

Integrated Equality Impact Assessment (IEIA)

Equality Impact Assessment, Island Community Impact Assessment and Children’s Rights and Wellbeing Impact Assessment

Prior to starting the Integrated Equality Impact Assessment (IEIA) we highly recommend that you complete (or review) the Integrated Equality Impact Assessment learning on the Academy. This provides a general overview of the IEIA process, as well as important information regarding our responsibilities regarding the completion and publication of IEIAs.

Other sources of guidance, general evidence, support and learning are available on the [Equality Evidence Hub](#) on Connect, which includes the Equality Evidence Review created by Evaluation and Research. This also includes a Frequently Asked Questions, which addresses initial questions about the IEIA. If something is underlined, but not a link, you can hover over the wording for a definition or additional information.

Please note, that while the IEIA form is long, it does include three previously separate impact assessments and significantly more guidance. You may not need to complete every impact assessment within the IEIA. If you have any questions, please email ieia@sds.co.uk.

More detailed external guidance for each of the individual impact assessments can be found below:

[Equality and Human Rights Commission Guidance for Equality Impact Assessments in Scotland](#)

[Scottish Government Guidance for Children's Rights and Wellbeing Impact Assessments](#)

[Scottish Government Guidance for Island Community Impact Assessments](#)

1.0 Project Overview

This document uses the term ‘project’ to describe the full range of our policies, provisions, projects, functions, practices and activities including the delivery of services – essentially everything we do that affects people.

Title of Impact Assessment

CIAG Transitional Changes - Post School Offer

Name of Senior Responsible Officer

Dave McCallum

Does this project relate to any other published [EQIAs](#) or [ICIAs](#)?

Additional guidance

YES –
[Career Review](#)
Key Career Review Recommendations that have driven the Transitional Changes project include:
Recommendation 2: Developing skills and habits essential for the future world of work: career education and services should be designed to develop, recognise and accredit the skills and habits essential for the future world of work.
Recommendation 3: Creating person centred career services: individuals should be involved in identifying what they need from career services based on their own circumstances and context, which leads to a flexible and personalised service offer.
Recommendation 5: Community based services: career services should be delivered within communities in a way that is aligned to social justice values and provides access to consistent national services.
Recommendation 8: Clear roles for the delivery of career services: where appropriate, the roles across career services should be defined, to deliver the career development model in a coherent way.
[CIAG Bridgeheads Phase 1](#)
[Migration to local employability hubs](#)

Please provide an overview of your project including the names of any external partners and whether it is a new project. Consider the key objectives of the project.

Additional guidance

Current post school service offer

The SDS 2022-2027 Strategic Plan: Skills for a Changing World has the customer commitment of ‘We will help you navigate the changing world of work throughout your life.’ The CIAG Next Steps Service offer and the wider Post School Case Management approach allows us to deliver on this commitment, as well as respond to a number of key external drivers:

- Scotland’s Career Strategy (2020)
- Young Persons Guarantee (2020)
- Opportunities for All (2012)

This is our contribution within the Opportunities for All framework to ensure unemployed young people and those who require support to progress and sustain opportunities receive person-centred, timely and proactive support to meet their needs and build their capacity to participate in managing and developing their career.

The Next Steps Service Offer

Next steps is the name given to the SDS Service offer to unemployed seeking young people aged 15-18.5 years (15-25 inclusive for Care Experienced customers). These customers are assigned an adviser upon leaving school who will support them on their post school journey.

Post School Case Management Approach

Case management approach applied to school customers in transition and those with a case management or unknown status up until their 20th birthday. For young people who are care experienced this process can extend to their 26th birthday.

Key customer groups that are case managed are:

- School pupils in transition who are at risk of not entering or sustaining a post school destination
- Unemployed (not next steps) and seeking Employment, Education or Training
- Unemployed and Not Seeking employment, education and training
- Young people who are in a positive destination but at risk of not sustaining

There are 5 keys stages to the Next Steps Service offer and post school case management approach. The purpose of the stages detailed below are to ensure we put the customer at the heart of everything we do and offer the right level of support.

- **Identify:** Recording the correct status for the customer ensures they are supported at a level of intensity that meet their unique circumstances and needs
- **Engage:** The assigned lead adviser should work with the customer to take a lead role in developing a coaching relationship, supporting them to understand the benefits of engaging with SDS.
- **Deliver:** Support should be tailored to meet the needs and learning style of each individual. Engagements must be purposeful, planned, and progress the customer on their Career Management Skills learning journey.
- **Progress:** Support to progress the customer to take the right next steps for them, which may include Personal Skills Development (PSD), training, education or employment.
- **Sustain:** All customers should be offered support to help sustain their positive destination. Support can be for the duration of the outcome if is of a short-term nature or up to 6 months if a longer-term outcome. The extent and nature of their aftercare should always be negotiated and agreed with the customer.

Reviewed and Proposed Changes to Post School Service offer

In 2022 partners across Scotland came together to deliver the most comprehensive review of [Scotland's Careers Service](#) in a generation. The review highlighted the need for individuals to be actively involved in identifying what they need from career services based on their own circumstances and context. The goal was to create a flexible and personalised service offer.

Following the career review, with a focus on Delivering Customer Excellence it has become evident that a review of our Post School Case Management was required. Our customers are facing ever more challenging times and are having to navigate a rapidly changing world. Furthermore, how our customers are interacting with us has continued to change since the pandemic. We must ensure we continue to improve our Post School Case Management service so that it is fit for a changing world.

Based on this, the following recommendations to the post school service offer were proposed to improve our delivery to customers who have left school whilst still ensuring that our delivery is underpinned by our key delivery principles:

- SDS to have one post school service offer for customers who have left school. 16-19 year olds who are in short term training, volunteering, or who are not in employment or education will be assigned to an adviser to develop their Career Management Skills (CMS), so they are equipped to progress and sustain a positive destination. Those who are 20 or over will not be assigned an adviser but can access SDS services at any time. The aim of the offer is to provide personalised, tailored support to help each customer.
- The post school service offer should be designed to utilise resource from across all CIAG operational staff, to offer a service via face to face, phone and digital.
- There was evidence of effective practice to support engagement with our post school services, however a mechanism is required for effective practice to be shared with all CIAG colleagues and implemented to ensure ongoing improvement to the overall case management approach.
- Explore how to strengthen key partnerships to support progression and sustainability, particularly with DWP and Colleges when supporting protected characteristics groups, particularly Care Experienced Customers.
- Strengthening partnership with other partners to support those who are unemployed not seeking to progress towards economically active status where appropriate, particularly for those protected characteristics groups.
- Engagement and support of the Career Services Collaborative is required to ensure a shared understanding of our key customer groups and cohesive delivery of post school services. The Career Services Collaborative was formed following the Career Review to strengthen and improve CIAG provision across the whole ecosystem across Scotland, focussing on external partners such as schools and local authorities.

Benefits of the Proposed Changes in Post School Service Delivery

- **Personalised Support:** Ensures each customer receives tailored support to develop their Career Management Skills (CMS), aiding in their progression and sustainability in positive destinations.
- **Resource Utilisation:** Efficiently uses resources from across the CIAG Directorate to offer services through face-to-face, phone, and digital channels for comprehensive service delivery.
- **Effective Practice Sharing Mechanism:** Implements a system to share and apply effective practices, leading to continuous improvement in case management and better customer outcomes.
- **Strengthening Key Partnerships:** Enhances collaboration with key stakeholders like DWP and colleges, particularly benefiting care experienced customers by supporting their progression and sustainability.
- **Support for Unemployed:** Strengthens partnerships to provide appropriate support for those unemployed and not seeking to progress towards economically active status.
- **Career Services Collaborative Engagement:** Ensures a cohesive delivery of post school services through a shared understanding of key customer groups and coordinated service provision.
- **Simplification and Efficiency:** Streamlines processes by moving towards simplified one-to-one engagements, making service delivery more straightforward and efficient.

2.0 Gathering Evidence and Assessing Impact

It is important to remember our responsibilities regarding the Public Sector Equality Duty when completing this section. The starting point for assessing impact is the three needs of the Public Sector Equality Duty: ensuring that the project does not discriminate unlawfully; considering how the project might better advance equality of opportunity; and considering whether the project will affect good relations between different groups.

Guidance for 2.0

In Gathering Evidence and Assessing Impact you need to go through each of the characteristics in turn and address the following points.

- **Provide Context** – outlining how your project relates to this protected characteristic, such as population statistics. The [Equality Evidence Hub](#) is a good place to start looking for relevant evidence. The Equality Evidence Hub is a space on Connect to access relevant guidance for the IEIA and a range of equality evidence, both internal and external.
- **Additional Questions-** Some sections have additional questions, please ensure that you answer these appropriately. They are in reference to our reporting responsibilities for Children’s Rights and Wellbeing and Island Communities.
- **Impact**– Outline the potential disadvantage or barriers, as well as positive impacts, faced by this equality group in relation to this project. Cite evidence sources used, including consultation. Where a gap in evidence is observed, please note within this section.
- **Action**– Outline what we have already done to address disadvantage or promote equality, as well as what we’ll do to proactively promote equality and address any potential barriers raised in Evidence, including evidence gaps.

Please note that consultation is a requirement of Island Communities Impact Assessment and considered good practice in relation to Equality and Children’s Rights and Wellbeing Impact Assessments.

2.1 Age

Guidance for 2.1

Context:

Unless otherwise referenced, evidence within this section comes from the SDS [Equality Evidence Review 2025](#).

Equality Evidence Review

- Young people starting out in employment and older workers tend to face the most labour market disadvantages and are more likely to experience age-based discrimination at work and in recruitment.
- Young people continue to be over-represented in precarious work.

Scottish Government Analysis

The [Infographic Evidence on School Leavers September 2024](#) document provides a comprehensive overview of the destinations and characteristics of school leavers. Here are the key points:

- 1. Positive Destinations:** In 2022-23, 92.7% of S4 leavers were in a positive follow-up destination. This compares to 93.7% of S5 leavers and 97.7% of S6 leavers
- 2. Initial vs. Follow-Up Destinations:** Overall, 95.1% of 2022-23 school leavers who were in a positive initial destination were also in a positive follow-up destination. However, S4 leavers were more likely to move from a positive destination to an 'other' destination between initial and follow-up than S5 or S6 leavers
- 3. Characteristics of S4 Leavers:** The analysis includes detailed information on the characteristics of S4 leavers, such as deprivation, sex, and additional support needs.
- 4. Trends and Patterns:** The long-term trend has been a reduction in the proportion of leavers leaving from S4, but in the last two years, this proportion has increased. For 2022-23 leavers, 14.4% left from S4.
- 5. Destinations Breakdown:** The majority of S4 leavers were in further education (over 50%) as an initial destination.

Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)	Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)
The change to have one post school service offer, has a positive impact, as it focuses on customer-led follow up which enables the customer to identify when and how often they would like support which ensures SDS provide personalised and tailored support for each individual. The previous offer gave a structured number of engagements for each customer and advisers had to meet these requirements for performance measures. Customer-led follow up ensures each customer receives tailored support to develop their Career Management Skills (CMS), aiding in their progression and sustainability in positive destinations.	Careers staff will engage with customers and work with them to agree the right level and amount of support required by the customer, ensuring a customer-led experience.
The change to have one post school service offer focuses on customer led follow up which ensures SDS provide personalised and tailored support for each individual. The previous offer gave a structured number of engagements for each customer and advisers had to meet these requirements for performance measures. With this change comes the risk that a customer who might benefit from regular SDS support could decline it due to a lack of interest in engaging with a careers adviser, potentially affecting their progression towards a positive destination.	SDS will regularly collect data on the number of engagements and support levels provided to different age groups at a local and national level to make sure that the levels meet service expectations In addition to this, colleagues will work together to do a warm handover with school pupils at the point of transition. This can be a joint meeting with the customer, school adviser, post-school adviser and any relevant partners. This collaborative approach helps the customer understand the benefits of continuing to engage with SDS services and how it can positively impact their career progression. By seeing the coordinated effort and support from both advisers, the customer is more likely to appreciate the value of the services offered and remain engaged. This has been stated in all post school service offer guidance and comms for staff.
There is going to be a change to make customer feedback automated which should increase the amount of feedback gathered. This will mean that SDS have a more representative sample of feedback and should therefore have high enough responses to feedback to allow to report on feedback by customer group such as age.	Teams will therefore be able to view and analyse customer feedback results by protected characteristics group. SDS will give appropriate training on how to use these reports and encourage teams to regularly review this feedback to enable them to identify areas for improvement.
There is evidence of effective practice in engaging with people of different ages within the post school offer. This means there are successful methods and strategies being used nationally. However, it is also understood that these approaches are not applied consistently across operations nationally.	We will develop a mechanism to ensure that successful approaches to engaging with people of differing ages in the post school offer are shared and made available to all CIAG practitioners, further strengthening our engagement with customers.
The new service offer will involve more partnership working to create a more cohesive and supportive network for customers. The focus here is on helping customers make progress in their personal and professional lives in an appropriate way. This means providing ongoing support that leads to long-term positive outcomes.	We aim to strengthen relationships with important partners such as the Department for Work and Pensions (DWP) and colleges.
The post school service offer will be designed to utilise resource from across all CIAG practitioners and the customer contact centre. The current service offer is delivered by staff in specific post school roles in centres. This means that some roles who have more capacity will be involved in delivery of the post school service offer which will allow for more comprehensive delivery. This	Implement the recommendations of SDS utilising all roles across the company.

means that the service will be more accessible to individuals as it will be able to be delivered through various methods (face-to-face, telephone or online).	
SDS has moved to community delivery which means they are now delivering from a variety of premises in the local area as opposed to delivering from the one traditional centre on the high street. This gives customers the flexibility to meet in a range of locations, reducing barriers related to travel, accessibility and safety, making it easier for individuals to access the support they need.	Our move to community delivery gives customers the flexibility to meet careers advisers in location that suits and their needs.
A new Power BI report will be made available to advisers working with post-school customers. This report will display all customers assigned to each adviser and will include filters and views based on protected characteristics such as age, gender, SIMD (Scottish Index of Multiple Deprivation), and disability. The report is designed to improve visibility of customer groups, support equitable service delivery, and enable advisers to better understand the diversity of their caseloads. It will also help identify gaps in engagement.	Provide clear guidance and training for advisers on ethical use of the report, including how to interpret and act on data responsibly.

2.2 Children's Rights and Wellbeing

See guidance for 2.2

Context:

Additional Questions:

Does this project impact on children and young people up to the age of 18?

☒ Yes ☐ No ☐ Don't Know

If you have answered no to the question above, you do not need to complete the Children's Rights and Wellbeing section of this form but please provide some justification for your decision below.

Which articles of the United Nations Convention on the Rights of the Child (UNCRC) does this project impact on? See [further guidance](#) for this question

Whilst this project is related to many articles within the UNCRC, there are three that this project fulfils to a higher degree.

Article 12: Respect for children's views. At the heart of this project is the requirement to deliver a careers service that is led by the young person. This is a requirement based on evidence and previous commitments within the Career Review (Recommendation 3: Creating person centred career services: individuals should be involved in identifying what they need from career services based on their own circumstances and context, which leads to a flexible and personalised service offer). Through direct engagement with SDS or engagement through key partners, children will have freedom to access more intensive support at a time that suits them. SDS will continue to gather feedback via surveys and customer engagements and utilise this information as part of regular service delivery and development.

Article 23: Children with disabilities. A key driver for these changes was a review of evidence around the needs of disabled children regarding their transitions from school to post school destinations. The evidence, and consultation, showed the need for early engagement and relationship building, followed by sustained CIAG support and effective partnership working to enable and supplement this.

Article 29: The aims of education. Careers information, advice, and guidance and the development of Career Management Skills (CMS) is a key part of developing a child's personality, talent and abilities.

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The change to have one post school service offer focuses on customer-led follow up which enables the customer to identify when and how often they would like support which ensures SDS provide personalised and tailored support for each individual. The previous offer gave a structured number of engagements for each customer and advisers had to meet these requirements for performance measures. Customer-led follow up ensures each customer receives tailored support to develop their Career Management Skills (CMS), aiding in their progression and sustainability in positive destinations.	Careers staff will engage with customers and work with them to agree the right level and amount of support required by the customer, ensuring a customer-led experience.

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There is evidence of effective practice in engaging with people of different ages within the post school offer. This means there are successful methods and strategies being used nationally. However, it is also understood that these approaches are not applied consistently across operations nationally.	We will develop a mechanism to ensure that successful approaches to engaging with people of differing ages in the post school offer are shared and made available to all CIAG practitioners, further strengthening our engagement with customers.
The post school service offer will be designed to utilise resource from across all CIAG practitioners and the customer contact centre. The current service offer is delivered by staff in specific post school roles in centres. This means that some roles who have more capacity will be involved in delivery of the post school service offer which will allow for more comprehensive delivery. This means that the service will be more accessible to individuals as it will be able to be delivered through various methods (face-to-face, telephone or online) to suit the customer's need.	Implement the recommendations of SDS utilising all roles across the company.
SDS has moved to community delivery which means we are now delivering from a variety of premises in the local area as opposed to delivering from the one traditional centre on the high street. This gives customers the flexibility to meet in a range of locations, reducing barriers related to travel, accessibility and safety, making it easier for individuals to access the support they need.	Our move to community delivery gives customers the flexibility to meet careers advisers in location that suits and their needs.

2.3 Care Experience

See guidance for 2.3

Context:

Unless otherwise referenced, evidence within this section comes from the SDS [Equality Evidence Review 2025](#).

Equality Evidence Review

Significant structural barriers mean that Care Experienced children have differential levels of attainment and outcomes from school. Care Experienced children tend to obtain fewer qualifications at school, partly due to earlier school leaving age and higher incidences of disrupted learning.

For example, at SCQF level 6 in 2022/23, 16% of those looked after obtained one qualification or more or better, compared to 58% of all school leavers. Evidence also shows that educational attainment varies across the types of accommodation in which Care Experienced children are living. Care Experienced school leavers looked after within the year who are placed in community settings showed broadly higher educational attainment when compared to those in residential settings. However, there is variation within these categories, and leavers looked after at home with parents had the lowest attainment levels of all placement types.

Care Experienced school leavers are less likely to go into positive destinations than school leavers in general – 86% compared with 96% of all pupils. The lower proportion of Care Experienced children going into higher education may be due to them leaving school at a younger age and having lower attainment levels whilst at school. It should be noted that the proportion of looked after leavers who leave school in S4 or earlier has declined substantially from 63% in 2009/10 to 34% in 2022/23.

Further and higher education

The number of Care Experienced students in further and higher education continues to rise, however, some evidence suggests that they have lower success rates. There is a gap of six percentage points for retention at university and a difference of 16 percentage points for successful attainment of full-time college courses.¹In addition, Care Experienced students are less likely to obtain a first or upper second degree and take longer to successfully complete their undergraduate courses.² They are less likely to be enrolled in STEM courses and are underrepresented in ‘prestigious’ universities. They are also less likely to secure graduate ranked employment, enter postgraduate education, and gain highly skilled jobs.³

[Pupil Voice Research](#): Care Experienced pupils’ views on careers services

SDS research on the views of pupils in Scotland (S4 to S6) highlighted that:

- Care Experienced young people were more likely to be satisfied with the careers services they received than those who are not Care Experienced.
- Careers advisers play an important role for care experienced young people with 76% identifying them as the most influential, compared to 59% of respondents overall.
- The most influential factors when deciding on careers for care experienced young people is the need to earn money (86%) and interests and hobbies (82%) this compares to 79% and 86% respectively for all respondents.

[Young People’s Career Ambitions \(YPCA\)](#): Care Experience

Care Experienced school leavers SDS research with school leavers carried out in 2022/2332 highlights that:

- Care Experienced young people were highly likely to report that they were encouraged to explore a wide range of career options by careers advisers.
- Care Experienced young people were more likely to report that not having enough confidence in themselves and being discriminated against are barriers to their future careers.

¹ Scottish Funding Council (2020). SFC’s National Ambition for Care-Experienced Students

² UCAS (2022). Next Steps: What is the experience of students from a Care Experience background

³ Harrison, N et al. (2020). Employment and further study outcomes for care-experienced graduates in the UK

• The top preferred sectors to enter for Care Experienced young people were health, social care and social work (21%); and art, culture, entertainment and sport (20%).

Once Care Experienced young adults leave education, there is a lack of evidence on their longer-term employment outcomes. Routine data collected about the Scottish or UK population does not traditionally record whether adults are Care Experienced.

Care Experienced individuals in Scotland face challenges and disadvantages in employment and labour market progression. Many face setbacks in finding and sustaining career options in the early years after care, and for some this can continue into later years. Research suggests that Care Experienced individuals who are in work are more likely to be in casual or temporary employment, or low-level, short-term training and education courses. Care Experienced young people face several barriers while transitioning from further and higher education into the labour market, including poor support networks, mental ill health, unstable living arrangements and being unsupported for self-sufficient living.⁴

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The change to have one post school service offer focuses on customer led follow up which ensures SDS provide personalised and tailored support for each individual. The previous offer gave a structured number of engagements for each customer and advisers had to meet these requirements for performance measures. With this change comes the risk that a customer who might benefit from regular SDS support could decline it due to a lack of interest in engaging with a careers adviser, potentially affecting their progression towards a positive destination.	SDS will regularly collect data on the number of engagements and support levels provided to different age groups at a local and national level to make sure that the levels of engagement meet service expectations. In addition to this, colleagues will work together to do a warm handover with school pupils at the point of transition. This can be a joint meeting with the customer, school adviser, post-school adviser and any relevant partners. This collaborative approach helps the customer unders'tand the benefits of continuing to engage with SDS services and how it can positively impact their career progression. By seeing the coordinated effort and support from both advisers, the customer is more likely to appreciate the value of the services offered and remain engaged. This has been stated in all post school service offer guidance and comms for staff.
There is going to be a change to make customer feedback automated which should increase the amount of feedback gathered. This will mean that SDS have a more representative sample of feedback and should therefore have high enough responses to feedback to allow to report on feedback by customer group such as age.	Teams will therefore be able to view and analyse customer feedback results by protected characteristics group. SDS will give appropriate training on how to use these reports and encourage teams to regularly review this feedback to enable them to identify areas for improvement.
There is evidence of effective practice in engaging with people of different ages within the post school offer. This means there are successful methods and strategies being used nationally. However, it is also understood that these approaches are not applied consistently across operations nationally.	We will develop a mechanism to ensure that successful approaches to engaging with people of differing ages in the post school offer are shared and made available to all CIAG practitioners, further strengthening our engagement with customers.
The post school service offer will be designed to utilise resource from across all CIAG practitioners and the customer contact centre. The current service offer is delivered by staff in specific post school roles in centres. This means that some roles who have more capacity will be involved in delivery of the post school service offer which will allow for more comprehensive delivery. This means that the service will be more accessible to individuals as it will be able to be delivered through various methods (face-to-face, telephone or online) to suit the customer's need.	Implement the recommendations of SDS utilising all roles across the company.
SDS has moved to community delivery which means they are now delivering from a variety of premises in the local area as opposed to delivering from the one traditional centre on the high street. This gives customers the flexibility to meet in a range of locations, reducing barriers related to travel, accessibility and safety, making it easier for individuals to access the support they need.	Our move to community delivery gives customers the flexibility to meet careers advisers in location that suits and their needs.
Care experienced young people aged over 20 will no longer be proactively targeted for adviser engagement. While they remain fully entitled to access SDS services, they will not be automatically contacted or prioritised for targeted support following their 20th birthday. This reduces the risk of unintended distress of unsolicited contact based on sensitive personal history, some care experienced young people do not know they were care experienced.	Provide training for advisers on trauma-informed practice and how to sensitively support individuals who may be care experienced but do not identify with the label. Use inclusive language that encourages self-referral and reassures individuals that support is available without needing to disclose personal history. In addition to this, if we are already engaging with care experienced customers aged 20+, or if they approach SDS for support, they will receive an appropriate service i.e. ongoing case managed support if appropriate, or a one-off engagement and relevant resources otherwise.
Care experienced young people aged over 20 will no longer be proactively targeted for adviser engagement. While they remain fully entitled to access SDS services, they will not be automatically contacted or prioritised for targeted support following their 20th birthday.	Work closely with local authorities, third sector organisations, and care leaver support services to ensure young people are aware of their entitlement to SDS services.

⁴ Sanders, R. (2021). Care Experience and employment.

There is a risk of reduced visibility of support from SDS for care experienced young people.	Promote SDS services in settings where care experienced young people are likely to engage (e.g. housing services, colleges, community centres). In addition to this, if we are already engaging with care experienced customers aged 20+, or if they approach SDS for support, they will receive an appropriate service i.e. ongoing case managed support if appropriate, or a one-off engagement and relevant resources otherwise.
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2.4 Disability

See guidance for 2.4

Context: Unless otherwise referenced, evidence within this section comes from the SDS Equality Evidence Review 2025. Definitions Disability relates to individuals of all ages. It is defined by the Equality Act 2010 as “a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.” The extended definition of ASN applies to children and includes disability. Children and young people are considered to have Additional Support Needs (ASN) if, for any reason, they “require additional support, long or short term, in order to help them make the most of their school education.” Additional Support for Learning Act (2004; 2009). Disability across the Scottish population: Scotland's Census • The most common health condition reported in the census was a ‘long term illness, disease or condition’, by 21% of the Scottish population. This includes conditions such as arthritis, cancer, diabetes and epilepsy. • The second most common reported condition was a mental health condition with an increase from 4.4% in 2011 to 11% in 2022. This was the largest increase across all condition types. • The increase in the number of people reporting a mental health condition was driven by increases among young people. In 2022 15% of 16- to 24-year-olds reported a mental health condition compared to 2.5% in 2011. Equality Evidence Review According to the 2023 Pupil Census, 37% of pupils across special and mainstream schools have a recorded additional support need (ASN). Of those with ASN, 57% are male and 43% female. Almost half of pupils with recorded ASN, live in areas of Scotland classified as some of the most deprived. The number of pupils identified with ASN increases every year, likely due to continued improvements in recording and the range of definitions of ASN broadening out. The most reported ASN is ‘social, emotional and behavioural difficulty’ and the most reported disability is dyslexia. Pupils who are assessed or declared as having a disability account for 3% of all pupils at school. Of those assessed or declared as disabled 34% are female and 66% are male. The Participation Measure in 2024 for 16 to 19 year olds identifying as disabled, was 89.1% compared to 92.9% of those identifying as not disabled. Young people identifying as disabled were more likely to be in further education or training and less likely to be in employment or higher education than their non-disabled peers. Figures for 2024 show employment participation levels for disabled young people are at their highest since the measure was introduced in 2016, although still lower compared to those young people not identified as disabled. Attainment is lower for pupils who are declared or assessed disabled, and they are less likely to achieve SCQF levels 4 to 6 than pupils who are not. For example, 35% of declared or assessed disabled pupils obtained one or more qualification at level 6 compared to 59% of non-disabled pupils. Initial destination figures show that disabled school leavers from mainstream schools in 2022/23 are more likely to enter further education compared with leavers without a disability. Initial destinations also vary by type of disability. The highest rates of positive destinations are for those who are dyslexic (93%) and poorest for those with a mental health problem (86%). Young people who are autistic or have a mental health problem are most likely to be unemployed. The mental health of young people across the UK has received greater research interest in the last few years. As highlighted above from the 2022 census, 16% of those aged 16-24 report a mental health condition. A survey of over 3,000 school staff in Scotland reported that most do not feel well-equipped with mental health training to adequately support secondary school pupils. Staff felt they wanted more knowledge and understanding around mental health issues impacting upon school pupils as well as being taught strategies to support pupils. Young People’s Career Ambitions (YPCA): Disabled young people SDS research with over 1,400 school leavers (with 225 responses from young disabled people) in Scotland on career choices, influences and motivations found that disabled young people: • are highly influenced by their interests and hobbies for future career ambitions and were most likely to want to enter the arts, culture, entertainment and sports sector • perceive barriers to future career development including not having enough self-confidence, a lack of work experience and not knowing the right people • are twice as likely as non-disabled young people to say that discrimination would also be a potential barrier to their career development • report parents/carers as the biggest influence on their career decisions, followed by friends and careers advisers Equality Evidence Review Further and higher education At college, 23% of students at HE level have a recorded disability and 32% of students at FE level. Successful completion rates for disabled students studying full time in FE are lower than those of non-disabled students (61% compared to 65%). While University degree results are similar for disabled and non-disabled students, disabled graduates across the UK face a persistent employment gap and are less likely to be in employment 15 months post-graduation than non-disabled graduates. However, graduate outcomes depend on the type of disability reported, with those with specific learning difficulties (including dyslexia and ADHD) having higher levels of full-time employment than graduates with no known disability. Autistic graduates experience the lowest level of full-time employment after finishing university, regardless of their qualification level. Labour market Disabled people face multiple disadvantages in the UK labour market, including lower levels of employment, lower wages, fewer hours, precarious contracts and negative attitudes in the workplace.

The employment rate for disabled people in Scotland is 53% compared to 83% for non-disabled. The disability employment gap (the difference between how many disabled people are in work compared to non-disabled people) of 30 percentage points is the narrowest gap since the Scottish government began publishing this data in 2014. Minority ethnic individuals experience the largest disability employment gaps in Scotland, with only 47% of disabled minority ethnic workers in employment. Disabled men in Scotland also have much lower employment rates than disabled women. Evidence suggests this may be due to men being less likely to report a disability until it actively affects their ability to work and they become economically inactive.

The disability pay gap in the UK was 12.7% in 2023, with disabled employees earning £13.69 per hour compared to £15.69 for non-disabled employees (median earnings). Men experienced a wider disability pay gap than women and pay gaps differed according to types of disabilities reported, with the largest being for autistic people, individuals with epilepsy and severe or specific learning difficulties.

Almost half of disabled workers in Scotland are in the sectors of education, retail and health and social work – the sectors representing the largest employers across Scotland. Disabled people are significantly less likely to work in manufacturing, professional, scientific, and technical activities or construction. In the engineering and technology sector disabled people account for 11% of the UK workforce. Disabled people are more likely to be self-employed than non-disabled workers in the UK (13% versus 12%).

Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)	Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)
The change to have one post school service offer focuses on customer-led follow up which enables the customer to identify when and how often they would like support which ensures SDS provide personalised and tailored support for each individual. The previous offer gave a structured number of engagements for each customer and advisers had to meet these requirements for performance measures. Customer-led follow up ensures each customer receives tailored support to develop their Career Management Skills (CMS), aiding in their progression and sustainability in positive destinations. This change could specifically benefit customers who are disabled as they can continue to work with SDS for as long as is suitable for them to support them to progress into and/or maintain their employment, education or training.	Careers staff will engage with customers and work with them to agree the right level and amount of support required by the customer, ensuring a customer-led experience.
The change to have one post school service offer focuses on customer led follow up which ensures SDS provide personalised and tailored support for each individual. The previous offer gave a structured number of engagements for each customer and advisers had to meet these requirements for performance measures. With this change comes the risk that a customer who might benefit from regular SDS support could decline it due to a lack of interest in engaging with a careers adviser, potentially affecting their progression towards a positive destination.	SDS will regularly collect data on the number of engagements and support levels provided to different age groups at a local and national level to make sure that the levels of engagement meet service expectations. In addition to this, colleagues will work together to do a warm handover with school pupils at the point of transition. This can be a joint meeting with the customer, school adviser, post-school adviser and any relevant partners. This collaborative approach helps the customer understand the benefits of continuing to engage with SDS services and how it can positively impact their career progression. By seeing the coordinated effort and support from both advisers, the customer is more likely to appreciate the value of the services offered and remain engaged. This has been stated in all post school service offer guidance and comms for staff.
There is going to be a change to make customer feedback automated which should increase the amount of feedback gathered. This will mean that SDS have a more representative sample of feedback and should therefore have high enough responses to feedback to allow to report on feedback by customer group such as age.	Teams will therefore be able to view and analyse customer feedback results by protected characteristics group. SDS will give appropriate training on how to use these reports and encourage teams to regularly review this feedback to enable them to identify areas for improvement.
There is going to be a change to make customer feedback automated which should increase the amount of feedback gathered. Whilst this could mean that SDS will have a more representative sample of feedback, there is a risk that the feedback survey is not as accessible for those with ASN.	The survey will be designed with inclusivity in mind, ensuring clear and simple language is used and that the survey is compatible with screen readers. Advisers can also offer support in completion of the survey at the end of the engagement or at the next appointment, for example, explaining the wording of the questions or offering assistance in completing the survey.
There is evidence of effective practice in engaging with people of different ages within the post school offer. This means there are successful methods and strategies being used nationally. However, it is also understood that these approaches are not applied consistently across operations nationally.	We will develop a mechanism to ensure that successful approaches to engaging with people of differing ages in the post school offer are shared and made available to all CIAG practitioners, further strengthening our engagement with customers.
The post school service offer will be designed to utilise resource from across all CIAG practitioners and the customer contact centre. The current service offer is delivered by staff in specific post school roles in centres. This means that some roles who have more capacity will be involved in delivery of the post school service offer which will allow for more comprehensive delivery. This means that the service will be more accessible to individuals as it will be able to be delivered through various methods (face-to-face, telephone or online) to suit the customer's need.	Implement the recommendations of SDS utilising all roles across the company.
SDS has moved to community delivery which means they are now delivering from a variety of premises in the local area as opposed to delivering from the one traditional centre on the high street. This gives customers the flexibility to meet in a range of locations, reducing barriers related to travel, accessibility and safety, making it easier for individuals to access the support they need.	Our move to community delivery gives customers the flexibility to meet careers advisers in location that suits and their needs.

2.5 Gender Reassignment

See guidance for 2.5

Context: Unless otherwise referenced, evidence within this section comes from the SDS Equality Evidence Review 2025. Trans population in Scotland: Scotland's Census • According to Scotland's 2022 Census 19,990 people reported being trans or having a trans history - about 0.44% of people aged 16 and over. • Almost 45% of trans people in Scotland identify as non-binary. Equality Evidence Review School Limited data is available on trans young people at school in Scotland and the UK in general, resulting in an evidence gap in relation to their experiences and attainment. Trans young people experience high levels of bullying and harassment at school and at higher levels than LGB young people. Research by LGBT Youth Scotland indicates that generally Scotland is a good place for LGBTQ+ young people to live with 65% of respondents agreeing that it is a good place to live. This figure is slightly lower for trans participants at 61%. Some participants suggest that increasing LGBTQ+ education and representation, both within schools and more widely across society, would ease the process of coming out for LGBTQ+ people. Despite this general positive outlook, Trans and LGBTQ participants shared their experiences of discrimination and LGBTQ+-related abuse ranging from individual cases in educational environment, to systemic issues faced within healthcare or legal situations. Research highlights that 45% of young people interviewed in the UK who identify with minority sexuality categories and 39% of those identifying as transgender reported unfair treatment or bullying by peers based on their sexual orientation and trans status respectively. Evidence from English secondary schools indicates that young people who are trans are less likely to report enjoying school (37% compared to 57% of heterosexual respondents) or that doing well at school means a lot to them (71% compared to 83% of heterosexual respondents). Further and higher education At the point of applying to higher education, trans and non-binary people may face additional challenges. Trans applicants may be applying to university with lower grades than their fellow students, and both trans and non-binary applicants consider themselves less prepared for higher education. Trans and non-binary students face financial challenges during their studies for a multitude of reasons, including estrangement, paying for private medical care, and concerns over accessing institutional hardship funds. Research on the experiences of trans and non-binary students in higher education shows trans and non-binary students experience higher levels of loneliness than their fellow students. For example, 56% of respondents in the report feel 'rejected by others', compared with 26% of their peers who are not trans. An evidence review on the experiences of non-binary students attending a Scottish University highlights the direct experiences of queerphobic bullying and harassment in halls of residence. The study shows that single-sex residencies and toilets and the complex process of changing their gender on university systems is a challenge for them. It indicates that non-binary students are likely to have unique experiences of discrimination compared to binary trans due to the lack of understanding of non-binary gender categories, a lack of gender-neutral spaces, and legal contexts presented to them. Some transgender students are less likely to complete their course in higher education, or may take longer to do so, than students who are not trans. Those who do complete their course, however, achieve around the same grades as students who are not trans or non-binary. Despite this, trans and non-binary graduates are employed at less senior levels and at lower salaries than students who are not trans or non-binary. Labour market Research highlights that trans and non-binary people have higher rates of unemployment than the general population and are more likely to be economically inactive. This may be due to discrimination during recruitment processes and from colleagues, employers, and customers after employment, making it difficult for trans and non-binary people to find and maintain employment. Transgender and non-binary individuals are impacted by low pay as they experience more extreme pay gaps. Trans women are particularly at risk of low pay. Some of the barriers to accessing employment include feeling unable to apply to jobs because of prejudice, application forms excluding non-binary identities, difficulties obtaining references, proof of qualifications matching gender and their new name, a lack of awareness and transphobia from interview panel members; and feeling unable to be open about a trans identity when applying for jobs
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Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)	Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)
The change to have one post school service offer focuses on customer-led follow up which enables the customer to identify when and how often they would like support which ensures SDS provide personalised and tailored support for each individual. The previous offer gave a structured number of engagements for each customer and advisers had to meet these requirements for performance measures. Customer-led follow up ensures each customer receives tailored support to develop their Career Management Skills (CMS), aiding in their progression and sustainability in positive destinations.	Careers staff will engage with customers and work with them to agree the right level and amount of support required by the customer, ensuring a customer-led experience.
The change to have one post school service offer focuses on customer led follow up which ensures SDS provide personalised and tailored support for each individual. The previous offer gave a structured number of engagements for each customer and advisers had to meet these requirements for performance measures. With this change comes the risk that a customer who might benefit from regular SDS support could decline it due to a lack of interest in engaging with a careers adviser,	SDS will regularly collect data on the number of engagements and support levels provided to different age groups at a local and national level to make sure that the levels of engagement meet service expectations. In addition to this, colleagues will work together to do a warm handover with school pupils at the point of transition. This can be a joint meeting with the customer, school adviser, post-school adviser and any relevant partners. This collaborative approach helps the customer understand the benefits of continuing to engage with SDS

potentially affecting their progression towards a positive destination.	services and how it can positively impact their career progression. By seeing the coordinated effort and support from both advisers, the customer is more likely to appreciate the value of the services offered and remain engaged. This has been stated in all post school service offer guidance and comms for staff.
There is a process in place for recording name changes of people transitioning to ensure transgender and non-binary customers are treated with respect and dignity throughout their SDS journey. There is a 'preferred pronouns' field and a 'known as' field on the customer record system.	With changes being made to the service offer, SDS will ensure any changes to email templates or information sent out to customers uses the 'Known As' field when including a customer's name.
There is evidence of effective practice in engaging with people of different ages within the post school offer. This means there are successful methods and strategies being used nationally. However, it is also understood that these approaches are not applied consistently across operations nationally.	We will develop a mechanism to ensure that successful approaches to engaging with people of differing ages in the post school offer are shared and made available to all CIAG practitioners, further strengthening our engagement with customers.
The post school service offer will be designed to utilise resource from across all CIAG practitioners and the customer contact centre. The current service offer is delivered by staff in specific post school roles in centres. This means that some roles who have more capacity will be involved in delivery of the post school service offer which will allow for more comprehensive delivery. This means that the service will be more accessible to individuals as it will be able to be delivered through various methods (face-to-face, telephone or online) to suit the customer's need.	Implement the recommendations of SDS utilising all roles across the company.
SDS has moved to community delivery which means they are now delivering from a variety of premises in the local area as opposed to delivering from the one traditional centre on the high street. This gives customers the flexibility to meet in a range of locations, reducing barriers related to travel, accessibility and safety, making it easier for individuals to access the support they need.	Our move to community delivery gives customers the flexibility to meet careers advisers in location that suits and their needs.

2.6 Marriage/Civil Partnership

See guidance for 2.6

Context: Not applicable as this project is not in reference to SDS' role as an employer.
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Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)	Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)
N/A	N/A

2.7 Pregnancy and Maternity

See guidance for 2.7

Context: Unless otherwise referenced, evidence within this section comes from the SDS Equality Evidence Review 2025. Equality Evidence Review School Pregnancy data from Public Health Scotland highlights that teenage pregnancy rate increases can be observed across all levels of deprivation in 2022; however, the increases were greater in less deprived areas than in the most deprived. Despite this, the relationship between early pregnancy and economic deprivation remains significant. Teenage pregnancy rates were more than three times higher for those living in the most deprived areas compared to the least deprived areas in 2022. Teenage pregnancy can have a negative effect on the education of mothers attending school. It can lead to interruption of schooling and hinder return to school. Many teenage mothers are less likely to finish their education. Following a decade of decline, figures from Public Health Scotland indicate that teenage pregnancy rates rose for the first time in over a decade, increasing from 23.2 per 1,000 women in 2021 to 27.1 in 2022. This increase was mostly driven by pregnancies between 17 and 19 years old. Further education/higher education Studies suggest that teenage pregnancy is linked to poorer results for both young parents and their children. Young mothers are less likely to complete their education and more likely experience poverty. They face a higher risk of mental health problems compared to older mothers. As a result, young mothers can face many challenges while pursuing further and higher education. Labour market Working mothers under 25 are more likely to be in in-work poverty and more likely to be lone parents. Two in five mothers under 25 in paid work are in relative poverty, with average hourly pay for low-income households with a mother under 25 at £7.20 compared to £8.20 for all low-income families. Young women with dependent children are least likely to be in employment. The employment rate of White mothers is 5 percentage points lower than that of White women without children, while women of Indian, Black African, and Chinese heritage

see employment gaps of up to 11 percentage points. Black Caribbean mothers see a marginal increase in employment rates compared to women without children.

Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)	Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)
The change to have one post school service offer focuses on customer-led follow up which enables the customer to identify when and how often they would like support which ensures SDS provide personalised and tailored support for each individual. The previous offer gave a structured number of engagements for each customer and advisers had to meet these requirements for performance measures. Customer-led follow up ensures each customer receives tailored support to develop their Career Management Skills (CMS), aiding in their progression and sustainability in positive destinations.	Careers staff will engage with customers and work with them to agree the right level and amount of support required by the customer, ensuring a customer-led experience.
The change to have one post school service offer focuses on customer led follow up which ensures SDS provide personalised and tailored support for each individual. The previous offer gave a structured number of engagements for each customer and advisers had to meet these requirements for performance measures. With this change comes the risk that a customer who might benefit from regular SDS support could decline it due to a lack of interest in engaging with a careers adviser, potentially affecting their progression towards a positive destination.	SDS will regularly collect data on the number of engagements and support levels provided to different age groups at a local and national level to make sure that the levels of engagement meet service expectations. In addition to this, colleagues will work together to do a warm handover with school pupils at the point of transition. This can be a joint meeting with the customer, school adviser, post-school adviser and any relevant partners. This collaborative approach helps the customer understand the benefits of continuing to engage with SDS services and how it can positively impact their career progression. By seeing the coordinated effort and support from both advisers, the customer is more likely to appreciate the value of the services offered and remain engaged. This has been stated in all post school service offer guidance and comms for staff.
There is evidence of effective practice in engaging with people of different ages within the post school offer. This means there are successful methods and strategies being used nationally. However, it is also understood that these approaches are not applied consistently across operations nationally.	We will develop a mechanism to ensure that successful approaches to engaging with people of differing ages in the post school offer are shared and made available to all CIAG practitioners, further strengthening our engagement with customers.
The post school service offer will be designed to utilise resource from across all CIAG practitioners and the customer contact centre. The current service offer is delivered by staff in specific post school roles in centres. This means that some roles who have more capacity will be involved in delivery of the post school service offer which will allow for more comprehensive delivery. This means that the service will be more accessible to individuals as it will be able to be delivered through various methods (face-to-face, telephone or online) to suit the customer's need.	Implement the recommendations of SDS utilising all roles across the company.
SDS has moved to community delivery which means they are now delivering from a variety of premises in the local area as opposed to delivering from the one traditional centre on the high street. This gives customers the flexibility to meet in a range of locations, reducing barriers related to travel, accessibility and safety, making it easier for individuals to access the support they need. This could be specifically beneficial for customers with young children as they can meet their adviser in a child friendly location.	Our move to community delivery gives customers the flexibility to meet careers advisers in location that suits and their needs.

2.8 Race

Guidance for 2.8

Context: Unless otherwise referenced, evidence within this section comes from the SDS Equality Evidence Review 2025. Ethnicity in Scotland: Scotland's Census Figures from the 2022 Scottish census show that: • the proportion of people in Scotland with a minority ethnic background was recorded as 7.1% from the 2022 census. The proportion is higher in younger age groups and varies geographically. The increase in people from minority ethnic backgrounds was driven by increases across several groups • the majority of people in Scotland identify as Scottish (77.7%) or ‘Other British’ (9.4%) Equality Evidence Review School According to the Pupil Census 2023, 73% of pupils in Scotland were recorded as being White Scottish. The next largest categories were White Other British (6.5%), White Other 3.7%, White Polish 2.4% and Asian Pakistani 2.2%. In addition, a total of 2,155 pupils were recorded as asylum seekers and 6,556 as refugees. The Annual Participation Measure shows that participation by those from minority ethnic groups was 3.6 percentage points higher than those identified as White. Those from minority ethnic groups were more likely to be in education (87.5% compared to those identified as White at 69.9%). Figures from the participation measure demonstrate the dominance of education as a post 16+ choice for those from Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic groups. School attainment levels are higher at SCQF Level 6 for all ethnic groups when compared to White – Scottish at 56%. Attainment data for 2022/23 shows that Asian-Chinese pupils continue to have high levels of attainment with 91% achieving one pass or more in a National Qualification at SCQF Level 6 or higher.
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Minority ethnic groups are more likely to progress on to higher education than those from a White background. Those from an Asian-Indian and Asian – Chinese background progress to higher education at the highest rates.

Gypsy/Travellers have the lowest educational attainment rates of all ethnic groups in Scotland. They have the lowest school attendance rates of any ethnic group and the highest school exclusion rates. Both factors impact on attainment at school leaving age. School exclusion data from Scottish Government shows that cases of exclusion for Gypsy/Traveller pupils for 2022/23 was 33.3 per thousand pupils compared to 18.3 per thousand for White-Scottish pupils. Many children in this ethnic group do not make the transition from primary to secondary school. Continuous mobility and bullying have been identified as major reasons preventing children from Gypsy/ Traveller communities attending school.

Further and higher education

Degree attainment differs by ethnic background with 86% of White British first-degree students graduating with a first / 2:1, compared to 77% of minority ethnic students.

When it comes to access to top institutions, White students, despite having the lowest levels of university attendance overall, have the second highest rate of attendance at these institutions, behind young people classifying their ethnicity as “mixed”. White students are overrepresented at these institutions in contrast with other universities and this has remained largely unchanged since 2010.

Minority ethnic students are less likely than White students to have spent time working in an area relevant to their course before starting university. Final year minority ethnic students were also less likely to have undertaken a placement and/or an internship, as part of their course.

Labour market

Minority ethnic individuals do not receive the labour market advantages which should be expected when considering their positive educational outcomes. The employment rate of those from minority ethnic groups in Scotland is consistently lower than the White population. The employment rate for minority ethnic groups aged 16 to 64 was estimated at 62% in January to December 2023 compared to 76% for White groups.

The minority ethnic employment rate gap is the difference between the employment rates for minority ethnic groups and White groups aged 16 to 64. In 2023, the estimated gap between the employment rate for White groups compared with minority ethnic groups was 13.8 percentage points. The UK employment rate gap between White and minority ethnic women was estimated at 13.3 and 14.1 percentage points for minority ethnic men respectively. The biggest ethnicity employment rate gap was for those aged 16 to 24 (26.8 pp) followed by those aged 25 to 34 (13.5 pp).

Minority ethnic people are over-represented in certain sectors. They are more likely to work in the Accommodation and Food Services sector than the White population. Minority ethnic individuals are disproportionately more likely to work in low-paying sectors and less likely to hold managerial or senior positions in business.

Young people from minority ethnic backgrounds are more likely to be in low paid, insecure employment than their White peers, including a higher likelihood of being on a zero-hours contract and an increased need to have two jobs.

In Scotland, in 2019, the ethnicity pay gap was 10.3%. There has been no sustained progress in reducing Scotland’s ethnicity pay gap over recent years. White British people, White Irish people and Indian people were more likely to work in high-pay occupations in 2016/17, while Black people and those in the Other White group were more likely to work in low-pay occupations.

Research by Close the Gap, highlights the complex intersection of inequalities faced by minority ethnic women in the labour market. Their research highlights that many minority ethnic women face racial discrimination and bias in the labour market which negatively impacts on their outcomes. Minority ethnic women are more likely to face microaggressions from colleagues including being treated as less intelligent and stereotypical assumptions about the positions they hold. In addition, CRER highlight that minority ethnic women in Scotland continue to face barriers in accessing the labour market, including racist and sexist attitudes and discrimination.

Intersectionality: Religion, Race and Ethnicity

People of all groups find it difficult to express their faith at work for fear of exclusion and discrimination. Studies show that Muslims are more likely to express their religion in the workplace compared to Jews. This is partly because their religion is more identifiable by name and some aspects of dress. However, Jewish workers might want to hide their religious identity because of previous experiences with antisemitism. Both Muslims and Jews have a generally positive feeling that their religion impacts positively on their professional relationships, though a small percentage feel it has a negative effect. The ongoing Israel-Gaza war makes it difficult for Jews and Muslims to openly express their religious identity as they worry about discrimination and lack of organisational support.

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There is going to be a change to make customer feedback automated which should increase the amount of feedback gathered. This will mean that SDS have a more representative sample of feedback and should therefore	Teams will therefore be able to view and analyse customer feedback results by protected characteristics group. SDS will give appropriate training on how to use these reports and encourage teams to regularly review this feedback to enable them to identify areas for improvement.

have high enough responses to feedback to allow to report on feedback by customer group such as age.	
There is evidence of effective practice in engaging with people of different ages within the post school offer. This means there are successful methods and strategies being used nationally. However, it is also understood that these approaches are not applied consistently across operations nationally.	We will develop a mechanism to ensure that successful approaches to engaging with people of differing ages in the post school offer are shared and made available to all CIAG practitioners, further strengthening our engagement with customers.
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SDS has moved to community delivery which means they are now delivering from a variety of premises in the local area as opposed to delivering from the one traditional centre on the high street. This gives customers the flexibility to meet in a range of locations, reducing barriers related to travel, accessibility and safety, making it easier for individuals to access the support they need.	Our move to community delivery gives customers the flexibility to meet careers advisers in location that suits and their needs.
By fostering strong partnerships SDS can ensure that they are more accessible to ethnic minority individuals.	SDS will work with their partners to ensure they have a presence to provide support and promote services at events where there will be a high percentage of minority ethnic individuals.

2.9 Religion or Belief

See guidance for 2.9

Context: Unless otherwise referenced, evidence within this section comes from the SDS Equality Evidence Review 2025. Religion or belief across Scotland: Scotland's Census The 2022 Census data for Scotland shows that the number of people describing themselves as having no religion has increased to 51% (up from 37% in 2011). However, there are still substantial numbers of people in Scotland identifying with a religious faith. Equality Evidence Review School Limited evidence exists in relation to the religion or belief of school pupils in Scotland. Scottish Government states that as of April 2022, most schools (85%) in Scotland are non-denominational. For the remaining schools identifying as having faith elements, 15% are Roman Catholic, 0.3% inter-denominational, 0.1% Episcopalian and 0.04% Jewish. Findings from an inquiry into Islamophobia in Scotland included that 77% of Muslim respondents felt that Islamophobia had an impact on the educational outcomes of Muslims (and individuals perceived to be Muslim through dress or appearance) in Scotland. Further and higher education The percentage of students in HE institutions across Scotland not identifying with any religion has been declining from 60% in 2019/20 to 55% in 2022/23. Christians (29%) are the second largest group after no religion, followed by Muslim students at 7% and Hindus at 4%. For students in Scottish universities not identifying with any religion, 25% obtained first class honours degrees, compared to 21% of Christian students and 13% of Muslim students. The evidence suggests that Muslim students studying in UK universities are experiencing increased levels of Islamophobia. Examples included hate incidents reported on campus, being ‘othered’ in university spaces and microaggressions in university accommodation. Labour market Limited evidence is available on the relationship between employment and religion or belief. However, evidence suggests that there is a religious (Muslim) penalty in the UK labour market. Muslims experience the greatest faith penalty compared to other religious groups even after accounting for other factors such as education and age that impact on employment. Muslim men and women are among those with highest risk of being unemployed or inactive and are workers from religious minorities are more likely to be in insecure employment compared to non-religious workers. However, the proportion of Muslim workers in highly paid occupations has grown from 31% in 2010/11 to 45% in 2019/20, so that they now make up a significantly higher proportion than those with no religion. Intersectionality: Religion, Race and Ethnicity People of all groups find it difficult to express their faith at work for fear of exclusion and discrimination. Studies show that Muslims are more likely to express their religion in the workplace compared to Jews. This is partly because their religion is more identifiable by name and some aspects of dress. However, Jewish workers might want to hide their religious identity because of previous experiences with antisemitism. Both Muslims and Jews have a generally positive feeling that their religion impacts positively on their professional relationships, though a small percentage feel it has a negative effect. The ongoing Israel-Gaza war makes it difficult for Jews and Muslims to openly express their religious identity as they worry about discrimination and lack of organisational support.	
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Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)	Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)
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2.10 Sex

See guidance for 2.10

Context:

Unless otherwise referenced, evidence within this section comes from the SDS [Equality Evidence Review 2025](#).

Equality Evidence Review

School

At school, girls continue to out-perform boys in terms of attainment and positive post school destinations. In 2024, young women (16 to 19 years) were more likely to be taking part in education, training, or employment than young men (93.2% compared to 92.3%) and much more likely to be in education (76.5%) compared to young men (66.3%).

Differences continue in the subject choices made by girls and boys. Subject choice impacts on future educational and career opportunities available to both boys and girls and is associated with gender segregation in the labour market. For example, the gender imbalance in the STEM sector, can partly be linked to the subject choices made at school which continue into further and higher education. Figure 5 compares entries for the five most popular STEM subjects at National 5 level and shows that although there is parity for maths and chemistry, girls are more likely to choose biology, and boys are more likely to choose physics or computing.

Girls have higher levels of attainment, at SCQF Level 4, 5 and 6 than boys and this gap increases at the higher SCQF levels. Girls tend to score higher than boys across all subjects and levels. In STEM subjects, such as, physics and computing, where girls are underrepresented, their attainment is above that of boys.

Sexism and gender stereotypes can impact on girls' experiences of school. Over half of girls aged 11 to 16 years (58%) who responded to the UK Girls' Attitudes Survey reported either seeing or experiencing sexism at school or in their daily life, leading them to feel reduced levels of safety and confidence, potentially impacting on girls learning and thriving at school. A snapshot of girls' attitudes across Scotland reported that almost one in five girls and young women (aged 11-21) felt that gender stereotypes held them back at school. High levels of sexual violence and sexual harassment are reported in UK schools, with teachers and staff in schools stating that they do not feel well equipped to deal with these issues. Nearly one third of girls responded that school does not make them feel safe from sexual harassment. Black and minority ethnic young women report experiencing racialised sexual harassment in school where comments are made about their ethnicity and religious clothing. Feelings of safety at school declined when exploring combined equality characteristics with gender. For example, 19% of all girls and young women reported feeling completely safe in educational settings which decreased to 11% for LGBT girls and young women, to 10% for disabled girls and young women and 8% for girls and young women with a mental health condition.

<u>Young People’s Career Ambitions (YPCA): Gender</u> SDS asked school leavers across Scotland about their career ambitions, influences and motivations and found that: • both young men and women stated that parents or carers were their primary influence on their career aspirations. • young women were more likely to say that the qualifications they achieved in school had an influence on their future career choices than young men. • over half of young women respondents (54%) said that not having enough confidence in themselves was a barrier to career development, compared to 40% of young men. • young women were three times more likely to say that they wanted to enter a career in the health, social care or social work sectors than young men. With young men ten times more likely to say they wanted to go into construction and engineering than young women. <u>Pupil Voice Research: Gender</u> Males were slightly more positive than females about the careers services they received. Although key influences on career plans are similar for both males and females, females are slightly more likely to be influenced by the qualifications they achieved at school. Further and higher education Young women continue into further and higher education in greater numbers than young men. At college women account for 56% of full-time higher education students and 49% of full-time further education students. At university women account for 60% of all Scottish domiciled undergraduate entrants. At both college and university there is continued gender imbalance by subject choice, which while reflecting the existing labour market, impacts on future labour market options and can lead to occupational segregation. Labour market Women’s experiences and participation in the labour market continues to differ from men’s in terms of pay, progression, and conflicts between work and caring responsibilities. Women are affected by low pay and the continuing gender pay gap, meaning they will earn significantly less than men over their entire careers. Scotland however has a narrower gender pay gap for full time and all workers than the UK overall in 2024. Women continue to be less likely to be in employment than men, with an employment rate in 2024 of 71%. Women make up the majority of part-time workers with 42% of all women in employment the week prior to the 2022 Census working part-time (30 hours or less), compared to 16% of men. Economic inactivity rates are higher for women than men. Just over one quarter (26%) of women in Scotland (aged 16-64) are classed as economically inactive, compared to 21% of men. Reasons for inactivity differ between men and women, with more women stating they were looking after family/home than men, although the largest reason stated for both men and women is long-term sickness. The unequal division of unpaid care for both children and adults continues to result in gender inequalities in the UK workplace. Insecure work is a continuing concern for both men and women, with evidence suggesting that the job ‘insecurity score’ for UK women is 25% higher than for men. Women are also more likely than men to be on zero-hours contracts across the UK, adding to issues of precarity in employment. Women are also more likely to be in jobs at a higher risk of automation across the UK. The occupational segregation of men and women in certain kinds of jobs and in different levels of employment remains a key labour market issue. Women tend to be disproportionately affected by occupational segregation, impacting on their potential pay and career progression. Both women and men continue to be segregated into certain occupations and industries. Most notably men are concentrated in construction and women in health and social work industries. In terms of occupation, Scottish census figures highlight that women continue to be underrepresented in managerial and senior roles in the workplace, occupying 40% of these roles. Women are under-represented in STEM sectors despite continued interventions and efforts to improve women’s participation and experiences. In engineering, women comprise only 16% of the workforce in the UK. At the current slow rate of progress in increasing diversity in UK engineering, it will take more than a century for there to be equal numbers of women as men in engineering jobs. Emerging evidence suggests there is a gender gap in use and adoption of Artificial Intelligence (AI) in the workplace. Research carried out with over 25,000 working adults worldwide found 56% of men using generative AI at least once a week at work, compared to 51% of women. For younger workers the gender gap appears to increase, with 71% of men aged 18-24 using AI weekly compared to 59% of young women. A study of over 100,000 workers in Denmark where AI is an option for usage within their daily work found that women are 20 percentage points less likely to use ChatGPT compared with men working in the same occupation. Nearly half of women said that the main reason preventing them using ChatGPT is a lack of training. Research by Close the Gap, highlights the complex intersection of inequalities faced by minority ethnic women in the labour market. Their research highlights that many minority ethnic women face racial discrimination and bias in the labour market which negatively impacts on their outcomes. Minority ethnic women are more likely to face microaggressions from colleagues including being treated as less intelligent and stereotypical assumptions about the positions they hold. In addition, CRER highlight that minority ethnic women in Scotland continue to face barriers in accessing the labour market, including racist and sexist attitudes and discrimination.	
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2.11 Sexual Orientation

See guidance for section 2.11

Context: Available evidence highlights the negative impact of bullying on future education and career plans for LGB+ school pupils. UK research found that many LGBT+ young people encountered challenges in school which led to them being unable to engage in education. These included: homophobic and biphobic bullying, feelings of isolation, and fears surrounding the exploration of their LGBT+ identity and coming out. College or university is seen by many LGB+ individuals as a more positive environment than school with incidences of bullying and harassment being much lower. However, the experience of college or university is not always positive and bullying and harassment remains an issue for some. Stonewall highlights that a university environment which was not LGBT+ inclusive was described by participants as having a negative impact on their mental health, as well as their attendance, and ability to finish their degrees. An evidence gap exists in relation to sexual orientation in work. However, survey and qualitative research do provide some insights to barriers faced by LGBT+ individuals at work, including experiences of anti-LGBT+ abuse and language; gendered and non-LGBT+ inclusive workplaces; poor mental health support at work; low confidence/self-belief; and higher levels of workplace conflict than heterosexual workers. Other evidence sources to consider: - Any feedback from LGB people as part of the development of the Career Services Development Model or the Career Review.

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2.12 Poverty

See guidance for 2.12

Context:

Unless otherwise referenced, evidence within this section comes from the SDS [Equality Evidence Review 2025](#).

[Poverty across the Scottish population](#)

- In Scotland, there are over a million people living in poverty, including about one quarter of a million children.
- One in four children are currently living in poverty.
- Over half of children in minority ethnic families (53%) are in poverty.

Equality Evidence Review

School

Poverty has a significant impact on all aspects of children’s lives depriving children of resources and opportunities central to their early development and widening inequalities between those children and their peers. Inequality in childhood can create multifaceted and long-lasting damage on children that can persist into adolescence and adulthood.

The Annual Participation Measure shows that in 2024:

- those living in the most deprived areas are less likely to be participating in learning, training, and work (88.4%), compared to of those living in the least deprived areas (96.6%)
- those in the most deprived areas are less likely to be in education – 65% compared to 81.6% of those in the least deprived
- the participation gap between those who lived in the 20% most deprived areas and those in the 20% least deprived areas was 9.1 pp, compared to 9.3 pp in 2022 and 12.9 pp in 2016. This is narrowest gap on record.

Pupils from the most deprived areas have consistently lower levels of attainment. This attainment gap widens as pupils move through the school system. For example, at SCQF Level 6 or higher, the attainment gap was 36.9 percentage points in 2022/23.

The percentage of school leavers in a positive initial destination has increased for leavers from the (20%) most deprived areas and slightly decreased for those from the (20%) least deprived areas, compared to 2021/22. Together this has led to a narrowing of the deprivation gap, from 4.4 percentage points in 2021/22 to 3.7 percentage points in 2022/23. The narrowing of the deprivation gap between 2021/22 and 2022/23 is mainly due to the ratios of school leavers in higher education. However, it should be noted that those from the most deprived areas are still less likely to go to higher education from school.

[Pupil Voice Research](#): Scottish Index of Multiple Deprivation (SIMD) pupils’ views on careers services

Young people who live in the most deprived areas in Scotland (SIMD 1) score more positively across all CIAG support questions than those living in the least deprived areas of Scotland (SIMD 5). Those in the SIMD 1 group are also more likely to be influenced by their Careers Adviser and the need to earn money.

Equality Evidence Review

Research on poverty in childhood highlights that:

- there has been a 26% increase in relative child poverty in Scotland
- pupils from disadvantaged backgrounds are more likely to experience mental health struggles; bullying and exclusion; have poorer attendance; and are less likely to feel part of their school’s community
- families with intersecting protected characteristics such as households with disabled children and minority ethnic households are at risk of living in poverty
- child poverty is family poverty. When parents are exposed to in-work poverty, their access to services and resources that are vital for them like money, food, housing, gas and education are all affected
- poverty and deprivation can affect pupils’ regular attendance and concentration at school, and opportunities to join in social and cultural activities. Extra costs for trips, events, and uniform can act as a barrier to school participation.

Data shows that almost a third of children with a disabled person in the household, were in relative poverty after housing costs. For families without a disabled member, the comparative figure was a fifth. A fifth of children in families with a disabled member were in severe poverty after housing costs compared to only 14% of children in families without a disabled member.

Poverty remains a challenge across the labour market. Research suggests that it is now more common in Scotland to be working in poverty than it is to be in poverty and out of work. Over 10% of workers in Scotland are trapped in permanent low pay as they

are paid below the real Living Wage and 72% of workers trapped in low pay are women. Five high-priority industries are responsible for maintaining in-work poverty – retail, hospitality, manufacturing, health and social work, and the administration and support services.

Young People’s Career Ambitions (YPCA): Scottish Index of Multiple Deprivation

- Young people from the most deprived areas are more likely to be influenced by the need to earn money.
- Young people from the most deprived areas were more likely to report that they were encouraged to explore a wide range of options.
- Young people from most deprived areas are more likely to report that not having enough confidence in themselves is a career barrier

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2.13 Island Communities

See guidance for section 2.13

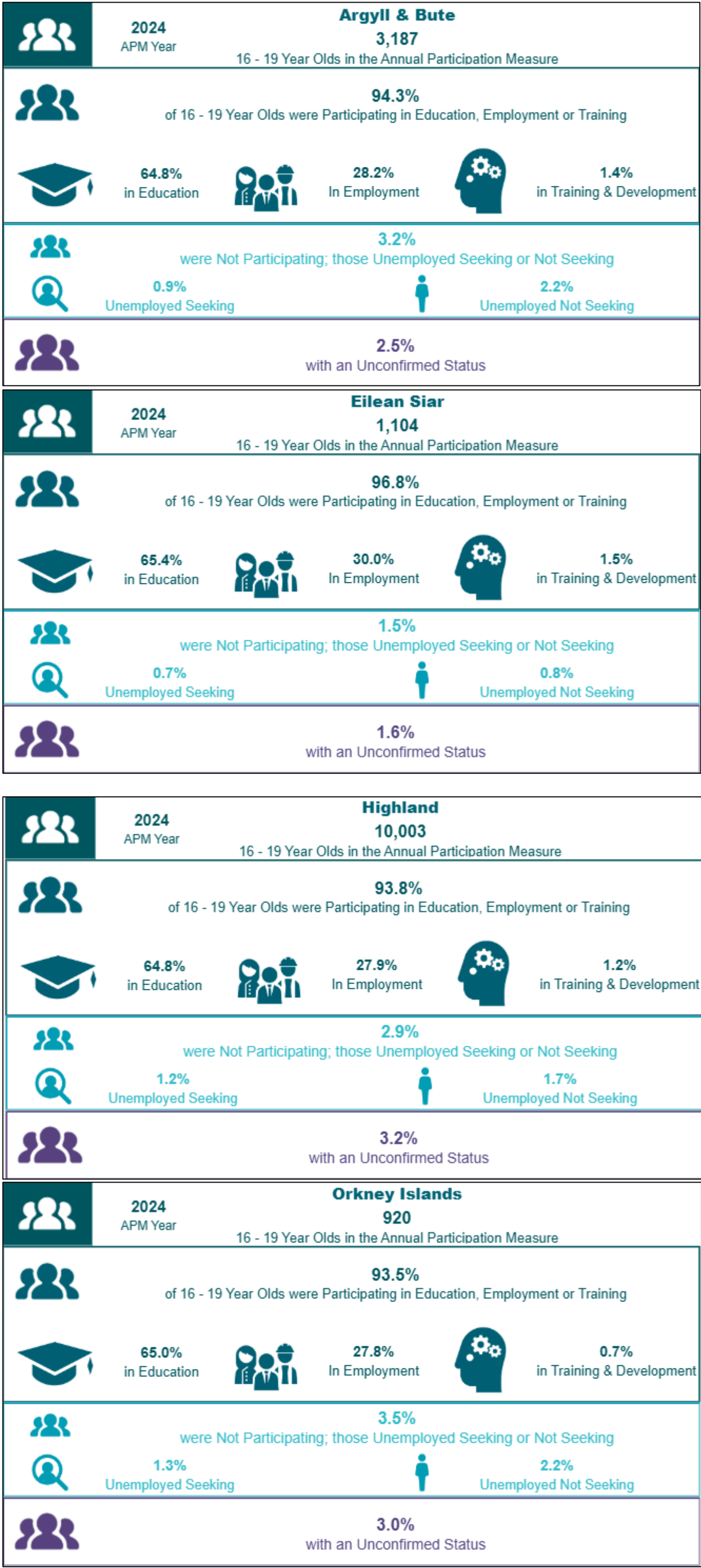
Context:

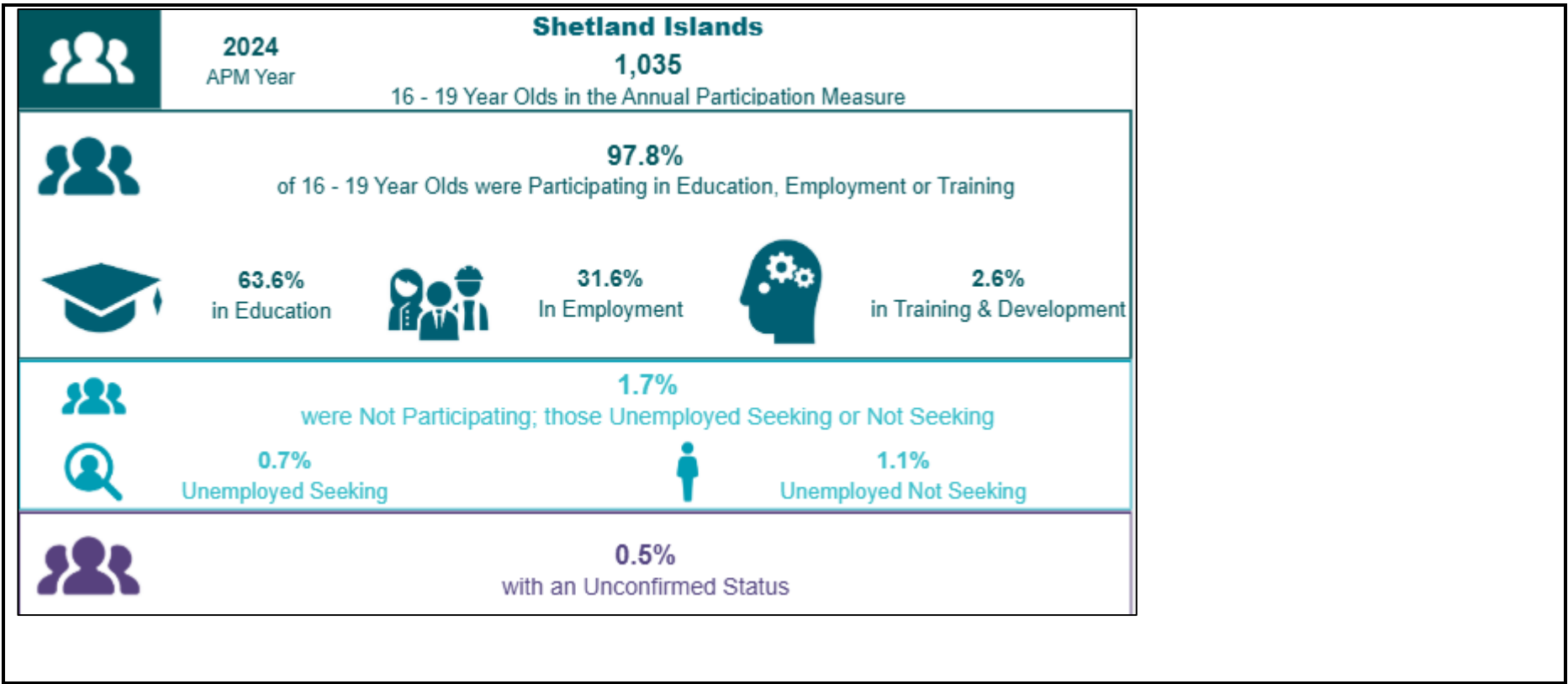
According to the [My Life in the Highlands and Islands Research conducted by Highlands and Islands Enterprise](#) there is:

- A marked variance in the availability of services within the Highlands and Islands of Scotland. Roughly half of respondents lived more than a 20-minute walk away from their local secondary school, supermarket, bank and evening bus service. 14% of respondents lives more than a 20-minute drive away from their secondary school and almost a quarter were more than a 20-minute drive away from an evening bus service. Those in Lochaber, Skye and Wester Ross are also less likely to have access to most of these facilities or services, either within their local area or within a 20-minute drive.
- A third of residents feel it would be difficult to access courses or training in person, while 9% felt it would be difficult to do so online. Key barriers to training, including the reliability of broadband connection and the speeds available.
- While participants in the discussion groups generally felt that there were employment opportunities in their local area, these jobs tended to be low-skilled and low-paid, and often seasonal.

- The region faces particular demographic challenges in rural and remote areas, with older populations that are set to continue ageing, and many areas facing population decline. Half of the residents aged 16-29 say they plan to move away from their local area in the next 5 years compared to 14% overall.
- The vast majority of Highlands and Islands residents (87%) rely on cars or vans to get around to at least some extent, including 79% who are reliant on a car or van to a large extent.
- Three in ten of those who rely on bus services (31%) are dissatisfied with the frequency of the service.

Due to the Island's unique geography and demographics, some secondary schools provide boarding to enable pupils to avoid lengthy commutes between islands.





Please complete the following questions after the impact assessment above.

Does the evidence show any different circumstances, expectations, needs, experiences or outcomes (such as levels of satisfaction or participation)?
☐ Yes ☒ No

Are these different effects likely?
☐ Yes ☒ No

Are these effects significantly different?
☐ Yes ☒ No

Could the effect amount to disadvantage for an island community compared to the mainland or between other groups?
☐ Yes ☒ No

If the answer is no to all of the above, please provide justification for not completing the full ICIA below.

If the answer is yes to any of the above, complete the Full Island Community Impact Assessment below before submitting the form for publication

Full Island Community Impact Assessment

Assess the extent to which you consider that the project can be developed or delivered in such a manner as to improve or mitigate any resulting outcomes for island communities.

Consider alternative delivery mechanisms and whether further consultation is required.

Describe how these delivery mechanisms will improve/mitigate outcomes for island communities?

Identify resources required to improve/mitigate outcomes for island communities.

Should delivery mechanisms/mitigations vary in different communities?

Do you need to consult with island communities in respect of mechanisms or mitigations?

Have island circumstances been factored into the evaluation process?

Have any island-specific indicators/targets been identified that require monitoring?

How will outcomes be measured on the islands?

How has the project affected island communities?

How will lessons learned in this ICIA inform future project making and service delivery?

2.14 Rural Communities

See guidance for 2.14

Context:

“Over 5.46 million people live in Scotland, with over 930,000 of them living in rural areas. Rural Scotland accounts for 17% of the total population in Scotland (6% in remote rural and 11% in accessible rural) and has consistently done so since 2011.”
(<https://www.gov.scot/publications/rural-scotland-key-facts-2021/pages/2/>)

“Rural areas have a lower proportion of the population in the age range 16 to 44 but a higher proportion of people aged 45 and over. This is particularly true for the age range of 65 and over in remote rural areas. Indicating that when people get to retirement age they are more likely to live in rural areas.” & “Evidence suggests that factors influencing migration decisions of young people moving out of rural areas could be higher education and employment opportunities, housing and public transport availability.”

Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)	Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)
All post school people in rural communities will receive the same service offer as those in more urban areas. This ensures that every person, regardless of their location, has equal access to career services. By providing consistent and equitable services, we aim to eliminate disparities and promote fairness in educational outcomes across different regions.	To achieve this, we will allocate resources to ensure that all rural communities are equipped to provide the same level of service as more urban areas.
SDS has moved to community delivery which means they are now delivering from a variety of premises in the local area as opposed to delivering from the one traditional centre. This gives customers the flexibility to meet in a range of locations, reducing barriers related to travel and accessibility, making it easier for individuals to access the support they need.	Our move to community delivery gives customers the flexibility to meet careers advisers in location that suits and their needs.

2.15 Other

See guidance for 2.15

Context:

Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)	Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)

2.16 Consultation Recording

Consultation is an excellent source of evidence and can offer insight that cannot be gathered in any other way. It is important to be well prepared when consulting with partners, ensuring you do not take too much of their time and that you efficiently gather the information you need. However, it is also easy to over consult with our partners, so sharing key learning is important to mitigate that risk. It is also important to inform your consultees about changes that have been made (or not made) based on their input. Please use this space to share key learning from your consultations and how you have fed back to the consultees.

Further information on our National Approach to Equality Stakeholders can be found [here](#).

Focal Point Groups can also be useful for consultations, further information can be found [here](#).

See guidance for 2.16

Stakeholder(s) consulted	Key feedback from stakeholder(s)	What changes were made based on the feedback? (if none, explain why)	How was this fed back to stakeholders? (including date provided)
Careers Adviser Roadshow Feedback (April 2025)-	Accessibility Advisers highlighted barriers to young people accessing the CIAG	Accessibility SDS has moved to community delivery which means they are	The rollout of updated service offers. August 2025

Included careers advisers from across Scotland (including rural and island-based staff)	service. Including, digital poverty, travel costs and physical accessibility of community venues. • In addition, Advisers highlighted issues of access to the service for those who were/are home schooled, and non-attenders at school. Service Delivery • Advisers suggested transition meetings with school guidance and the school Careers Adviser included in signing school leavers forms. • Potential was suggested to upskill Advisers to do educational group work. • Opportunities to create workshops to build confidence and strengths, rather than signposting to partner organisations. • Potential for Adviser training on supporting neurodivergent young people. • Advisers suggested more provision for ESOL and pre-ESOL. Engagement (with parents / carers / communities / partner organisations) • Advisers would like more events for parents/carers and recognised the need to build relationships with families. • Advisers advocated strong partnerships. • Advisers would like to be involved more in the community, recognising the need to be known in the community and to build on partnerships. • Potential for staff training on engaging local partners and better facilitating relationships. • Advisers highlighted the need to understand the views of partner organisations. • The importance of HE/FE partnerships was recognised in supporting drop-outs.	now delivering from a variety of premises in the local area as opposed to delivering from the one traditional centre. This gives customers the flexibility to meet in a range of locations, reducing barriers related to travel and accessibility, making it easier for individuals to access the support they need • The offer is available face-to-face, by phone, and digitally, helping those who face digital or travel barriers. Service Delivery • Colleagues will work together to do a warm handover with school pupils at the point of transition. This can be a joint meeting with the customer, school adviser, post-school adviser and any relevant partners. Engagement • The new service offer will involve more partnership working to create a more cohesive and supportive network for customers	
Focal Point Group Consultation (May 2025): • WSREC • Scottish Refugee Council • Barnardo’s • Capability Scotland • Hub for Success • CEMVO • Into work • Close the gap • Through care and after care forum • Engage Renfrewshire • SUSE • King’s Trust • MCR • ELREC • ARC • Mental Health Foundation	Ensuring no one is left behind • Importance of establishing relationships earlier on, as they are then going to be more connected around about age 16-19 • Should the age limit also be extended to 26 for young disabled people? Especially those with language/communication support needs Sustainable positive destinations • Help make jobs young-people-ready as well as making the young people job-ready • How best educated and how best prepared and how best resourced is the world of work to maintain positive destinations in education or employment Working in partnership • Difficulty in a lot of school and post-school programmes being funded year to year. Difficult for SDS, schools, parents, young people to know what services are available. How do partners (i.e. Into Work)	Ensuring no one is left behind • The new service offer is inclusive of support for all ages • The new service offer will involve more partnership working to create a more cohesive and supportive network for customers Sustainable positive destinations • Ongoing partnership work with employers, DWP, and colleges to ensure that opportunities are accessible and sustainable for young people, including those from protected groups. Working in partnership • There is a focus on strengthening communication and partnership approaches Service Delivery • Provide training for advisers on trauma-informed practice and how to sensitively support individuals who may be care experienced but do not identify with the label. • Use inclusive language that encourages self-	CIAG Planning & Performance Manager to feedback through the focal point groups following a period of changes being embedded to show impact. March 2026.

	get that information to SDS and young people. - What links do CIAG Advisers have with Supported Employment providers to ensure young people have the necessary support to find fulfilling employment? Consultation - Look within SDS for knowledge and expertise about care experienced customers, disabled customers, trauma informed practice, reasonable adjustments etc. Marketing - Do all CIAG Advisers get inclusive communication training with refreshers so they have the necessary tools in order to work with pupils and parents/carers with language/communication support needs? - Staff should have knowledge of the barriers protected groups face Service Delivery - Opportunity to apply a gendered lens, particularly pre-subject choice. Touch point to address gender stereotyping and unconscious bias. - How can positive action be used to support those from care experienced or disabled backgrounds	referral and reassures individuals that support is available without needing to disclose personal history.	
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3.0 Action Plan

A key part of every impact assessment is the action plan. This is where you state the actions that you will take in response to the impact assessment you have completed. The actions should be specific, measurable, achievable, relevant and timebound (SMART).

Once the IEIA has been signed off by the SRO, actions within the Action Plan should be added to the relevant team’s Continuous Improvement Action Plan.

See guidance for 3.0

What is the action you will take in response to the impact assessment?	Which characteristics/groups does it apply to?	What is the intended impact?	When will this be completed?
We will utilise the data that we have (or could gather) to ensure that those from protected characteristic groups continue to receive an excellent service by: - Establishing baseline engagement data for all protected characteristic groups. - Monitoring engagement levels for care experienced customers. - Implementing equality data reporting in customer feedback dashboards, disaggregated by protected characteristics.	All groups	Taking these actions will: - Provide reference points for evaluating impact of changes. - Prevent disengagement during transition to pupil-led engagement model. - Enable monitoring of engagement and satisfaction levels by group. - Improve monitoring and responsiveness.	- Q4 2025 - Q3 2025 - Q1 2026
We will review the process for customers who have a status of unknown.	All groups	Ensures the most efficient way of following up with these customers.	Q4 2025 – Q1 2026
We will further develop our communication and partnership approach to engage with a variety of partners who are supporting customer as they transition from school towards positive destinations by: Engaging with external partners (e.g. social work) for coordinated support for customers with complex needs.	All groups	- Strengthen wraparound support and improve outcomes. - Maintain transparency and build trust.	Q2 2026

2. Establishing a feedback loop with stakeholders consulted during the IEIA process. 3. Establishing a feedback loop with Careers Collaborative so changes are made in a collaborative way.			
We will establish a method of CIAG practitioners sharing best practise with other colleagues.	All groups	Strengthen quality and consistency of service delivered.	Q1-Q2 2026

4.0 Approval and Publication

- Will you be making this IEIA available in different formats/languages?

Guidance

SRO (Print)	SRO Signature	Date	Review Date
Dave McCallum		3 rd October 2025	July 2026

5.0 Review (To be completed at the review date, not at the same time it is submitted)

This section should be completed as part of the review on the date listed above under the sign off.

Guidance for 5.0

Were the actions taken completed? If not, why not?

Did the actions achieve what they intended? If not, why not?

What actions would you continue/stop or reconsider for future projects?

Has any evidence been identified that may be useful for similar future projects?

If this is a review for an ongoing project, are there any additional actions to add to the project going forward?