

## **Impact Assessment (IA) form (April 2024)**

The Impact Assessment (IA) helps us to consider the impact of our work.

### **What is an Impact Assessment?**

The IA helps us to understand the impact of our work and to inform our decision making. It helps to show how our activities supports several legal duties or priorities such as mainstreaming equality, considering island communities and promoting children's rights.

### **How do I complete the IA and what do I need to know?**

The IA Guidance explains what IAs are and how to complete them. The appendix sets out different things that you need to think about for each section in the form. The Policy and Equality Team can also help: [policyandequality@sssc.uk.com](mailto:policyandequality@sssc.uk.com)

### **Do I need to develop an IA?**

You must complete an IA if you are creating or reviewing a relevant piece of work. Examples include a policy, procedure, strategy or project. It may also include an activity that has budgetary implications or a change that affects our employees or registrants. We complete assessments for different areas including the Future Proofing Programme, review of the website, HR policies and complaints procedure. We publish completed IAs on our website.

- You must complete an IA if the piece of work needs a decision from Council, Executive Management Team or a programme board. Your report should include a summary of the IA or explain why you didn't create one. See guidance for further information.
- You may need an IA for activities such as purchasing or developing a new product, creating a new strategy or implementing a project.
- Consider what you're doing and ask questions that help you to understand the impact of your work. Ask questions such as who your work affects, what difference will it make and what evidence do you have to support your approach.
- You must complete an IA as early as possible in the process. It should be proportionate and you may not need to complete every section. Some sections cover legal duties such as the Public Sector Equality Duty. Other sections link to our priorities such as promoting trauma informed practice.
- It is your responsibility to decide whether you need to complete an IA. Heads of Department are responsible for approving and monitoring IAs.

### **Data Protection Impact Assessments (DPIAs) and Strategic Environmental Assessments**

- Data Protection Impact Assessments (DPIAs) are separate and are not part of this IA. See the [Information Governance](#) pages on the intranet for further information.
- SEAs are also separate assessments. See the IA guidance for further information.

## Impact Assessment

### SECTION A: GENERAL INFORMATION

Question	SSSC approach
<b>A1. Name of piece of work</b>	<b>SSSC principles and criteria for the assessment of qualifications</b>
<b>A2. Brief description of work, including purpose and summary of aims.</b>	<p>The principles and criteria have been reviewed to ensure they:</p> <ul style="list-style-type: none"><li>• remain fit for purpose and reflect current practice</li><li>• are clear and easy to understand</li><li>• continue to align with the other UK social service regulators and Standard Setting Organisations (SSOs) approach to qualifications.</li></ul> <p>Changes have been made to the language and structure of the principles and criteria to provide clarity and ease of use. The one substantial change is the removal of “meets registration criteria set by a nationally recognised regulatory body”. In practice we no longer do this as there are some qualifications accepted by other regulators that we do not accept or are accepted subject to a compensatory measure as they do not meet our standards.</p>
<b>A3. How does the work link to our <a href="#">Strategic Plan 2023-2026</a>? Choose one strategic theme. If helpful provide more information in A2.</b>	Skilled
<b>A4. Responsible department for this work</b>	Workforce, Education and Standards

<b>A5. Date of last Assessment or policy review (if relevant)</b>	n/a
<b>A6. Have you completed a Data Protection Impact Assessment? If yes please list the title and sign-off date.</b>	Not required

## SECTION B: EQUALITY IMPACT ASSESSMENT (EQIA)

Please see guidance notes before completing the second column in this section, particularly Part 2 and Section B of the Appendix.

<b>Question</b>	<b>SSSC approach</b>
<b>B1. Understanding impact: How is this piece of work relevant to equality groups?</b>  Use this section to briefly set out the context. Have you considered where there might be an impact?	This work will provide clearer understanding of the principles and criteria
<b>B2. Reviewing evidence and finding gaps</b>  What internal or external evidence on equality groups did you use to support your understanding (step 1) and assessment (step 3). Did you find gaps in the data?	Qualification assessment, enquiries and complaints data was analysed to inform the review alongside benchmarking of other UK regulators approaches to assessment of qualifications. SSSC equalities research identifies registered workers with disabilities and of ethnic minority groups take longer to get qualified. The majority of non-uk social work qualifications assessed for registration do not fully meet the SSSC standards, principles and criteria and require compensatory measures to be applied. Further clarity and ease of

<p>Examples could include data on SSSC employees: <a href="#">Mainstreaming Report, Data Annex, 2023</a> or the social work, social care and children and young people workforce: <a href="#">workforce data website</a>.</p> <p>Population data is available from the Scottish Government's <a href="#">Equality Evidence Finder</a> and <a href="#">National Records of Scotland</a> website.</p>	<p>understanding of what is required will support individuals to understand the likelihood of having their qualification accepted by the SSSC prior to paying for assessment and will provide further clarity to employers and training providers who are supporting individuals to gain their qualifications.</p>
<p><b>B3: Assessing impact and taking action</b></p> <p>Will your piece of work have a negative, neutral or positive equality impact? Explain why. List any actions and summarise in Section H.</p>	<p>Positive impact</p> <p>Further clarity and ease of understanding of what is required will support individuals to understand the likelihood of having their qualification accepted by the SSSC.</p>

## SECTION C: CHILDREN'S RIGHTS AND CARE EXPERIENCE ASSESSMENT

Please see guidance notes before completing the second column in this section, particularly Part 2 and Section C of the Appendix.

Question	SSSC approach
<p><b>C1. Understanding impact: How is this piece of work relevant to children's rights and care experienced children and young people?</b></p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	<p>The principles and criteria are the foundation of the qualifications we accept for registration. They ensure qualifications are based on national occupational standards and maintain the standard and types of qualification we accept. This ensures consistency in the knowledge and skills the workforce are required to evidence in order to meet their qualification requirement for registration. The NOS and qualifications for registration ensure the registered workforce understand children's rights and their role in promoting and upholding rights. The</p>

	revised NOS will also include a standard on trauma informed approaches to practice which will be embedded into the qualifications we accept for registration.
<p><b>C2. Reviewing evidence and finding gaps</b></p> <p>What internal or external evidence on children's rights or care experience did you use to support your understanding (step 1) and assessment (step 3). Did you find gaps in the data?</p> <p>Examples: <a href="#">Children's social work statistics</a> available from Scottish Government website. <a href="#">The Promise Scotland</a> and the <a href="#">Children and Young People's Commissioner Scotland</a> have several resources on care experience and children's rights.</p>	The Promise makes recommendations about the importance of a trauma informed workforce and rights-based approaches to practice.
<p><b>C3: Assessing impact and taking action</b></p> <p>Will your piece of work have a negative, neutral or positive impact on children's rights or care experience? Explain why. List any actions and summarise in Section H.</p>	Positive- see C1

## SECTION D: TRAUMA INFORMED ASSESSMENT

Please see guidance notes before completing the second column in this section, particularly Part 2 and Section D of the Appendix.

Question	SSSC approach

<p><b>D1. Understanding impact: How is this piece of work relevant to trauma informed practice?</b></p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	<p>The SSSC principles and criteria ensure that qualifications are based on national occupational standards (NOS)</p>
<p><b>D2. Reviewing evidence and finding gaps</b></p> <p>What internal or external evidence on trauma informed practice did you use to support your understanding (step 1) and assessment (step 3). Did you find gaps in the data?</p>	<p>The SSSC principles and criteria ensure that qualifications are based on national occupational standards (NOS) The health and social service and children's, care learning and development NOS that underpin qualifications accepted for registration are currently subject to review. New NOS are being developed for trauma informed approaches to practice and will feature in qualifications. This will ensure consistent knowledge and understanding across the registered workforce and support the workforce to become trauma informed.</p>
<p><b>D3: Assessing impact and taking action</b></p> <p>Will your piece of work have a negative, neutral or positive impact on our work to promote trauma informed practice? Explain why. List any actions and summarise in Section H.</p>	<p>Positive</p> <p>Ensuring qualifications are based on the NOS will support the registered workforce to be trauma informed practice.</p>

## SECTION E: ISLANDS, FAIRER SCOTLAND AND VULNERABLE PEOPLE ASSESSMENT

Please see guidance notes before completing the second column in this section, particularly Part 2 and Section E of the Appendix.

Question	SSSC approach

<p><b>E1. Understanding impact: How is this piece of work relevant to the Scottish Islands, promoting a Fairer Scotland or supporting vulnerable people?</b></p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	<p>Neutral impact</p>
<p><b>E2. Reviewing evidence and finding gaps</b></p> <p>What internal or external evidence on the Islands, Fairer Scotland or vulnerable people did you use to support your understanding (step 1) and assessment (step 3). Did you find gaps in the data?</p> <p>Examples: Scottish Government <a href="#">publishes data on composition of island population</a>. We publish <a href="#">workforce data</a> on proportion of staff in island local authority areas. The Government also publishes data on poverty and carers: <a href="#">Poverty and Income inequality statistics</a> and <a href="#">Carers Census</a>.</p>	<p>Not applicable</p>
<p><b>E3: Assessing impact and taking action</b></p> <p>Identify any actions here, including timescales, lead responsibility and how you'll monitor success.</p>	<p>Neutral impact- no action required</p>

## SECTION F: EMPLOYER ASSESSMENT

Please see guidance notes before completing the second column in this section, particularly Part 2 and Section F of the Appendix.

Question	SSSC approach
<p><b>F1. Understanding impact: How is this piece of work relevant to employers?</b></p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	<p>Positive impact</p> <p>Changes to the principles and criteria will provide greater clarity for employers about what qualifications will and won't be accepted for registration with the SSSC. This will help employers in their workforce planning and supporting their workforce to meet the requirements for registration</p>
<p><b>F2. Reviewing evidence and finding gaps</b></p> <p>What internal or external evidence on employers did you use to support your understanding (step 1) and assessment (step 3). Did you find gaps in the data?</p> <p>Examples: Our <a href="#">data website</a> has information on employers and active services registered with the Care Inspectorate. For example, have you consulted employers on your proposals? Have you identified any challenges or options?</p>	<p>Employers feedback through enquiries and complaints is that the principles and criteria were not easy to understand and lacked clarity.</p>
<p><b>F3: Assessing impact and taking action</b></p> <p>Identify any actions here, including timescales, lead responsibility and how you'll monitor success.</p>	<p>We will monitor the volume of requests, enquiries and assessments that result in rejection to determine if the changes are having a positive impact.</p>





## SECTION G: SUSTAINABILITY ASSESSMENT

Please see guidance notes before completing the second column in this section, particularly Part 2 and Section G of the Appendix.

Question	SSSC approach
<b>G1. Understanding impact: How is this piece of work relevant to sustainability?</b>  Use this section to briefly set out the context. Have you considered where there might be an impact?	Neutral- no impact
<b>G2. Reviewing evidence and finding gaps</b>  What internal or external evidence on sustainability did you use to support your understanding (step 1) and assessment (step 3). Did you find gaps in the data?	n/a
<b>G3: Assessing impact and taking action</b>  Identify any actions here, including timescales, lead responsibility and how you'll monitor success.	n/a

## H. FINAL REVIEW AND SIGN-OFF

SSSC approach	SSSC approach
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<b>H1. Summary of Assessment</b>  a. Summary of any actions or changes found during assessment b. How will we monitor this piece of work and any further impacts?	No changes required as a result of the assessed impact. Positive impact will be monitored through the qualification assessments, stakeholder survey feedback and volume of enquires and complaints related to qualifications.
<b>H2. Owner (Head of Department):</b>  <b>Date approved by Head of Department:</b>	Acting Director Workforce , Education and Standards.  May 2024

## NEXT STEPS

Send completed IA to [Policy and Equality Team](#). Please let know the Team know when the IA should be published on our website or if there is any reason why we should not publish the IA.

Reports to Council, Committee, Executive Management Team and Programme Boards must include your IA. Please contact [Legal and Corporate Governance team](#) for further information.