

## Impact Assessment

### SECTION A: GENERAL INFORMATION

Question	SSSC approach
<b>A1. Name of piece of work</b>	<b>Codes, Rights and Keeping The Promise Learning Resource</b>
<b>A2. Brief description of work, including purpose and summary of aims.</b>	<p>The SSSC Codes of Practice for Social Service Workers and Employers were revised as part of the SSSC's Future-Proofing Programme. The revised Codes were published on 01 May 2024.</p> <p>Reviewing the Codes also formed a major part of our commitment to The Promise to uphold rights and encourage a relationship-based approach to practice. The Promise requires that, 'rights must not be driven by process but must flourish within a culture of care and rights-respecting, human-centred frameworks that enable nurturing, loving relationships.' The aim of this work was to consider what more the SSSC could do to support workers to use the Codes in their understanding of the rights of children and young people and how this could, in turn, support their conversations around those rights within the context of those relationships.</p> <p>The SSSC identified that codesign would be critical in making sure any resources developed to support the revised Codes would meet the needs of our identified stakeholders. To make sure codesign was carried out effectively:</p> <ul style="list-style-type: none"> <li>• Three members of the project team attended a two-day workshop facilitated by The Promise design school as part of the discovery phase.</li> <li>• Two SSSC internal workshops were held (one in person and one online) with colleagues from across the organisation to explore and define further.</li> <li>• A focus group with workers was held on 04 September 2024.</li> </ul>

	<ul style="list-style-type: none"> <li>• We scoped what others are doing and explored possible links.</li> </ul> <p>A stakeholder advisory network was established. This was set up to make sure members had the opportunity to:</p> <ul style="list-style-type: none"> <li>• contribute to and influence the development of the project.</li> <li>• share knowledge, experience and expertise.</li> <li>• explore issues, identify effective solutions and “sense check” what we produce together.</li> </ul> <p>Feedback from the stakeholder engagement led to the decision to develop a learning resource that would complement the revised Codes and provide the social service workforce with support to explore the opportunities and tensions present when we want to practice in a relationship-based way that upholds the rights of individuals. The learning resource is intended to support the use of the revised Codes in a way that supports social service workers to construct and maintain spaces of compassion, kindness and challenge together with the individuals who use their services.</p> <p>The Codes, Rights and Keeping The Promise learning resource has been designed to be as inclusive as possible and to account for the learning needs of a wide range of learners. The resource contains a mix of interactive elements, video, audio and traditional text-based learning.</p> <p>The Codes, Rights and Keeping The Promise resource was developed over the year 2024-25 and is intended to be launched in April 2025. Prior to launch we asked for feedback on the resource from the stakeholder advisory network to make sure we had captured the key learning elements appropriately.</p>
<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></p>	<p>Skilled</p>
<p><b>A4. Responsible department for this work</b></p>	<p>Workforce, Education and Standards</p>

<b>A5. Date of last Assessment or policy review (if relevant)</b>	
<b>A6. Have you completed a Data Protection Impact Assessment? If yes please list the title and sign-off date.</b>	N/A

**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>
<p><b>B1. Understanding impact: How is this piece of work relevant to equality groups?</b></p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	<p>The resource is centred primarily on children’s rights and keeping The Promise so it is likely that the largest impact will be felt by staff working with children and young people or by children and young people who access social care services. However, we believe that there will be appreciable positive impacts for both social service staff and users of services across a range of protected characteristics.</p> <p>The resource highlights the ways the SSSC Codes reflect the UNCRC rights, including:</p> <ul style="list-style-type: none"> <li>• Non-discrimination</li> <li>• Best interests of the child</li> <li>• Parental guidance and child’s evolving capacity</li> <li>• Protection and preservation of identity</li> <li>• Freedom of expression</li> <li>• Freedom of association</li> </ul>

- Right to privacy
- Protection from violence and abuse
- Recovery from trauma and recognition

While reference is made specifically to children's rights, we believe the majority of these ideas are applicable across all protected characteristics. Making sure that staff are aware of the role the codes play in promoting these rights in one area will help to highlight how they apply to other areas as well.

### **Age**

We believe the resource will have a positive impact in relation to age for people using social work, social care and children and young people's services in Scotland. The resource is directly designed to make sure that staff working with children and young people are empowered to speak to them about their rights, understand how the SSSC codes are designed to promote children's rights and identify opportunities to improve their practice. This is intended to put children who use services in a stronger position when discussing their care or support needs, regardless of their age.

Feedback from stakeholders has suggested that we could improve the impact on children within the age range for early learning and childcare services by having a case study dedicated to this sector. We responded to this by adapting one of the two offered case studies so that this is more appropriate for use by those working in an early years setting.

We believe this resource will have a positive impact on individuals working in the social work, social care and children and young people sectors in Scotland in relation to age. The resource highlights where the principles in question also apply to colleagues, such as the principle of non-discrimination.

**Disability**

Making sure that staff feel empowered to promote the rights of the individuals in their care through relationship-based and rights-based practice will have a positive impact in relationship to disability. There is evidence to suggest that greater involvement in care or support leads to better outcomes for users of services, including a better experience of the care or support they receive. We believe that staff who are knowledgeable and confident in how the Codes help to promote relationship-based practice based on the UNCRC and the Promise will provide better care or support. This will have a positive impact on children and young people with disability.

We believe this resource will have a positive impact on individuals working in the social work, social care and children and young people sectors in Scotland in relation to disability. The resource highlights where the principles in question also apply to colleagues, such as the principle of non-discrimination. It also promotes consideration of the appropriate use of language, communication needs and alternative formats of the Codes.

**Gender reassignment**

The right to protection and preservation of identity is expressly highlighted in the resource. Making sure that staff are aware of the links between their work and promoting this right will have a positive impact in relation to gender reassignment as individuals either accessing care services or working in the care sector should expect that this right should be understood by all staff and respected.

**Race**

The rights to non-discrimination and protection and preservation of identity are expressly highlighted in the resource. Making sure that staff are aware of the links between their work and promoting these rights will have a positive impact in

relation to race as individuals either accessing care services or working in the care sector should expect that this right should be understood by all staff and respected.

**Religion**

The rights to non-discrimination is expressly highlighted in the resource. Making sure that staff are aware of the links between their work and promoting this right will have a positive impact in relation to religion as individuals either accessing care services or working in the care sector should expect that this right should be understood by all staff and respected.

**Sex**

The rights to non-discrimination is expressly highlighted in the resource. Making sure that staff are aware of the links between their work and promoting this right will have a positive impact in relation to sex as individuals either accessing care services or working in the care sector should expect that this right should be understood by all staff and respected.

**Sexual orientation**

The rights to non-discrimination and protection and preservation of identity are expressly highlighted in the resource. Making sure that staff are aware of the links between their work and promoting these rights will have a positive impact in relation to sexual orientation as individuals either accessing care services or working in the care sector should expect that this right should be understood by all staff and respected.

<p><b>B2. Reviewing evidence and finding gaps</b></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: <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>In developing this impact assessment we have used the following sources to inform our decision-making:</p> <p>Person-centred care made simple: What everyone should know about person-centred care, The Health Foundation, accessed through the British Association of Social Workers website: <a href="https://basw.co.uk/policy-and-practice/resources/person-centred-care-made-simple">https://basw.co.uk/policy-and-practice/resources/person-centred-care-made-simple</a></p> <p>Person-centred care: What it means and why it matters, Skills for Health <a href="https://www.skillsforhealth.org.uk/article/person-centred-care-meaning-implications/">https://www.skillsforhealth.org.uk/article/person-centred-care-meaning-implications/</a></p> <p>Helping people share decision making: A review of evidence considering whether shared decision making is worthwhile, The Health Foundation <a href="https://www.health.org.uk/reports-and-analysis/reports/helping-people-share-decision-making#:~:text=Key%20points,about%20their%20health%20and%20healthcare.">https://www.health.org.uk/reports-and-analysis/reports/helping-people-share-decision-making#:~:text=Key%20points,about%20their%20health%20and%20healthcare.</a></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>Overall, we believe this resource will have a positive impact across the majority of protected characteristics. We believe the impact will be neutral in relation to marriage and civil partnership and pregnancy and maternity.</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 Codes, Rights and Keeping The Promise learning has been produced to meet commitments made to work with The Promise to develop a learning resource to support children and young people access and engage with the codes. The development of this resource is also called for in Plan 24-30 under the Scaffolding foundation. The Scrutiny and inspection theme of the Scaffolding foundation makes it clear that a resource to help children and young people access and engage with the SSSC codes of practice will be necessary to keep the promise.</p>
<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>	<p>The Promise, Plan 24-30  <a href="https://www.plan2430.scot/media/5lafyrdb/prm001_reflect_refocus_reset_plan24-30_s5_v1.pdf">https://www.plan2430.scot/media/5lafyrdb/prm001_reflect_refocus_reset_plan24-30_s5_v1.pdf</a></p>
<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</p>	<p>We believe this piece of work will have a positive impact on Children's Rights and ultimately a positive impact on those with experience of care.</p>

experience? Explain why. List any actions and summarise in Section H.	
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## 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><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 resource makes direct reference to Article 39 of the UNCRC which covers recovery from trauma and reintegration. This highlights the link between the SSSC Codes of Practice and trauma-informed practice, in particular the importance of Code 5.8 Work in a way that is informed by an understanding of the impact that trauma may have on individuals, carers and colleagues.</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>N/A</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>We believe that making the links between the SSSC Codes of Practice, Children's rights and trauma-informed practice will have a positive impact on promoting 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>	N/A
<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>	N/A
<p><b>E3: Assessing impact and taking action</b></p>	N/A

Identify any actions here, including timescales, lead responsibility and how you'll monitor success.	
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**SECTION F: EMPLOYER AND CONSUMER DUTY ASSESSMENT (Updated April 2025)**

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

<b>Question</b>	<b>SSSC approach</b>
<p><b>F1. Understanding impact: How is this piece of work relevant to employers?</b></p> <p><b>How is this piece of work relevant to consumers? (for strategic decisions only)</b></p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	N/A
<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>	N/A

<p>What information did you consider on the impact on consumers? Have you considered the desirability of reducing harm to consumers? <b>(for strategic decisions only)</b></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. Include Consumers for <b>strategic decisions only</b>.</p>	<p>N/A</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.

<b>Question</b>	<b>SSSC approach</b>
<p><b>G1. Understanding impact: How is this piece of work relevant to sustainability?</b></p> <p>Use this section to briefly set out the context. Have you considered where there might be an impact?</p>	<p>N/A</p>
<p><b>G2. Reviewing evidence and finding gaps</b></p> <p>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?</p>	<p>N/A</p>

<p><b>G3: Assessing impact and taking action</b></p> <p>Identify any actions here, including timescales, lead responsibility and how you'll monitor success.</p>	<p>N/A</p>
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**H. FINAL REVIEW AND SIGN-OFF**

<p><b>SSSC approach</b></p>	<p><b>SSSC approach</b></p>
<p><b>H1. Summary of Assessment</b></p> <p>a. Summary of any actions or changes found during assessment</p> <p>b. How will we monitor this piece of work and any further impacts?</p>	<p>The Codes, Rights and Keeping The Promise learning resource has been developed to meet commitments made to The Promise. This commitment was to develop a resource to support workers to engage with children and young people through using the Codes of Practice. Staff from across various departments of the SSSC have been instrumental in developing this resource, as has stakeholder feedback.</p> <p>Stakeholder feedback has been generally very positive about the resource, however areas for improvement have been identified and actioned ahead of publication.</p> <p>We will monitor the impact of this resource on social service staff by seeking direct feedback through engagement events and will make appropriate amendments if issues or possible improvements are brought to our attention.</p>
<p><b>H2. Owner (Head of Department):</b></p> <p><b>Date approved by Head of Department:</b></p>	<ul style="list-style-type: none"> <li>• Laura Lamb/Craig McGregor</li> <li>• 3 April 2025</li> </ul>

## NEXT STEPS

- Once finalised **please delete all text on page 1 of this assessment before finalising it.** Section A should begin on page 1.
- 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.