

Equality Impact Assessment

CyberFirst

April 2023 – April 2025

Equality Impact Assessment Record

Title:	CyberFirst
Senior Lead Officers	Kirsty McFaul
Directorate: Division: Team	Digital Team
Is this new policy or revision to an existing policy?	This is a new partnership with the National Cyber Security Centre part of GCHQ

Screening

The CyberFirst program is delivered by the National Cyber Security centre part of GCHQ regional partners across 6 regions in the United Kingdom. Education Scotland is one of the regional partners.

CyberFirst program is designed to identify and nurture a diverse range of talented young people into a cyber security career. CyberFirst activities are intended to inspire and encourage students from all backgrounds to consider a career in cyber security and apply for a CyberFirst bursary.

CyberFirst is a programme of opportunities to help young people explore their passion for tech by introducing them to the fast paced world of cyber security.

CyberFirst covers a broad range of activities with each activity designed to seek out diverse people with potential, offering the support, skills, experience and exposure needed to be the future first line of defence in our CyberFirst world.

Who will it affect?

The CyberFirst program will affect schools.

The Scope of the Equality Impact Assessment

In undertaking this assessment, Education Scotland has assessed the impact on each of the protected characteristics and has considered measures against the three needs of the general equality duty as set out in Section 149 of the Equality Act 2010 to:

- eliminate unlawful discrimination, harassment, and victimisation;
- advance equality of opportunity; and,
- foster good relations.

Key Findings

This assessment has identified some areas where CyberFirst opportunities are at risk of having some positive or negative impacts on some protected characteristics.

What might prevent the desired outcomes being achieved?

Education Scotland will not have the ability to make change the existing CyberFirst the course content or girls only competition as these are not

bespoke to Scotland and are created by the NCSC for delivery across all 4 nation of the united Kingdom.

Stage 1: Framing

Results of framing exercise

As a result of our framing exercise, we identified that there was potential for the ongoing delivery of CyberFirst program to have impact on some protected characteristic groups, either negatively or positively.

Protected characteristic: age

Delivered in partnership with the schools with the same processes for all but targeted interventions tailored to specific age groups, knowledge and skill sets. Programmes cover age ranges from 11 – 18 at differing levels.

There are options for in school and out with school delivery which increases engagement and can enable the programme to fit around examination times for the older cohorts.

Educators of all ages are enabling the children and young people to engage in these programmes and competitions including and upto age 70 without difficulty as they choose to commit themselves to the delivery of the programmes.

Protected characteristic: disability

Literacy skills to complete a booklet are required for competition purposes however schools will have access to all reasonable and necessary adjustments required are also in place for the programme . Educators would also have access to their normal adjustments as required.

Overall feedback and data suggests that the programmes are very well received by pupils overall and that neurodiverse young people particularly engage and succeed in the programmes. There are some minimal costs which can be incurred for competitions (travel) which may be a barrier to specific socio-economic groups however. Additionally cyber language can be difficult to translate and therefor may potentially create some barriers to young people who have English as a second language. Schools will have strategies and mitigations in place as they would for other school work and engagement with other resources which would assist with any potential barriers however.

Protected characteristic: gender reassignment

The CyberFirst Schools programme positively advances equality of opportunity of young people and educators who are or have undergone a process of reassigning their sex.

There is a Girls only competition within the programme which inclusively incorporates anyone who identifies as female or non binary.

Protected characteristic: marriage or civil partnership

The programme neither positively or negatively impacts on young people or educators for this protected characteristic.

Protected characteristic: pregnancy and maternity

The programme neither positively or negatively impacts on young people or educators for this protected characteristic.

The only factors would be any health concerns of young people or educators arising from pregnancy but the mitigations for these would be the same as for any other health concern .

Protected characteristic: race

The programme neither positively or negatively impacts on young people or educators for this protected characteristic. However schools should be equipped to translate anything that is required for anyone who's first language is not English.

Protected characteristic: religion or belief

There are specific interventions made to ensure any religious accommodations are made as required for all religions and beliefs. Prayer rooms are also made available and there is feedback and data to evidence positive and inclusive practices which promote good relations and advance equality of opportunities including single sex courses, timing of events and competitions.

Protected characteristic: sex

There is a Girls only competition in S2 to promote equity of opportunity and raise the profile of STEM opportunities for Girls. However there are other mixed and open competitions also so males are not excluded from competitions. Data from a recent survey showed that the split in Computing educators in this sector in Scotland was around the 49/51% for female and male so no impact on educators .

Protected characteristic: sexual orientation

The programme neither positively or negatively impacts on young people or educators for this protected characteristic.

Interaction with Other Policies (Draft or Existing)

Not Applicable

Extent/Level of EQIA required

Full EQIA completed.

Stage 2: Data and evidence gathering, involvement and consultation

Stage 2: Data and evidence gathering, involvement and consultation

Characteristic ¹	Evidence gathered and Strength/quality of evidence	Source	Data gaps identified and action taken
Age	<p><u>Scottish population</u></p> <ul style="list-style-type: none"> • under 4 years old to 7 = 8.5% • 8 to 11 years old = 4.0% • 12 to 15 years old = 4.6% • 16 to 19 years old = 5.1% • 20 to 24 years old = 6.9% • 25 to 29 years old = 6.5% • 30 to 34 years old = 6.1% • 35 to 39 years old = 6.4% • 40 to 44 years old = 7.5% • 45 to 49 years old = 7.8% • 50 to 54 years old = 7.1% • 55 to 59 years old = 6.2% • 60 to 64 years old = 6.4% • 65 + = 16.9% 	<p>Scottish Census 2011: Search Scotland's Census (scotlandscensus.gov.uk)</p>	<p>Data gathered from the population census is the official count of every person and household in Scotland and considered high quality evidence as it is aggregated by the National Records for Scotland.</p> <p>However, we must acknowledge a major limitation is that the census takes place every 10 years and therefore the data might not be an accurate representation of the current population and therefore should be treated as a best estimate only.</p>
Disability	<p><u>Scottish population</u></p> <p>The disability profile of the Scottish population is 19.6%</p>	<p>Scottish Census 2011: Search Scotland's Census (scotlandscensus.gov.uk)</p>	<p>Data gathered from the population census is the official count of every person and household in Scotland and considered high quality evidence as it is aggregated by the National Records for Scotland.</p>

¹ Refer to Definitions of Protected Characteristics document for information on the characteristics

			However, we must acknowledge a major limitation is that the census takes place every 10 years and therefore the data might not be an accurate representation of the current population and therefore should be treated as a best estimate only.
Gender reassignment	<u>Scottish population</u> The gender reassignment profile of the Scottish population was estimated at around 0.5% - 2% in 2022.	Scottish Public Health Network (ScotPHN) Health Care Needs Assessment of Gender Identity Services: scotphn.net	Data gathered as part of the Health Care Needs Assessment of Gender Identity Services study includes all individuals referred for gender reassignment, which is likely to be a higher number than the percentage of people who actually gender reassigned or whom the service rejected.
Marriage and civil partnership	<u>Scottish population</u> In respect of this protected characteristic, a body subject to the Public Sector Equality Duty (which includes Scottish Government) only needs to comply with the first need of the duty (to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010) and only in relation to work.	N/A	N/A
Pregnancy and maternity	<u>Scottish population</u> The pregnancy and maternity profile of the Scottish population in 2021 indicates there	Public Health Scotland - Births in Scottish hospitals: https://publichealthscotland .	Data gathered from the Scottish Birth Record covers all hospitals in Scotland and is considered trustworthy and high quality data with public value. The

	<p>were 45,466 births with the representation of maternal ages as:</p> <ul style="list-style-type: none"> • under 20 years old = 2.6% • 20 to 24 years old = 12.9% • 25 to 29 years old = 27.1% • 30 to 34 years old = 34.1% • 35 to 29 years old = 19.0% • 40 years old and over = 4.3% <p>In addition, the pregnancy and maternity profile of the Scottish teenage population in 2019 was:</p> <ul style="list-style-type: none"> • under 16 years old = 0.03% • between 16 and 18 years old = 0.2% • between 18 and 20 years old = 1.2% • 	<p>scot/media/10493/table2_maternal_age.xlsx</p> <p>Teenage pregnancy by year and age at conception: Teenage pregnancies - Year of conception, ending 31 December 2019 - Teenage pregnancies - Publications - Public Health Scotland</p>	<p>majority of data is collected is at local and national level and aggregated by Public Health Scotland.</p> <p>However, it is important that we acknowledge there are limitations within the accuracy of the data in relation to the number of births when compared to the National Register for Scotland birth registrations.</p>
<p>Race</p>	<p><u>Scottish population</u> The race profile of the Scottish population is:</p> <ul style="list-style-type: none"> • minority ethnic background = 2% • white = 96% • prefer not to say = 1% • not known = 1% 	<p>Scottish Census 2011: Search Scotland's Census (scotlandscensus.gov.uk)</p>	<p>Data gathered from the population census is the official count of every person and household in Scotland and considered high quality evidence as it is aggregated by the National Records for Scotland.</p> <p>However, we must acknowledge a major limitation is that the census takes place every 10 years and therefore the data might not be an accurate representation of the current population and therefore should be treated as a best estimate only.</p>

Religion or belief	<p><u>Scottish population</u> The religion or belief profile of the Scottish population is:</p> <ul style="list-style-type: none"> • church of Scotland = 32.4% • roman catholic = 15.9% • other Christian = 5.5% • Buddhist = 0.2% • Hindu = 0.3% • Jewish = 0.1% • Muslim = 1.4% • Sikh = 0.2% • no religion = 37% • religion not stated = 7.0% 	<p>Scottish Census 2011: Search Scotland's Census (scotlandscensus.gov.uk)</p>	<p>Data gathered from the population census is the official count of every person and household in Scotland and considered high quality evidence as it is aggregated by the National Records for Scotland.</p> <p>However, we must acknowledge a major limitation is that the census takes place every 10 years and therefore the data might not be an accurate representation of the current population and therefore should be treated as a best estimate only.</p>
Sex	<p><u>Scottish population</u> The sex profile of the Scottish population is:</p> <ul style="list-style-type: none"> • females = 48.5% • males = 51.5% 	<p>Scottish Census 2011: Search Scotland's Census (scotlandscensus.gov.uk)</p>	<p>Data gathered from the population census is the official count of every person and household in Scotland and considered high quality evidence as it is aggregated by the National Records for Scotland.</p> <p>However, we must acknowledge a major limitation is that the census takes place every 10 years and therefore the data might not be an accurate representation of the current population and therefore should be treated as a best estimate only.</p>

<p>Sexual orientation</p>	<p><u>Scottish population</u> The sexual orientation of the Scottish population is currently unknown.</p> <p>We do, however, have UK-wide data from the Annual Population Survey in 2020, that the representation of sexual orientation across genders and age groups was:</p> <p>Males – (heterosexual or straight)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 88.4% • 25 – 24 years old = 91.6% • 35 – 49 years old = 93% • 50 – 64 years old = 94% • 65+ years old = 96.6% <p>Males – (gay or lesbian)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 3.3% • 25 – 24 years old = 4.3% • 35 – 49 years old = 2.9% • 50 – 64 years old = 2.1% • 65+ years old = 0.6% <p>Males – (bisexual)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 3.1% • 25 – 24 years old = 1.0% • 35 – 49 years old = 0.6% • 50 – 64 years old = 0.4% • 65+ years old = 0.3% <p>Males – (other)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 1.0% • 25 – 24 years old = 0.6% • 35 – 49 years old = 0.6% • 50 – 64 years old = 0.5% • 65+ years old = 0.6% 	<p>Office for National Statistics 2021: https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/culturalidentity/sexuality/datasets/sexualidentityuk/2012to2020/finalsexualorientationtable.xlsx</p>	<p>Data gathered from the Annual Population Survey provides representative estimates of household populations and is considered robust evidence. The majority of data collection is also obtained on an annual basis.</p> <p>However, we acknowledge that there are limitations with data collection in relation to the sample size being capped at 120,000 individual responses. In addition, the Annual Population Survey does not collect gender identity, nor does it collect further information on those classified as 'other'; therefore, no assumptions can be made about the sexual orientation of this group.</p>
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	<p>Males – (don't know or refuse)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 4.2% • 25 – 24 years old = 2.5% • 35 – 49 years old = 2.9% • 50 – 64 years old = 3.0% • 65+ years old = 1.9% <p>Females – (heterosexual or straight)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 86.2% • 25 – 24 years old = 93.1% • 35 – 49 years old = 94.7% • 50 – 64 years old = 95.6% • 65+ years old = 96.7% <p>Females – (gay or lesbian)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 2.2% • 25 – 24 years old = 1.6% • 35 – 49 years old = 1.2% • 50 – 64 years old = 1.0% • 65+ years old = 0.3% <p>Females – (bisexual)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 7.6% • 25 – 24 years old = 2.0% • 35 – 49 years old = 0.8% • 50 – 64 years old = 0.4% • 65+ years old = 0.4% <p>Females – (other)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 1.6% • 25 – 24 years old = 0.8% • 35 – 49 years old = 0.6% • 50 – 64 years old = 0.5% • 65+ years old = 0.4% <p>Females – (don't know or refuse)</p>		
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	<ul style="list-style-type: none"> • 16 – 24 years old = 2.5% • 25 – 24 years old = 2.5% • 35 – 49 years old = 2.6% • 50 – 64 years old = 2.4% • 65+ years old = 2.2% 		
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Stage 3: Assessing the impacts and identifying opportunities to promote equality

Note of Discussions

Do you think our new programme impacts on people because of their age?

Age	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Delivered in partnership with the schools with the same processes for all but targeted interventions tailored to specific age groups, knowledge and skill sets. Programmes cover age ranges from 11 – 18 at differing levels.</p> <p>There are options for in school and outwith school delivery which increases engagement and can enable the programme to fit around examination times for the older cohorts.</p> <p>Educators of all ages are enabling the children and young people to engage in these programmes and competitions including and upto age 70 without difficulty as they choose to commit themselves to the delivery of the programmes.</p>
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think our new programme impacts on people because of their disability?

Disability	Positive	Negative	None	Reasons for your decision
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Eliminating unlawful discrimination, harassment and victimisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Literacy skills to complete a booklet are required for competition purposes however schools will have access to all reasonable and necessary adjustments required are also in place for the programme . Educators would also have access to their normal adjustments as required.</p> <p>Overall feedback and data suggests that the programmes are very well received by pupils overall and that neurodiverse young people particularly engage and succeed in the programmes. There are some minimal costs which can be incurred for competitions (travel) which may be a barrier to specific socio-economic groups however. Additionally cyber language can be difficult to translate and therefor may potentially create some barriers to young people who have English as a second language. Schools will have strategies and mitigations in place as they would for other school work and engagement with other resources which would assist with any potential barriers however.</p>
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think our new programme impacts on people proposing to undergo, undergoing, or who have undergone a process for reassigning their sex?

Gender reassignment	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The CyberFirst Schools programme positively advances equality of opportunity of young people and educators who are or have undergone a process of reassigning their sex.</p> <p>There is a Girls only competition within the programme which inclusively incorporates anyone who identifies as female or non binary.</p>
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think our new programme impacts on people because of their marriage or civil partnership?

Marriage and	Positive	Negative	None	Reasons for your decision
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Civil Partnership²				
Eliminating unlawful discrimination, harassment, and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The programme neither positively or negatively impacts on young people or educators for this protected characteristic.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think our new programme impacts on women, who are proposing to take maternity leave, are currently taking maternity leave, and are returning from maternity leave or who are pregnant?

Pregnancy and Maternity	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The programme neither positively or negatively impacts on young people or educators for this protected characteristic. The only factors would be any health concerns of young people or educators arising from pregnancy but the mitigations for these would be the same as for any other health concern .
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think our new programme impacts on people on the grounds of their race?

Race	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The programme neither positively or negatively impacts on young people or educators for this protected characteristic. However schools should be equipped

² In respect of this protected characteristic, a body subject to the Public Sector Equality Duty (which includes Scottish Government) only needs to comply with the first need of the duty (to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010) and only in relation to work. Equality impact assessment within the Scottish Government does not require assessment against the protected characteristic of Marriage and Civil Partnership unless the policy or practice relates to work, for example HR policies and practices.

Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	to translate anything that is required for anyone who's first language is not English.
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think our new programme on people because of their religion or belief?

Religion or belief	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are specific interventions made to ensure any religious accommodations are made as required for all religions and beliefs. Prayer rooms are also made available and there is feedback and data to evidence positive and inclusive practices which promote good relations and advance equality of opportunities including single sex courses, timing of events and competitions.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think our new programme impacts on men and women in different ways?

Sex	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment, and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is a Girls only competition in S2 to promote equity of opportunity and raise the profile of STEM opportunities for Girls. However there are other mixed and open competitions also so males are not excluded from competitions. Data from a recent survey showed that the split in Computing educators in this sector in Scotland was around the 49/51% for female and male so no impact on educators .
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think our new programme impacts on people because of their sexual orientation?

Sexual orientation	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The programme neither positively or negatively impacts on young people or educators for this protected characteristic.

Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Stage 4: Decision making and monitoring

[INSERT TEXT]

Identifying and establishing any required mitigating action

<p>Have positive or negative impacts been identified for any of the equality groups?</p>	<p>Yes</p> <p>impacts on people because of their disability : Overall feedback and data suggests that the programmes are very well received by pupils overall and that neurodiverse young people particularly engage and succeed in the programmes</p> <p>people proposing to undergo, undergoing, or who have undergone a process for reassigning their sex : The CyberFirst Schools programme positively advances equality of opportunity of young people and educators who are or have undergone a process of reassigning their sex.</p> <p>religion or belief : There are specific interventions made to ensure any religious accommodations are made as required for all religions and beliefs</p>
<p>Is the policy directly or indirectly discriminatory under the Equality Act 2010¹⁷?</p>	<p>No</p>
<p>If the policy is indirectly discriminatory, how is it justified under the relevant legislation?</p>	<p>NA</p>
<p>If not justified, what mitigating action will be undertaken?</p>	<p>NA</p>

Monitoring and Review

This EQIA will be reviewed annually or after any significant change to the CyberFirst programme delivered by Education Scotland on behalf of the National Cyber Security centre part of GCHQ.

Stage 5 - Authorisation of EQIA

Please confirm that:

This Equality Impact Assessment has informed the development of the delivery of the Scottish CyberFirst programme

Yes

No

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

- Eliminating unlawful discrimination, harassment, victimisation;
- Removing or minimising any barriers and/or disadvantages;
- Taking steps which assist with promoting equality and meeting people's diverse needs;
- Encouraging participation (e.g., in public life)
- Fostering good relations, tackling prejudice, and promoting understanding.

Yes

No

If the Marriage and Civil Partnership protected characteristic applies to this policy, the Equality Impact Assessment has also assessed against the duty to eliminate unlawful discrimination, harassment, and victimisation in respect of this protected characteristic:

Yes

No

Not applicable

Declaration

I am satisfied with the equality impact assessment that has been undertaken and give my authorisation for the results of this assessment to be published on the Education Scotland website.

Name: Ollie Bray



Position: Strategic Director
Authorisation date: 04 March 2024

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