcomes, values and promotes diversity
The gender pay gap is reduced

An EqlA is not needed Date:

| Signed | Date |
|------------------------------------|------|
| Lead officer: | |
| Responsible officer ⁴ : | |

Please now publish the initial screening section of the form in eRDMS file [B239231](#) and email confirmation to diversity@snh.gov.uk. Please also retain a copy with your policy documents.

⁴ Person with overall responsibility for the policy.

Equality Impact Assessment: assessing impact

Stage 1. The purpose of the policy, service, activity etc.

| | |
|--|---|
| What is the purpose of the policy? | To set our corporate priorities for the next four years to be approved by the Cabinet Secretary. The new plan will adjust our focus and allow us to adapt to any changes in budget across the plan period. This is a high-level plan, so most of the relevant EqIA will be undertaken at the more detailed project and activity levels. |
| Who does the policy affect? (employees, customers, equality groups, stakeholders) | SNH staff. Delivery partners, stakeholders and the public. |
| What results/outcomes are intended? | Clarity on SNH priorities, associated outcomes and some high-level aspirations; also how this relates to the work of other organisations and the broader SG Purpose. Enable understanding of how our resources will be balanced across these priorities and support more detailed annual Business Planning. |

Stage 2. Relevance to the needs of the general equality duty

Please consider which aspects of the policy are relevant to the three needs of the general equality duty

| | Comment |
|--|--|
| Eliminate unlawful discrimination | The Corporate Plan should be representative and inclusive for all the people of Scotland. |
| Advance equality of opportunity | The Corporate Plan provides a framework for our work, which is relevant to all the people of Scotland. The plan explicitly seeks to tackle social inequalities regarding access to nature and the benefits people receive from nature. |
| Foster good relations between groups of people | N/A |

Stage 3. To which of the equality groups is this policy relevant?

| | | | |
|------------|-------------------------------------|---|--------------------------|
| All | <input type="checkbox"/> | Sexual orientation | <input type="checkbox"/> |
| Age | <input checked="" type="checkbox"/> | Gender reassignment | <input type="checkbox"/> |
| Disability | <input checked="" type="checkbox"/> | Pregnancy and maternity | <input type="checkbox"/> |
| Gender | <input checked="" type="checkbox"/> | Religion and belief | <input type="checkbox"/> |
| Race | <input checked="" type="checkbox"/> | Marriage and civil partnership ⁵ | <input type="checkbox"/> |

If you decide that the assessment is not relevant to some groups, please say why below.

The Corporate Plan indicates prioritisation in the resourcing of our work. Identified groups are relevant as they may have differing ability or opportunity to access and benefit from nature (whether directly or indirectly, i.e. due to their geographic distribution or relative deprivation). The detail and implications of these decisions will be developed and assessed at the policy level. Our workforce broadly reflects the diversity of Scotland but we still seek improvements in this regard and we will still need to consider how to engage with some ethnic groups that are typically harder to reach because of their minority status. Equality issues related to our employment practices, including those groups not identified here, will be assessed elsewhere, including our corresponding Workforce Plan and related EqIA.

⁵ In relation to unlawful discrimination in employment

Stage 4. Evidence

Please consider what evidence is available to help you identify the impact the policy may have on people amongst the relevant groups you have identified? Both quantitative (statistics etc.) and qualitative (event feedback etc.) are equally valid. Please consider a range of sources, including: consultation exercises, surveys, feedback from staff, stakeholders, participants, research reports, [Scottish Government Evidence Finder](#), the views of equality groups, as well your own experience of working in this area etc.

Remember to consider whether this requires you to consult relevant equality groups. Where it is not possible to gather new information in time to inform the assessment, consider including such actions in your plans to monitor and review the policy.

| Protected characteristic | Evidence | Source | Gaps and actions taken |
|--------------------------|---|--|---|
| Age | <p>The estimated population for Scotland on 30 June 2015 was 5,373,000, with 17% of people estimated to be aged under 16, 65% aged 16-64 and 18% aged 65 and over.</p> <p>In 2015 16-24 year olds saw the largest increase in their employment rates, at 3.0 percentage points.</p> <p>We employ low numbers of 16-24 year olds. Graduate schemes are now providing more opportunities for those at the upper end of this age bracket.</p> <p>The proportion of adults visiting the outdoors declines from age 45-59, and even more so beyond age 75.</p> <p>Fewer people above 65 and particularly</p> | <p>National Records of Scotland, 2015</p> <p>Annual Population Survey</p> <p>Mainstreaming Report 2017</p> <p>Scottish Household Survey 2016</p> | <p>The plan seeks to increase the number and of people experiencing nature, benefitting from it and taking action to help look after it. At the implementation level there will be particular but not exclusive focus on under-represented groups. Work to increase the realisation of health benefits of time outdoors will work with partners to include attention to older age groups.</p> |

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| | <p>above 75 use the internet. Almost all (99%) 16 to 24 year olds had used the Internet, compared with 37% of adults aged 75 years and over. although participation is increasing.</p> <p>Maas et al. (2009) established that the relationship between greenspace and health is stronger for people who are more likely to spend a lot of time at home or in areas surrounding their homes and have low socio-economic status, are young or elderly</p> | <p>Office of National Statistics report</p> <p>SNH Commissioned Report 490: Green networks and people: A review of research and practice in the analysis and planning of multi-functional green networks</p> | |
| Disability | <p>The proportion of people in Scotland with a long-term activity-limiting health problem or disability was 20 per cent, the same as reported in the 2001 Census</p> <p>A quarter of adults in Scotland (1.1 million people) stated that their ability to participate in outdoor recreation is limited by a long-term illness, health problem or disability (39 to 70% depending on severity of condition); twelve per cent of adults state that their participation is limited 'a lot' (500,000 people) and a further 14% that it is limited 'a little' (600,000 people).</p> <p>There is a roughly equal proportion of adults with a long term illness or disability living in rural areas compared to urban areas. This is despite the fact there is a higher proportion of older people living in rural areas and the prevalence of disability and long term limiting</p> | <p>Scotland's 2011 Census (Release 2A, Table 8)</p> <p>Scotland's People and Nature Survey and associated special reports – SPANS and underrepresented groups reports</p> <p>Scottish Household Survey 2015</p> | <p>The plan seeks to increase the number and of people experiencing nature, benefitting from it and taking action to help look after it. At the implementation level, we will work with partners to continue improvements to the accessibility of greenspace for all will consider the needs of the disabled. We will also need to have regard to links between disability and socio-economic status.</p> |

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| | <p>illness increases with age.</p> <p>Our employment of people with disabilities is below their representation in the Scottish population.</p> <p>Research consistently finds that disabled people are less likely to be in employment than non-disabled people and when employed they receive, on average, lower pay. There are also differences in the personal characteristics of disabled people and non-disabled people that have an impact on the pay gap. For example, lower levels of education or reduced ability to work continuously on a full-time basis can have a negative impact on pay.</p> | <p>Mainstreaming Report 2017</p> <p>EHRC pay-gap research – The disability pay gap 2017</p> | |
| Gender | <p>While economic situation, health condition and working patterns are stronger drivers in levels of volunteering, a higher proportion of women than men typically take part in volunteering.</p> <p>Men are more likely to participate in sport and exercise, particularly when recreational walking is excluded from calculations.</p> | <p>Scottish Household Survey 2016</p> | <p>The plan seeks to increase the number and of people experiencing nature, benefitting from it and taking action to help look after it. At the implementation level, opportunities and encouragement for volunteering and outdoor exercise should not be gender-specific.</p> |
| Race | <p>The size of the minority ethnic population in 2011 was just over 200,000 or 4 per cent of</p> | <p>Scotland's Census 2011 (Table 2)</p> | <p>The plan seeks to increase the number and</p> |

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| | <p>the total population of Scotland (based on 2011 ethnicity classification); this has doubled since 2001 when just over 100,000 or 2 per cent of the total population of Scotland (based on the 2001 ethnicity classification) were from a minority ethnic group. The minority ethnic population varies considerably across Scotland. Some groups are disproportionately represented in the lowest 15% SIMD areas – Polish, African and Caribbean. In the UK the most disadvantaged communities face greater health problems and are likely to be living in the lowest quality environments.</p> <p>Adults in the Black & Minority Ethnic population, although just as likely to access the outdoor as adults of white ethnicity, are less likely to do it on a regular basis.</p> <p>Our employment of people of minority ethnic groups is slightly below their representation in the Scottish population.</p> <p>According to analysis of Labour Force Survey (LFS) data in the period 2002-2014, the mean hourly pay of different ethnic groups varied considerably. Gaps also varied depending on whether people in ethnic minorities were born in the UK or abroad. New arrivals often face social disadvantage and discrimination, may have a poor command of English, possess qualifications which are not generally recognised by employers and be unfamiliar</p> | <p>Overview of Equality Results from the 2011 Census Release 2</p> <p>SCOTLAND'S PEOPLE AND NATURE SURVEY 2013/14 SPECIAL INTEREST REPORT NO.2</p> <p>Mainstreaming Report 2017</p> <p>EHRC pay-gap research – The ethnicity pay gap 2017</p> | <p>of people experiencing nature, benefitting from it and taking action to help look after it. At the implementation level, we will work with partners to continue improvements to the accessibility of greenspace for all will consider the needs of ethnic minorities. We will also need to have regard to links between race and socio-economic status.</p> |
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| | <p>with the UK's culture; these factors affect pay.</p> <p>Among men the White British group tended to be paid more than ethnic minorities. There are a few exceptions - all Indian and Chinese men (foreign-born and British) and British-born Black African men. For other groups, Pakistani and Bangladeshi males had particularly severe pay gaps, especially those born outside the UK.</p> <p>Ethnic minority women generally earned more than White British women, only two groups had a clear pay disadvantage: these were Pakistani and Bangladeshi immigrant women.</p> | | |
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Additional comments:

Our recent [Mainstreaming Report](#) includes outcomes and actions regarding our ways of working and employment practices. Relevant evidence to consider in ongoing Workforce Planning includes the [EHRC pay-gap](#) research.

Although SNH are not a named organisation in the Scottish Government's socio-economic duty consultation, our work supports the Scottish Government priority for sustainable economic growth, improving people's physical and mental health and wellbeing, as well as reducing inequalities. For example, a large portion of Scots live in deprived urban areas with little access to quality green-space and related higher risk of health inequalities. Although evidence is not readily available, there are intuitive links between inequality, socio-economic status and the protected characteristics under EqIA. Through our implementation of our work, we therefore consider socio-economics alongside our equality duty.

Stage 5. The significance of the potential impacts

Please consider what the evidence tells you about the likely impact (positive or negative) on people sharing a protected characteristic, i.e. how significant could the impacts be if we did not make any adjustments? Remember the duty is also positive – so please identify where the policy offers opportunities to promote equality and/or foster good relations.

| Protected characteristic | Impacts | Positive (+) Negative (-) Neutral (0) | High (H) Medium (M) Low (L) |
|--------------------------|--|---|-----------------------------------|
| Age | <p>The Corporate Plan prioritises efforts to help more people access and benefit from nature, in turn encouraging them to take action to care for it. There is strong evidence that outdoor physical activity and contact with nature can improve physical and mental well-being. This applies across age-groups.</p> <p>Relative mobility (physical and financial) can limit the ability of older people and children to get outdoors. Continued efforts to improve the number and quality of green spaces in towns and cities and in disadvantaged areas should have a positive impact on these characteristics.</p> <p>As we publish the Corporate Plan online, some older age groups may be less likely to access the information. However, the CP is a high-level corporate document and wider involvement will come through specific activities identified.</p> <p>Matters relating to SNH employment trends and practices will be picked up through Workforce Planning.</p> | + | M |
| Disability | <p>The Corporate Plan sets out to improve nature and green space near to where people live, providing more opportunities for health-improving outdoor experiences and making access</p> | + | L |

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| | <p>easier for all. Persons with long-term health issues are more likely to live in deprived areas distant from green space, so the plan should benefit people with these characteristics.</p> <p>Online publication of the plan may make it less accessible to those with a visual impairment. Use of plain English language will be adopted where possible, so that key messages are easy to understand by a large audience. However, the document is mostly intended for key partners (in the public, private and voluntary sectors) and for guiding our internal processes, so is unlikely to have a big impact.</p> <p>Matters relating to SNH employment trends and practices will be picked up through Workforce Planning.</p> | | |
| Gender | <p>The Corporate Plan sets out to improve access to, enjoyment of and the benefits from nature for everyone, irrespective of gender.</p> <p>Matters relating to SNH employment trends and practices will be picked up through Workforce Planning.</p> | + | M |
| Race | <p>The Corporate Plan seeks to deliver more and better green spaces in towns and cities. As urban areas tend to be more ethnically diverse, this should benefit this characteristic.</p> <p>Some minority groups are more likely to live in deprived areas. This may limit their ability to access the plan online. Although we write in plain-English where we can, some of the issues and ideas may be difficult for people for whom English is not their first language. However, the document is mostly intended for key partners (in the public, private and voluntary sectors) and for guiding our internal processes, so is unlikely to have a big</p> | + | L |

| | | | |
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| | <p>impact.</p> <p>Matters relating to SNH employment trends and practices will be picked up through Workforce Planning.</p> | | |
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Use the following guidance to inform your responses:

Indicate:

- Where you think that the policy could have a **POSITIVE** impact on any of the equality groups like promoting equality and equal opportunities or improving relations within equality groups
- Where you think that the policy could have a **NEGATIVE** impact on any of the equality groups, i.e. it could disadvantage them
- Where you think that this policy has a **NEUTRAL** effect on any of the equality groups listed below i.e. it has no effect currently on equality groups.

It is important to remember that a policy may be highly relevant to one aspect of equality and not relevant to another.

| | |
|---|--|
| <p>High impact (The policy or process is very equality relevant)</p> | <p>There is significant potential for or evidence of adverse impact The policy is institution wide or public facing The policy has consequences for or affects significant numbers of people The policy has the potential to make a significant contribution to promoting equality</p> |
| <p>Medium impact (The policy or process is somewhat equality relevant)</p> | <p>There is some evidence to suggest potential for or evidence of adverse impact The policy is institution wide or cross-Unit, but mainly internal The policy has consequences for or affects some people The policy has the potential to make a contribution to promoting equality</p> |
| <p>Low impact (The policy or process might be equality relevant)</p> | <p>There is little evidence to suggest that the policy could result in adverse impact The policy operates mainly within a Unit The policy has consequences for or affects few people The policy may have the potential to contribute to promoting equality</p> |

Stage 6. Action needed to fulfil the needs of the general equality duty

Please consider the results of your impact assessment, what mitigating or positive action do you recommend in order to fulfil the three needs of the general equality duty? This will involve considering whether the evidence indicates that there is likely to be a differential impact⁶ on particular equality groups, and particularly whether this impact is disproportionately negative. Remember that it is lawful under the Equality Act to treat people differently in some circumstances, for example taking positive action or putting in place single-sex provision where there is a need for it. It is both lawful and a requirement of the general equality duty to consider if there is a need to treat disabled people differently, including more favourable treatment where necessary.

| Needs of the general equality duty | Mitigating or positive actions needed, recommended or planned for each protected characteristic. (Age, Disability, Gender, Race, Sexual orientation, Gender reassignment, Pregnancy and maternity, Religion or belief) |
|---|---|
| 1. Eliminate unlawful discrimination, victimisation or harassment | <p>Only positive impacts have been identified above.</p> <p>SNH strongly advocates fairer and more equal access to nature for all. We recognise that the ability to access nature can be more limited for some older people and children, disabled people or people that live in areas of deprivation. Priorities within the plan seek to address such inequalities, but also to engage the interest of these groups in the environment so as to encourage volunteering and help them to play a role in the maintenance and improvement of their local environment.</p> |

⁶ Suggests that a particular group has been affected differently by a policy, in either a positive, neutral or negative way.

| | |
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| 2. Advancing equality of opportunity | <p>Only positive impacts have been identified above.</p> <p>The plan seeks to improve access to and enjoyment of nature, and the benefits this brings, to groups recognised as having more limited opportunity. Older people, disabled people or people that live in areas of deprivation are particular priorities. Priorities around youth employment and the encouragement of nature-based businesses will help improve employment opportunities.</p> <p>Use of plain-English and Gaelic translation will help to limit any issues around accessibility of the document to a broad readership.</p> |
| 3. Fostering good relations | N/A |

Stage 7. Taking account of the results of the assessment

Having considered the potential or actual impacts you should be in a position to make an informed judgement on what should be done. In all cases, document your reasoning that justifies your decision. There are four main options you can take:

- **No major change** – your assessment demonstrates that the policy is robust. There is no potential for unlawful discrimination and you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review
- **Adjust the policy** – this involves taking steps to remove any barriers, to better advance equality or to foster good relations.
- **Continue the policy** (despite the potential for adverse impact) – you should clearly set out the justifications for doing this and how you believe the decision is compatible with our obligations under the duty
- **Stop and remove the policy** – if there are adverse effects that are not justified and cannot be mitigated, you should consider stopping the policy altogether. If a policy leads to unlawful discrimination it should be removed or changed.

| Option selected | Justification |
|-----------------|---|
| No major change | The impacts identified are positive. They will be developed and monitored through more specific programmes of work. |

Stage 8. Summary of agreed actions resulting from your assessment

What action, by whom, will be undertaken as a result of the impact assessment.

| No. | Action | Person responsible | Timescale |
|-----|--|---|---------------|
| 1. | Ensure awareness of this EqlA and its main findings by key persons responsible for plan delivery. Publish on intranet and SNH website. | Clive Mitchell (website); Carrie Urquhart (intranet) | 26 March 2018 |
| 2. | | | |
| 3. | | | |

Stage 9. Monitoring implementation and review

In this section, explain how you will monitor and evaluate this policy to measure progress on equality issues identified in the EQIA. Include information on when the monitoring and evaluation will take place, and who is responsible for undertaking it. This should be part of the regular monitoring and evaluation mechanisms you devise for your policy. This may involve considering:

- What type of information is needed for monitoring and how often will it be analysed?
- How will you engage stakeholders in implementation, monitoring and review?

| Review date | Person responsible |
|---|---------------------------|
| 2021, as part of preparing our next Corporate Plan. | Clive Mitchell |

Stage 10. Procurement

The public sector equality duty for procurement requires bodies to consider how they can further fulfil the needs of the general duty in how they procure goods and services both through the award criteria and contract conditions. This applies to thresholds which most, if not all, our procurement falls below. However, EHRC guidance encourages public bodies to adopt these principles to help meet our broader obligations in relation to procurement and equality.

Consequently, if your proposal involves any related procurement of goods, services or advice, you should now consider how best to reflect the results of your impact assessment in the procurement process.

| | |
|--------------------------------------|-----|
| Award criteria at tender stage | N/A |
| How will you evaluate award criteria | N/A |
| Contract performance criteria | N/A |

Stage 11. Authorisation

Please confirm that:

This Equality Impact Assessment has informed the development of this policy:

Yes No

Opportunities to promote equality in respect of age, disability, sex, pregnancy and maternity, gender reassignment, sexual orientation, race and religion or belief have been considered, i.e.:

- Eliminating unlawful discrimination, harassment, victimisation;
- Advancing equality of opportunity;
- Fostering good relations

Yes No

I am satisfied with the equality impact assessment that has been undertaken for *Connecting People and Nature* and give my authorisation for the results of this assessment to be published on the SNH website.

| | |
|----------------------------|--|
| Name: | Alan Hampson |
| Position: | Acting Head of Corporate Services |
| Authorisation date: | 26 March 2018 |

Note: if this EqIA is associated with a policy that requires Director, Management Team or Board sign-off, you should arrange for the results of the assessment to accompany approval of the policy. This is to ensure that decision-makers are given sufficient information to enable them to pay due regard to equality when making their decision.

Stage 12. Storing and publishing this EqIA

The regulations require that where an assessment has been made and the policy is implemented, the results of any assessment be published 'within a reasonable period' of the decision to apply the policy.

Please save your EqIA to an appropriate folder. For example, if it relates to a project, you should save it to the project folder. Please also record summary information about your EqIA in the tracking spreadsheet [B239231](#). Send the Objective ID to the Equality and Diversity Team diversity@snh.gov.uk for review and publication on the SNH website.

Guidance and tools

Glossary of key terms

[Equality and Human Rights Commission](#)

[Equality Challenge Unit](#)

Equality and Human Rights Commission (EHRC)

[EHRC guidance on public sector equality duty](#)

[EHRC guidance on impact assessments](#)

SNH

[EqIA – Process Map](#)