

Impact Assessment (IA) form (May 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

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
A1. Name of piece of work	The Review of the Requirements for Social Work Training.
A2. Brief description of work, including purpose and summary of aims.	The Requirements for Social Work Training is a subsection of The Framework for Social Work Education, published in 2003. The purpose of this work was to review and update the requirements to bring them into line with current practice following The Review of Social Work Education (2016).
A3. How does the work link to our Strategic Plan 2023-2026 ? Choose one strategic theme. If helpful provide more information in A2.	<p>Skilled</p> <p>The work will:</p> <p>Promote meaningful practice learning opportunities for students, including specific requirements for duration of placements and the involvement in statutory functions within placement. It will ensure contrasts between the student's learning opportunities, ensuring that they have the opportunity to work with a diverse range of people who use services.</p> <p>It will require for the first time students to attend a minimum number of taught sessions but will also provide flexibility for people who, as a result of protected characteristics (or other relevant difficulties) are not able to meet this requirement.</p> <p>It will protect students (and people who use services) from students taking the lead in potentially complex and sensitive pieces of work in situations where inexperience could negatively impact the safety and welfare of people who use services.</p> <p>It will ensure that Practice Educators are suitably qualified and registered social workers, ensuring a level of competence from the people who support and train student social workers in practice for the first time.</p>

A4. Responsible department for this work	Workforce, Education and Standards
A5. Date of last Assessment or policy review (if relevant)	NA
A6. Have you completed a Data Protection Impact Assessment? If yes please list the title and sign-off date.	No- 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.

Question	SSSC approach
B1. Understanding impact: How is this piece of work relevant to equality groups?	<ol style="list-style-type: none"> 1. The review is designed to maximise the 'in work' learning opportunities for student social workers and ensuring that they have significant amounts of time working directly with service users from diverse groups (a requirement for contrasting opportunities for learning is built in). 2. The review requires a minimum attendance in the taught programme but allows for dispensation for students who may, as a result of protected characteristics, have additional challenges.

	<p>3. The review requires appropriate preparation for direct practice prior to direct practice. This enables students with a protected characteristic to have appropriate preparation and support before working with people who use services, but also it helps to ensure that people who use services who may also have a protected characteristic do not have a negative experience of being supported by our workforce.</p>
<p>B2. Reviewing evidence and finding gaps</p> <p>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?</p> <p>Examples could include data on SSSC employees: Mainstreaming Report, Data Annex, 2023 or the social work, social care and children and young people workforce: workforce data website.</p> <p>Population data is available from the Scottish Government's Equality Evidence Finder and National Records of Scotland website.</p>	<p>82% of the social work workforce identify as female, 15% as male and 2 % unknown Nationally, 51% of the Scottish population are female, therefore our workforce is disproportionately female. https://data.sssc.uk.com/component/ssscvisualisations/registration-data</p> <p>The median age of the workforce is 43 years, slightly below that of Scotland as a whole.</p> <p>71% of the Social Work workforce is classified as white with only 2% identifying as Asian, 2% as black and 24% unknown.</p> <p>2% of the workforce identify as having a disability. This contrasts with population data from Audit Scotland suggesting that 32% of adults in Scotland have a disability.</p> <p>https://data.sssc.uk.com/data-publications/22-workforce-data-report/328-scottish-social-service-sector-report-on-2022-workforce-data</p> <p>95% of the Scottish population report their ethnicity as White.</p> <p>This suggests that the majority of the social work workforce is female, the average age is in the 40s and the vast majority of the workforce is white. The HESA data available for the student population suggests that student population</p>

	<p>age is more widely spread with the expected larger proportion of younger students.</p> <p>There is no readily available data on the other protected characteristics of the social work student population in Scotland. However, the data emphasises the lack of diversity (particularly ethnic diversity) in the workforce and therefore actions that increase the knowledge base of students in the lived experience of a wider range of service users and service user groups would be beneficial to their learning and to their subsequent actions in relation to the people who use our services.</p>			
<p>B3: Assessing impact and taking action</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>Equality Need 1 : Will your proposed piece of work eliminate discrimination, harassment and victimisation and other conduct?</p> <p>Equality Need 2 : Will your proposed piece of work contribute to advancing equality of opportunity between people who share a relevant protected characteristic and those who don't?</p> <p>Equality Need 3 : will your proposed piece of work foster good relations between people who share a relevant protected characteristic and those who don't?</p>	Protected characteristic	Equality Need	Our Approach	Positive, negative' neutral
	Age	1	This measure does not directly target discrimination, harassment and victimisation.	neutral
		2	All students will have a minimum of 180 days in practice learning, ½ a day of study time per 5 days will count towards this as will two recall days, therefore all students may expect a similar structure to their placement regardless of protected characteristics. This should help younger students in particular who have been impacted upon by Covid. It also provides uniformity and equality of opportunity.	positive

		3	Placement contrast (M) requires students to work with different groups of people during their practice learning, thus widening their knowledge base of people with different protected characteristics. Critical reflection in this area should help students to unpick biases and assumptions.	positive
	Disability	1	This measure does not directly target discrimination, harassment and victimisation.	neutral
		2	Section (P) requires students to attend 80% of taught sessions but allows for special dispensation for extenuating circumstances, thus enabling students with additional / different needs to adapt their learning environment.	positive
		3	Placement contrast (M) requires students to work with different groups of people during their practice learning, thus widening their knowledge base of people with different protected characteristics. Critical reflection in this area should help students to unpick biases and assumptions.	positive

	Gender Reassignment	1	This measure does not directly target discrimination, harassment and victimisation.	neutral
		2	All students will have a minimum of 180 days in practice learning, ½ a day of study time per 5 days will count towards this as will two recall days, therefore all students may expect a similar structure to their placement regardless of protected characteristics. This ensures parity of opportunity	Neutral
		3	Placement contrast (M) requires students to work with different groups of people during their practice learning, thus widening their knowledge base of people with different protected characteristics. Critical reflection in this area should help students to unpick biases and assumptions.	positive
	Marriage/civil partnership	1	This measure does not directly target discrimination, harassment and victimisation.	neutral
	Pregnancy / maternity	1	This measure does not directly target discrimination, harassment and victimisation.	neutral

		2	<p>Section (P) requires students to attend 80% of taught sessions but allows for special dispensation for extenuating circumstances, thus enabling students with additional / different needs to adapt their learning environment.</p> <p>All students will have a minimum of 180 days in practice learning, ½ a day of study time per 5 days will count towards this as will two recall days, therefore all students may expect a similar structure to their placement regardless of protected characteristics. There is the opportunity to defer / delay placement in the case of pregnancy if the risk assessment or individual suggests that this is appropriate</p>	positive
		3	<p>Placement contrast (M) requires students to work with different groups of people during their practice learning, thus widening their knowledge base of people with different protected characteristics. Critical reflection in this area should help students to unpick biases and assumptions.</p>	positive

	Race/ ethnicity	1	This measure does not directly target discrimination, harassment and victimisation.	neutral
		2	All students will have a minimum of 180 days in practice learning, ½ a day of study time per 5 days will count towards this as will two recall days, therefore all students may expect a similar structure to their placement regardless of protected characteristics.	positive
		3	Placement contrast (M) requires students to work with different groups of people during their practice learning, thus widening their knowledge base of people with different protected characteristics. Critical reflection in this area should help students to unpick biases and assumptions.	positive
	Religion / belief	1	This measure does not directly target discrimination, harassment and victimisation.	neutral
		2	Section (P) requires students to attend 80% of taught sessions but allows for special dispensation for extenuating circumstances, thus enabling students	positive

			<p>with additional / different needs to adapt their learning environment.</p> <p>All students will have a minimum of 180 days in practice learning, ½ a day of study time per 5 days will count towards this as will two recall days, therefore all students may expect a similar structure to their placement regardless of protected characteristics.</p>	
		3	<p>Placement contrast (M) requires students to work with different groups of people during their practice learning, thus widening their knowledge base of people with different protected characteristics. Critical reflection in this area should help students to unpick biases and assumptions.</p>	positive
	sex	1	<p>This measure does not directly target discrimination, harassment and victimisation.</p>	neutral
		2	<p>All students will have a minimum of 180 days in practice learning, ½ a day of study time per 5 days will count towards this as will two recall days, therefore all students may expect a similar structure</p>	positive

			to their placement regardless of protected characteristics.	
		3	Placement contrast (M) requires students to work with different groups of people during their practice learning, thus widening their knowledge base of people with different protected characteristics. Critical reflection in this area should help students to unpick biases and assumptions.	positive
	Sexual orientation	1	This measure does not directly target discrimination, harassment and victimisation.	neutral
		2	All students will have a minimum of 180 days in practice learning, ½ a day of study time per 5 days will count towards this as will two recall days, therefore all students may expect a similar structure to their placement regardless of protected characteristics.	positive
		3	Placement contrast (M) requires students to work with different groups of people during their practice learning, thus widening their knowledge base of people with different protected characteristics. Critical reflection in this	positive

			area should help students to unpick biases and assumptions.	
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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>C1. Understanding impact: How is this piece of work relevant to children's rights and care experienced children and young people?</p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	<p>This piece of work aims to ensure that social work students have a thorough and broad based introduction to the career. It sets minimum standards of participation in the taught programme and requires students to have a minimum of two practice placements which require the students to experience at least two contrasting areas of practice. Traditionally this has been interpreted as one 'adult' and one 'child' placement although this is no longer the case.</p>
<p>C2. Reviewing evidence and finding gaps</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: Children's social work statistics available from Scottish Government website. The Promise Scotland and the Children and Young People's Commissioner Scotland have several resources on care experience and children's rights.</p>	<p>Approximately 2000 children annually are placed on the Child Protection Register in Scotland. The review ensures that student social workers are not given the lead worker role in child protection cases – both for their own protection and for the protection of children. Latest Children's Social Work Statistics published Together Scotland</p> <p>Ensuring that students adhere to minimum attendance at taught sessions (P) should help to ensure that they are adequately trained in relation to the ethical and legislative issues relating to children, section O of the amendments should require that they are appropriately prepared for practice before working in practice.</p>

	<p>Ensuring that students spend a period of time working in a role that provides experience of statutory functions (N) will enhance their learning with regard to the protection of children and vulnerable adults.</p> <p>The SSSC is a listed authority under S3(19) UNCRC (Incorporation) (Scotland) Act 2024. This document does not directly positively influence the rights of children but does strengthen existing requirements for training in social work to upskill students in relation to the rights, protections and welfare of children and young people. https://www.legislation.gov.uk/asp/2024/1/section/18/enacted</p>
<p>C3: Assessing impact and taking action</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>	<p>It should enhance the preparedness for social work practice of all students both when they come out into assessed practice learning opportunities and when they qualify as social workers. Therefore it will have a positive impact on the rights of children and on the understanding of social work students (and therefore practitioners by extension) of Care experience.</p>

SECTION D: TRAUMA INFORMED ASESMENT

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>D1. Understanding impact: How is this piece of work relevant to trauma informed practice?</p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	<p>In reviewing the requirements we were cognisant of trauma in relation to two primary groups :</p> <p>Social work students who may have experienced trauma or who may be traumatised by experiences in relation to their practice placement.</p>

	Users of our services who will be supported by social work students either now or in the future when they qualify as practitioners.
D2. Reviewing evidence and finding gaps 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?	In consultation with partners in higher education we decided that we would stipulate in future that social work students must not take primary responsibility for child protection or adult support and protection cases. This helps to protect the students from traumatic situations that they are not yet prepared to encounter and also protects users of services from being supported by someone who is not professionally prepared. There is also a requirement that students are adequately prepared for practice prior to coming out on placement for the same reasons.
D3: Assessing impact and taking action 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.	It will not directly promote trauma informed practice but it is, in its implementation trauma informed. Neutral.

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
E1. Understanding impact: How is this piece of work relevant to the Scottish Islands,	Social Work students sometimes live on and go into practice in rural and island communities. Therefore the challenges that face students across Scotland also

<p>promoting a Fairer Scotland or supporting vulnerable people?</p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	<p>face these students but with added challenges associated with poverty, isolation, fewer resources and so on.</p> <p>This proposal is not strategically important and will not have a significant impact on the Scottish Islands although it may affect a small number of students ordinarily resident on or seeking placement on one of the islands. Consideration was taken to ensure that implementation takes this into consideration.</p>
<p>E2. Reviewing evidence and finding gaps</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 publishes data on composition of island population. We publish workforce data on proportion of staff in island local authority areas. The Government also publishes data on poverty and carers: Poverty and Income inequality statistics and Carers Census.</p>	<p>The proposed revisions were sent to the Learning and Development Leads who are represented in The Social Work Scotland Learning and Development Sub Committee for review and feedback. They were also sent to the Higher Education Institutions who provide training to social work students across Scotland. Therefore the particular issues relating to students from the Islands were considered, particularly in relation to implementation periods. The HEIs requested an amendment to section (M) which would benefit students in that it provides reflective study time as an integral part of the placement thus having a marginal positive effect on alleviation of rural poverty.</p> <p>No specific issues were raised in relation to Island communities that were separate from other rural communities.</p>
<p>E3: Assessing impact and taking action</p> <p>Identify any actions here, including timescales, lead responsibility and how you'll monitor success.</p>	<p>No actions identified. The qualified social work population is constantly monitored including those living on the islands so we can monitor success via improved employment rates over time. The improved social work population should have a positive impact on vulnerable people.</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>F1. Understanding impact: How is this piece of work relevant to employers?</p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	<p>This piece of work aims to ensure that we have a suitably qualified and trained social work work force. We considered the impact of making large or radical changes and were risk averse in that respect, making necessary changes to improve things without putting undue pressure on services at this challenging time.</p>
<p>F2. Reviewing evidence and finding gaps</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 data website 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>We have had regular meetings with The Social Work Education Partnership (SWEP), meetings with HEIs and with the Social Work Scotland Learning and Development Sub committee which is the group most obviously linking social work practice learning with employment. They have been supportive of the changes and have inputted into the decision making.</p>
<p>F3: Assessing impact and taking action</p> <p>Identify any actions here, including timescales, lead responsibility and how you'll monitor success.</p>	<p>The timescales reflect the need to implement gradually – there will be some training requirements potentially in relation to practice educators and the registration of them. This will take time to address.</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
G1. Understanding impact: How is this piece of work relevant to sustainability? Use this section to briefly set out the context. Have you considered where there might be an impact?	The only direct impact on climate change and sustainability relates to the recognition within this document that a hybrid model of service delivery is now normal – we have not put limitations or restrictions on this although we have required the HEIS to appropriately prepare students for practice.
G2. Reviewing evidence and finding gaps 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?	The slight positive impact of some hybrid working is not radical in terms of climate change and net zero and this review is not something that would typically link to climate targets.
G3: Assessing impact and taking action Identify any actions here, including timescales, lead responsibility and how you'll monitor success.	A slight positive impact and no direct negative impact on the climate.

H. FINAL REVIEW AND SIGN-OFF

SSSC approach	SSSC approach
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H1. Summary of Assessment a. Summary of any actions or changes found during assessment b. How will we monitor this piece of work and any further impacts?	a) All pertinent information is held in the body of the report. b) The document will be reviewed as appropriate and any obvious impacts will be addressed at local level.
H2. Owner (Head of Department): Date approved by Head of Department:	Head of Education and Standards 30 April 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.