

Scotland's Career Review:

Equality Impact Assessment for Phase 1

June 2022



Skills
Development
Scotland

Young
Person's
Guarantee

Public organisations have a legal duty to carry out an Equality Impact Assessment on any new activity, function, policy, product or service (Equality Act, 2010).

This ensures consideration of the needs of those with characteristics that are protected under the Equality Act. It can also be used to consider other equality groups.

For more information on Equality Impact Assessments, see the [EHRC guidance](#).

This Equality Impact Assessment has been designed to be accessible. However, if you need this document in an alternative format or if you have any questions, please email CareerReview@sds.co.uk

This Equality Impact Assessment was carried out for Phase 1 of Scotland's Career Review.

The Career Review is customer-focused, evidence-based, and covers all career services in Scotland. It offers recommendations to ensure these services are fit for purpose, future proofed and adhere to an agreed set of principles. For more information, see the [Career Review microsite](#) and final report, [Careers by Design](#).

Scope of the Equality Impact Assessment

This Equality Impact Assessment covers the governance and evidence, co-design and engagement phases of the review through to the creation and publication of the recommendations and final report.

This Equality Impact Assessment considered groups known to face disadvantage in their careers and accessing services. It covers protected characteristics under the Equality Act (2010) as well as poverty, care experience and community justice.

Throughout the sections listed above, the document summarises the consideration given to equality groups, as well as the actions identified, and activity carried out as a result. The phases of the Career Review covered by this Equality Impact Assessment are now complete and the impact of the activity is also summarised in this document.

Tailoring an approach to equality impact assessing Scotland's Career Review

The phases of the Career Review covered by this Equality Impact Assessment were carried out over 12 months. Project management of the review ensured learning from each phase informed the next. This created an agile, responsive Career Review.

To be effective, it was critical the Equality Impact Assessment was also live and agile. An approach was designed and carried out to align with the timescales, progressive phases and pace of the review. This ensured the needs of equality groups were considered throughout the review. Actions were identified, taken forward and reviewed on an ongoing basis and recorded in action plans.

Approval

Activity approved throughout by James Russell, Senior Responsible Officer for the Career Review Programme, including the Equality Impact Assessment.

Final sign-off: May 2022



James Russell
Senior Responsible Officer
Career Review Programme



Grahame Smith
Chair of Career Review
Programme Board

Contents

- Section 1: Summary of the Career Review 6**
- Section 2: Approach to the Equality Impact Assessment..... 8**
- Section 3: Summary of equality evidence considered 10**
- Section 4: Equality in governance of the Career Review 22**
- Section 5: Equality in the evidence base, co-design & stakeholder consultation 24**
- Section 6: Equality in the communication of the review 30**
- Section 7: Equality in the recommendations and final report .. 32**
- Section 8: Equality in the future of the Career Review 36**
- Appendix 1: Summary of the Equality Impact Assessment 39**
- Appendix 2: Extracts of equality content from the final report, Careers by Design 40**

Section 1

Summary of the Career Review

Scotland's Career Review is a customer-focused, evidence-based review of all career services in Scotland. The review builds on the principles set out in [Scotland's Career Strategy – Moving Forward](#) and the recommendations of the Young Person's Guarantee Initial Report.

It set out to define entitlements for all young people, up to 25 years, to support them in their career development. It offers recommendations to ensure that career services in Scotland are fit for purpose and adhere to an agreed set of principles. This means that they will:

- provide support to those who need it, when they need it,
- are future proofed, user focused, consistent, and coherent,
- address persistent inequalities that prevail in our economy and society.

The review considered various stakeholder groups:

- **Customers:** support their development of lifelong Career Management Skills that empower them to plan and manage their careers, one decision at a time.
- **Career System:** support career practitioners to develop a 'Team Scotland' approach to career services that ensures coherence, consistency and collective quality assurance, influenced by international experts.

- **Parents/Carers:** empower them as key influencers, informed with a clear understanding of the career services available and how to access them.
- **Employers:** support understanding of their role in providing career services and the benefits to their business and employees.

The scope of this Equality Impact Assessment covers the following activities carried out across the review to date:

- The evidence base was summarised in relation to career services in Scotland, including mapping of funding related to career services against policy aims and recommendations.
- A range of customer groups and stakeholders were involved in co-design and consultation to understand what they want from career services now and in the future.
- Future insights were used to better understand the likely future demands from a national career service, including needs based on socio-economic information.
- A set of options and possible service enhancements were developed to address identified gaps and future needs, leading to recommendations for incorporation in a final report for submission to Scottish Government.

The final report, [Careers by Design](#), was published in February 2022.

Early implementation is now underway including the development of an implementation plan for how the recommendations will be delivered across the career ecosystem.

Section 2

Approach to the Equality Impact Assessment

A key focus of the Career Review was to address the persistent inequalities that prevail in our economy and society. It aimed to consider who was already benefiting from career services and who could benefit more. As such, the review itself included equality groups within the co-design and stakeholder consultation and provided the views of those with lived experience of equality factors. This was critical to ensure that the recommendations developed were inclusive.

The objectives of this Equality Impact Assessment, therefore, were to use existing equality knowledge, understanding and guidance to support an inclusive approach to co-design, consultation and communication throughout the review, interpretation of the findings through an equality lens and a clear focus on equality, diversity and inclusion across the recommendations and the final report.

The phases of the Career Review to date were carried out over approximately 12 months. It was critical that as the review progressed and developed, each phase was equality impact assessed, aligned to the timescales and pace of the review. As such a live and agile Equality Impact Assessment was designed and carried out to consider, address and revisit the needs of equality groups at the most appropriate points, supported by written action plans.

An Equality Impact Assessment is one method of considering and addressing the needs of equality groups. It should be complemented by learning from known good practice, advice and guidance. As such, this Equality Impact Assessment was part of wider support provided to those carrying out the review to consider equality and take forward any identified actions. A range of resources, advice, contacts and guidance supported representation and inclusion of equality groups.

The Equality Impact Assessment and package of wider support was led and delivered by a team of colleagues from within SDS's Career Information, Advice and Guidance (CIAG) Directorate who have expertise across equality factors, specifically relating to career services. This ensured the Equality Impact Assessment kept pace with the review, met its objectives of Equality Impact Assessment and provided consistency and cohesion within the wider support provided.

The Equality Impact Assessment made use of a range of external and internal equality evidence as well as ongoing learning from SDS's partnerships with a range of equality organisations. Using this evidence and knowledge base, those carrying out the Equality Impact Assessment identified key areas of disadvantage and opportunities to promote equality in relation to career services for each equality group.

This review of evidence formed the basis of a range of discussions to consider the needs of equality groups in the review. This included workshops which ensured key input from those carrying out the review, including senior leadership, a range of CIAG practitioners and those with equality expertise from across SDS.

Section 3

Summary of equality evidence considered

The Career Review considered a range of equality evidence, including:

- the prevalence of each equality group within the population being considered by the review,
- the disadvantage that equality groups face in terms of educational and labour market outcomes,
- the needs and experiences of equality groups, as they relate to inequality within their careers and the systemic and societal issues they face.

This ensured that the review considered who was likely to have lived experience of each equality factor, what inequality and disadvantage they may face and how career services could address this through understanding and meeting their needs.

The [SDS Equality Evidence Review](#) highlights gaps in understanding of outcomes for equality groups and their lived experience, including a lack of evidence for:

- overall equality factors, such as disability, race, or sexual orientation,
 - the differences arising from specific factors, for example autism, learning disability or hearing loss under disability,
 - intersectionality between groups, for example minority ethnic women.
-

Age and Marriage / Civil Partnership

The Career Review is focused on a specific age group: those up to 25 years. The needs of young people and the inequality they are known to face is core to the review. It aims to map out a journey through career services, with support tailored to each stage of a young person's development.

As such, age was not considered further in this Equality Impact Assessment but will be in the next phase as we test the recommendations in an all-age context.

The findings of the review are intended to be used in the future to inform the all-age career services within the ecosystem. At this point, consideration will be given to the needs of older adults who are known to also face disadvantage in relation to their careers.

After consideration, it was determined that Marriage and Civil Partnership is not a factor that would affect an individual's experience of career services and as such it is not considered here.

Disability and Additional Support Needs

[One Scotland](#) report that around one fifth of Scotland's population – approximately one million people – identify as disabled.

Around a third (32.3%) of primary, secondary and special school pupils have additional support needs (ASN), with nearly all (96.7%) educated in mainstream schools ([Scottish Government pupil census, 2020](#)).

[Scottish Government attainment and school leaver destination statistics \(2021\)](#) show inequality in outcomes of school leavers with ASN compared to those without.

In the 2019/2020 school year:

- 89.6% of pupils with ASN left school with a positive destination, compared to 95.4% of those without.
- 43.3% left with one or more qualifications at SCQF Level 6 or better, compared to 75.1% of their peers without ASN.

Inequality continues in the labour market for disabled people:

- In 2018, the employment rate for disabled people was 45.6%, compared to 81.1% for non-disabled people ([Scottish Government Equality Evidence Finder](#)).
- 34% of disabled people, aged 16-64, in employment were working part-time, compared to 23% of non-disabled people ([House of Commons, Disabled people in employment in the UK, August 2020](#)).
- Disabled people are one of the groups most likely to be at risk of low pay and of cycling between low pay and no pay ([Joseph Rowntree Foundation, Future of the UK Labour Market, 2014](#)).

A survey of 6,000 people in England and Wales, [Citizen's advice, An Unequal Crisis \(2020\)](#), highlighted that disabled people were twice as likely as non-disabled people to face redundancy during Covid-19; accounting for one in four disabled people.

Gender reassignment (Transgender)

Population data in relation to the percentage of trans people in Scotland is limited. The [Scottish Government, Equality Evidence Finder](#) includes statistics from a Gender Identity Research and Education Society (GIREs) report in 2011 that estimated that 0.6 to 1% of the population were trans.

In their guidance, Supporting Transgender Young People, [LGBT Youth Scotland](#) highlight that more young people feel confident to 'come out' to friends and families as transgender at a younger age. This suggests that the proportion of people openly identifying as trans in the overall population will increase with time.

A [survey by LGBT Youth Scotland \(2017\)](#) found that 37% of transgender young people had left education because of transphobia in the learning environment, including bullying. These experiences were found to continue into further and higher education and employment.

Information on the employment rate of trans people is not available in the Scottish Government, Equality Evidence Finder. However, the Scottish Transgender Alliance highlight that transphobic discrimination in the workplace can result in the unemployment and under-employment of trans people [Scottish Government Equality Outcomes: LGBT Review \(2013\)](#).

Pregnancy and maternity

Pregnancy and maternity are generally considered in relation to cisgender women. However, non-binary people and trans men may also experience pregnancy. More needs to be understood about their experiences. The current evidence focuses on the impact of pregnancy and maternity on the careers of women. It is likely that learning from this would also apply to others in the same situation.

The SDS report [Jobs and Skills in Scotland 2017](#) highlights that challenges associated with care responsibilities make women more likely to be affected by involuntary underemployment.

Two-thirds of professional women in the UK could be underemployed when they return to the workforce, either moving into lower-skilled or lower-paid roles or working fewer hours than they would like ([PWC UK, Women returners, 2020](#)).

The Joseph Rowntree Foundation cites lone parents as another of the groups most likely to be at risk of low pay and of cycling between low pay and no pay ([Future of the UK Labour Market 2014](#)). In addition, young mothers under 20 years, are less likely to have qualifications at Higher grade or above or to be employed. They are more likely to be in the lowest income quintile and live in the most deprived areas.

Evidence shows that it is not only pregnancy, but the expectation of it, that impacts careers. In a study by the Equality and Humans Rights Commission, [Pregnancy and maternity discrimination research \(2016\)](#), found that a third (36%) of private sector employers agree that it is “reasonable to ask women about their plans to have children in the future during recruitment”.

Race ¹

[Scotland's Census, 2011](#), recorded that Minority Ethnic groups accounted for 4% of the population and white non-British groups for 4.2%. The 2011 Census was the first time that ‘White: Gypsy/Traveller’ was added as a category in Scotland, with 0.1% selecting this response.

This data is, however, due to be updated by the current census being carried out. It is likely to be underestimation of the Minority Ethnic population in Scotland.

¹ “Minority Ethnic” is the term used in this document to refer to people of colour, It includes: African, Caribbean or Black; Asian; mixed or other ethnic groups.

BME or BAME is used, for accuracy, where the cited research used these terms.

“White non-British” includes Polish, Irish, Gypsy / Traveller or ‘White: Other’.

Statistics are also included for Gypsy / Travellers as a distinct group, in recognition of the discrimination and disadvantage they face.

The [2020 Pupil Census for Scotland](#) records 8.4% of pupils as being from Minority Ethnic groups. Asian pupils made up the second largest group at 4.5% and African, Caribbean, and Black pupils accounted for 1.5%. The remaining pupils were recorded as being Arab or mixed race. “White non-British” accounted for 5.8% of pupils. Gypsy / Travellers made up 0.2% of the overall pupil population.

[Scottish Government attainment and school leaver destination statistics \(2021\)](#) show variances in the outcomes of school leavers of different ethnicities.

In 2019/2020:

- Pupils of white ethnicities (Scottish and non-Scottish) were less likely than those from minority ethnic groups to leave school with one or more qualifications at SCQF Level 6 or better.
- Pupils from minority ethnic groups were as, if not more, likely to leave school with a positive destination, compared to those of white ethnicities (Scottish and non-Scottish).

However, these educational outcomes do not translate into labour market outcomes:

- The employment rate for the minority ethnic population in Scotland was 55.4%, compared to 75.1% for the white population ([Scottish Government, Equality Evidence Finder, 2018](#)).
- Ethnicity employment gap is greater for women than men ([Economic outcomes for minority ethnic groups in Scotland, Fraser of Allander Institute, 2020](#)).
- Black, Asian and minority ethnic (BAME) workers are a third more likely to be underemployed than white workers; disadvantaged in quality as well as quantity of the work they have access to ([Insecure work & ethnicity, TUC, 2017](#)).

- The Equality and Human Rights Commission highlight that Minority Ethnic people are more likely than white people to be paid less than the Living Wage.
- Immigrants to Britain often work in low-paid occupations and are overqualified for the job they do ([Ethnicity Pay Gap, 2017 EHRC report](#)).
- The Joseph Rowntree Foundation also highlight BAME groups as a group most risk of low pay and of cycling between low pay and no pay ([Future of the UK Labour Market 2014](#)).

[University of Edinburgh](#) reported that ethnic minority groups in Scotland were over-represented in occupations that were at risk of furlough and redundancy, or in front-line services where they were more at risk, during the pandemic.

Religion or belief

The 2011 census reported that 37% of people in Scotland identify as Christian, 1.4% as Muslim, 0.7% identified as Buddhist, Hindu or Sikh and around 0.1% as Jewish ([Ethnicity, Identity, Language and Religion, Scotland's Census](#)).

In 2018, the employment rates for some religious groups were lower than the employment rate of 74.1% for the population as a whole: Buddhist, Hindu and Muslim, 60.8%, 54.8% and 52.3% respectively ([Scottish Government, Equality Evidence Finder](#)).

Limited evidence is available with regards to religion/belief and employment outcomes. However, it is known that Muslim people face high levels of discrimination in society and employment. This disadvantage particularly affects Muslim women ([SDS's Equality Evidence Review](#)).

Sex (Gender)

The 2011 census reports more women (51.5%) than men (48.5%) in Scotland.

[Scottish Government attainment and school leaver destination statistics \(2021\)](#) show variances in the outcomes of female and male pupils.

In 2019/2020:

- 94.6% of female, compared to 92.1% of male, pupils left school with a positive destination.
- 70.1% of female pupils, compared to 57.8% of male pupils left school with 1 or more qualifications at SCQF Level 6 or better.

However, these outcomes do not follow women into the labour market:

- In 2018, the employment rate for women was 70.3%, compared to 78.0% for men ([Scottish Government, Equality Evidence Finder](#)).
- Under-employment of women on leaving higher education is more common than it is for men ([SDS Equality Evidence Review 2019](#)).
- The Joseph Rowntree Foundation note women as a group most at risk of low pay and cycling between low and no pay ([Future of UK Labour Market, 2014](#)).
- Women are underrepresented at senior and leadership levels across a range of industries, including business, media and creative, sports, politics and public sector ([Sex and Power, Engender, 2020](#)).

It has been well-documented that women have been impacted by the Covid-19 pandemic to a greater extent. Close the Gap and Engender have reported that women are experiencing further and deeper poverty and that their likelihood to work

part-time is placing them at greater risk of job disruption. This is particularly true for minority ethnic and disabled women.

In addition the increase in childcare requirements has had a greater impact on women's employment and they continue to do the majority of unpaid work in the home ([Close the Gap & Engender, 2021](#)).

Sexual orientation

According to the Office for National Statistics (ONS) figures for Scotland, 4.2% of young people aged 16 to 24 identify as lesbian, gay or bisexual ([Sexual identity UK 2017, ONS](#)).

Within the [Scottish Government, Equality Evidence Finder](#), statistics on the employment rate of LGB people is not available.

Evidence suggests that discrimination, harassment and bullying towards LGB people begins in school ([LGBT Youth Scotland](#)) and continues into their careers. This has consequences for employment including recruitment, restricted job choice, reduced progression and inability to be out at work ([Inequality among LGBT groups in UK: review of evidence, NIESR, 2016](#)).

Poverty

According to the [Poverty and Equality Commission](#), over 2014-2019, one in five working age people (19%) in Scotland were living in poverty, with 60% of them living in a house where someone was in employment.

It is known that some groups are more likely to be living in poverty, including:

- around two fifths (38-39%) of Asian / Asian British people, mixed race, Black / Black British people, and those from 'other' ethnic groups,
- 39% of single women with children, and
- 29% of those who live with a disabled household member.

[Scottish Government attainment and school leaver destination statistics](#) highlight inequality between the most deprived areas, compared the least deprived.

In 2019/2020:

- 90.0% of pupils from the most deprived areas left school with a positive destination, compared to 96.3% from the least deprived.
- 9.1% of school leavers from the most deprived areas were unemployed, compared to 3.4% from the least deprived.
- 46.6% of pupils from the most deprived areas left school with qualifications at SCQF Level 6 or better, compared to 82.7% from the least deprived.

People who have early experiences of poverty are more likely to have poorer educational attainment and to continue to experience poverty as an adult. Poverty is also linked to a higher likelihood of experiencing poor mental health ([Addressing poverty and mental illness, Psychiatric Times](#)).

[The Child Poverty Action Group](#) outline a range of barriers to work, including lack of suitable employment opportunities and/or childcare. Other factors include caring responsibilities, which are more likely to affect women. Ill health, disability and employer discrimination also have an impact.

The pandemic has highlighted the precariousness of work for many people, with those already on low incomes and at greatest risk of poverty being hit hardest by the economic impacts. As unemployment rises those who already faced barriers to employment will increasingly be competing with those with more recent work experience. Employers may be even less likely to take on those who require adjustments or flexibility in their job ([Addressing Low Income Policy, Poverty and equality commission](#)).

Care experience

There is limited data about the population of young care experienced people in Scotland. In 2019, 14,015 children were 'looked after' (on recording date of 31st July), accounting for less than 2% of children ([Who Cares? Scotland](#)). This is an under-estimation of the population of 'care experienced' children since it only includes those looked after on that date and not those who have previously been looked after. Each year, around 1 to 2% of school leavers are recorded as looked after; this would be higher when including 'care experienced' school leavers.

[Scottish Government Education Outcomes for Looked after Children](#) highlight inequality for young care experienced people.

In 2019/2020:

- 38% of school leavers looked after within the last year, left school with one or more qualifications at SCQF Level 5 or better, compared to 86% of all pupils.
- 75% of school leavers looked after within the last year had a positive destination, compared to 92% of all pupils.
- 18% of school leavers looked after within the last year were unemployed, compared to 6% of all pupils.

The experiences and outcomes of being in care follow children into adulthood. They may be more likely to experience mental health conditions. [Who Cares? Scotland](#) highlight that nearly a third of the adult prison population self-identify as care experienced, with practitioners estimating this is more likely to be around 50% when considering those who didn't record it. In addition, they note practitioners estimate between 30-50% of homeless individuals could be care experienced.

Community Justice

According to [Community Justice Scotland](#), 13,735 people were sentenced to prison in Scotland between April 2015 and March 2016. Sixty-five percent of these were for sentences of six months or less.

Reconviction rates are high, with 57% of people reconvicted within a year of being released from a custodial sentence of six months or less. Thirty-nine percent of people return to prison within a year of being released. It is acknowledged that people with lived experience of the criminal justice system often have poorer employment outcomes.

Section 4

Equality in governance of the Career Review

Addressing inequality and including those with lived experience of equality factors was embedded in the review from the outset of the Career Review, starting with membership of the Programme Board.

Action

Secure representation of those who can speak to and represent equality on the Programme Board

Programme Board membership was approved by Grahame Smith as Chair, in full consultation with the Chair and Chief Executive of SDS and the Minister for Higher Education and Further Education, Youth Employment and Training; in line with the agreed Governance of the programme. This included a requirement for those who could speak to and represent equality and customer voice to be included within the board and wider consultative group. This sat alongside a requirement to include subject matter experts and system wide delivery partners, as well as ensuring geographical representation from across Scotland.

Action

Ensure ongoing equality input to, and focus of, Programme Board

A session was held with the board on equality in career services. This provided a foundation in understanding the ambition laid out in the Career Strategy that equality, diversity, inclusion and accessibility should be central to career services. Supported

by this knowledge, the board further committed to a focus on equality throughout the review.

The board also had the opportunity to listen directly to the voices of young people with lived experience of some equality factors. They described their experiences and gave their views on inclusive career services to inform the board's thinking.

This decision ensured that the Equality Impact Assessment was carried out in parallel with the wider Career Review activity and that there were ongoing updates to the board on the progress of the Equality Impact Assessment and further direction from them to the Equality Impact Assessment team.

Impact

The focus on equality representation in establishing the Programme Board led to a 50:50 gender ratio and members with experience in supporting vulnerable young people. It also ensured inclusion of board members with experience in relation to equality factors, such as care experience, disability and race.

Individual board members also contributed to equality activity through their expertise and access to their networks, e.g., in supporting underrepresented groups of young people.

The board's focus on equality from the outset ensured that consideration of equality groups was a key requirement in each step of the plan to gather evidence and consult stakeholders. It also initiated this Equality Impact Assessment being designed and carried out in the most appropriate way to effectively consider equality groups, alongside all phases of the review.

Section 5

Equality in the evidence base, co-design and stakeholder consultation

Consideration of equality groups was built in as a key requirement of each step of developing the evidence base and carrying out co-design and stakeholder consultation activity.

Action

Include a range of equality-related policy and research within the review of the existing evidence base

A requirement to include equality policy and research was built into the brief for the commission of developing the evidence package. This culminated in the report, [Exploring Scotland's Career Ecosystem](#) (Hooley, Percy & Alexander).

The review of the existing evidence base included a range of equality-related policy:

- **Young Person's Guarantee:** addresses unemployment and inequality amongst young people.
- **Parental employability support fund & Every child, every chance:** considering support for low-income parents to access and progress in work and tackling child poverty.
- **No one left behind:** integration and alignment of employability support services to deliver a person-centred, responsive and joined up employability system with equality and fair work at the centre.

- **Workplace equality fund:** funding for projects to improve workplace practices, fair work and equality of opportunity.
- **A fairer Scotland for disabled people Employment action plan:** intended to improve employment opportunities for disabled people.

Research from the SDS Evaluation and Research team also informed this initial evidence base. This included their Young People's Careers Ambitions research, Young People in Scotland Surveys, SDS Senior Phase Surveys, SDS Equality Evidence Review and the Gender Commission report on the role of employers in addressing gender inequality (with a focus on Apprenticeships). It also considered SDS PhD activity focused on career and equality factors.

SDS research projects, where response rates allow, disaggregate findings by equality factors. The planning process for carrying out this research builds consideration of equality, diversity and accessibility into the methodology and analysis by including specific sections on this in Project Outline and Research Integrity planning documents.

Action

Ensure representation of equality groups within the co-design and stakeholder consultation

A further evidence package for the Career Review was developed through consultation with stakeholders, including individuals and parents and carers. The plan for this consultation specified that it included 'hardly heard' groups. This was intended to avoid replicating the pattern of underrepresentation these groups often experience. Ultimately, it aimed to ensure that an understanding of their needs would inform the final recommendations.

This action was supported by an Equality Impact Assessment workshop with colleagues who were taking forward the consultation and those responsible for communications. The workshop also included colleagues across SDS with experience of supporting and/or carrying out research with equality groups.

A range of activities were carried out to ensure representation of, and engagement from, equality groups in the consultation:

- Equality partners were identified to take part in the consultation as stakeholders and a trusted route to reach individuals with lived experience.
- Introductions were made to equality partners by existing SDS contacts to encourage engagement from them, highlighting the consideration given to inclusion and accessibility to instil confidence.
- Sessions with customers from specific equality groups were carried out by SDS colleagues, through their own contacts and working with equality partners.

Involvement of equality groups was continually reviewed to identify and address any underrepresentation at each stage of the consultation. This process highlighted a lack of representation of those who are often least likely to be heard – Gypsy / Traveller communities and those with lived experience of homelessness.

Attempts to reach individuals with this lived experience were unsuccessful in the timescale of the consultation. As such this has been identified as a priority in the next phase of the review. Learning from this experience, contact should be made earlier in the process with partners and channels identified through which the invitation to take part can be made directly to the communities.

Securing representation of equality groups also requires careful consideration of the methodology and approach to the co-design and consultation to ensure a positive, inclusive experience of all those taking part. Accessibility is a key factor in this.

Accessibility often focuses on the needs of disabled people and those with additional support needs. This includes needs in relation to sight and hearing loss, sensory sensitivities, literacy levels, difficulties with language processing or memory, physical / motor needs and the impact of mental health.

However, accessibility needs may arise from other equality factors, such as having English as an additional language. The needs listed above can also be a result of many factors, for example difficulty concentrating and processing information due to poverty-related hunger. Lower literacy may be a result of missed schooling. Young care experienced people and those from Gypsy / Traveller communities often leave school at an earlier age and LGBTI+ individuals often miss school due to bullying.

Action

Ensure an accessible consultation and positive experience for participants

All elements of the consultation, from individual interviews to living labs, proactively addressed the accessibility needs of customers (see main report for further details on the consultation approach). This included written and verbal communication and the approach taken to engagements. Individual interviews were planned and carried out to meet the specific needs of individuals:

- Format and communication style were agreed with each participant, based on their own preferences.
- Reasonable adjustments were made, such as having someone to support the individual during the interview and ensuring they were given the space to respond to questions in their own time.
- Learning from supporting needs of individuals in interviews informed arrangements for accessibility in later group settings, i.e., living labs.

- Each living lab was then evaluated, with a focus on engagement, participation, and accessibility to inform subsequent sessions.

A session to support accessibility was also delivered to those carrying out the consultation as part of this Equality Impact Assessment. This focused on best practice in addressing the needs of equality groups and supporting effective verbal and written communication.

In addition to considering the potential accessibility needs of equality groups, the Equality Impact Assessment workshop also considered the known disadvantage faced by equality groups. This was intended to support a positive experience for those taking part, for example by providing those carrying out the consultation with an awareness of topics that may be sensitive for some individuals taking part. It informed the focus of the questions to ask and provided a context within which to analyse the feedback from equality groups.

Impact

Equality-related policy and research was included in the initial evidence base and underrepresented groups were proactively involved in the consultation. This ensured the Career Review was informed by the views and needs of equality groups.

As such, the final report set out equality-related challenges drawn from the evidence:

- Despite the prevalence of needs-based models, disadvantaged young people still report finding it more difficult to access services.
- Young people, particularly those at risk, faced confusion about available programmes and funding, leading some to “cycle” through initiatives.

- There is a risk that future economic change will exacerbate inequality by disproportionately benefitting young people who are more mobile and better connected and informed.

It also outlines opportunities for the review in responding to the challenges and addressing inequality, including:

- creating a means to draw the system together to address inequalities in access and quality,
- ensuring career services are highly accessible and appealing to those who are unlikely to be reached by formal services,
- improving management of investment across the system to focus on the needs and progression of young people and ensure equity of access to provision,
- providing services within communities to proactively address how discrimination impacts on diverse young people.

Drawing out these equality-related challenges and opportunities provided evidence-based direction to address inequality in the reimagination of the service:

- **Equality:** designing services for all that truly support social mobility.
- **Ambition and outcomes:** defining success more widely from focusing on skills and occupations to include values and purpose.
- **Age and stage:** balancing focus of services between continued support at key transition points and more input during influential early years.

In addition, each of the five design principles identified within the main report have a focus on equality. This includes meeting the different needs of young people and enabling young people to expand their knowledge and experience of fair work.

Section 6

Equality in the communication of the review

As with the consultation, reach and accessibility are key factors in communication with stakeholders about the aims, progress and outcomes of the review.

Action

Ensure accurate, sensitive representation of those with equality characteristics across communications and key documents

A range of activity was carried out within the communications plan:

- Equality organisations were included in the Stakeholder Mapping Exercise to support reach.
- Equality content was incorporated across the microsite and key documents.
- Communications included representation of equality groups, supported by consultation with partners to ensure this was done accurately and sensitively.

A key communication channel for the review was the Career Review digital micro-site on the SDS corporate website.

Action

Ensure accessibility of the Career Review digital microsite and its content

The digital microsite was designed and developed to accessibility standards, ensuring AA compliance.

In addition, the language across the site was reviewed and simplified where possible to aid understanding.

Impact

Inclusion of equality groups in the stakeholder mapping ensured that they received the Stakeholder Engagement Newsletter for updates on the review.

Focusing on equality led to representation and accessibility across communications:

- Diverse and inclusive imagery in the final report, for example the graphic of a young woman with Down's Syndrome learning about different careers, which was reviewed by Down's Syndrome Scotland for accuracy.
- The [video summary](#) of the Career Review was subtitled to support accessibility and included representation of equality groups across the imagery used.
- A [case study](#) from the consultation focused on a young non-binary person with lived experience of interrupted learning, anxiety and depression.
- A [specific section](#) on the Career Review microsite to address inequality.

Section 7

Equality in recommendations and final report

The final objective of this Equality Impact Assessment was to ensure that equality was embedded in the recommendations and final report of the Career Review. As noted, the initial draft of the recommendations was informed by existing equality evidence and the views of stakeholders representing a range of equality groups.

Action

Review each draft recommendation through an equality lens

As with the consultation, an Equality Impact Assessment workshop was carried out to support this phase of the review. The purpose of this workshop was to ensure the recommendations that would shape the future of career services across the ecosystem could do so in ways that would also reduce the persistent and pervasive inequality in society.

The workshop was attended by those from the Career Review Programme Team who had carried out the consultation and drafted the recommendations. This allowed the discussion to be informed by feedback given by individuals with lived experience of disadvantage from across the consultation. It also included equality experts from across SDS, including CIAG and Work-Based Learning. This continued the approach of bringing together those carrying out the review and those with subject-matter expertise of equality matters within career services.

Learning from the first workshop led to the inclusion of colleagues from SDS's LGBTI+ and BAME+ Allies networks. This gave voice to those with both lived experience of the equality factors and an in-depth understanding of career services.

The workshop considered all 10 draft recommendations alongside evidence of disadvantage for each equality group in turn. To ensure all attendees could participate equally, views could be shared anonymously and through discussion. The findings were interpreted to inform the recommendations and the final report.

Action

Position equality, diversity, and inclusion as a core element of the final report and set a clear direction for the career ecosystem to address inequality and discrimination as a priority in their implementation of the recommendations.

The team carrying out this Equality Impact Assessment and the Career Review Programme Team specifically considered the learning from this assessment and the review itself to ensure that the needs of equality groups were captured in the final report and would be prioritised as the review moved forward into the next phase.

Three priorities were identified in terms of setting a clear direction to address inequality and discrimination through the recommendations of the review.

Emphasise the need to balance support for individuals with action to address external causes of inequality

Systemic and societal inequality and discrimination is the main cause of disadvantage. Support for the individual can only go so far in mitigating this, if these issues that are external to the individual are not addressed.

This includes those who are not disadvantaged in a situation becoming allies and challenging the cultures and practices that lead to others being treated differently to them.

To make clear the intention to address inequality through the recommendations and encourage the career ecosystem to prioritise this in taking them forward.

Views of disadvantaged groups informed the recommendations, building the potential to address inequality into each one.

However, it was identified that this needed to be explicit and a key element in the outline of each recommendation.

To address the specific and diverse needs relating to the various equality factors and suggest key activity to meet these needs in taking forward the recommendations.

The existing evidence base and the findings from the review and this Equality Impact Assessment all highlight the diverse needs and experiences relating to different equality factors.

Key activity for each equality factor is required to support the implementation of the recommendations and strengthen the potential to reduce inequality.

Following identification of these priorities, content for the report was produced by those leading the Equality Impact Assessment.

Impact

To align with the priorities identified, three types of equality content were produced and given prominent focus in the final report.

- **Equality indicators:** intended as principles to underpin the recommendations, they cover support for individuals and highlight the need to address societal and systemic inequality and discrimination
- **Equity impact statements:** included under every recommendation, these statements outline the influence of equality on the creation of the recommendations and the focus needed by organisations across the career ecosystem to take them forward in an inclusive way
- **Factor specific direction:** with a specific section for each of the key equality groups, this content addresses the specific and diverse needs of each one and suggests key activity to meet these needs in taking forward recommendations

Appendix 2 provides extracts of this equality content from the final report.

This content sets the direction for the needs of equality groups to continue to be considered in the next phase of the Career Review and ensure the recommendations are taken forward in an inclusive way.

The focus on this was noted as welcome in the Scottish Government response to the final report and recommendations.

Section 8

Equality in the future of the Career Review

The implementation phase of the Career Review will involve organisations across the career ecosystem. Equality will continue to be a focus throughout this phase.

Learning from this Equality Impact Assessment

This Equality Impact Assessment was tailored to the pace and iterative nature of the review itself. Learning from each stage of this process and its impact on the review itself will inform the approach to considering equality within the next phase.

- **Considering equality groups in a live, iterative and short-term process**

The approach to considering the needs of equality groups is likely to remain agile throughout the next phase, with actions identified, taken forward and reviewed on an ongoing basis. However, learning from this process can inform planning for this. In addition, options will be sought to provide regular updates in relation to the consideration being given to equality throughout.

- **Governance with a focus on equality**

There is potential in the next phase to further communicate the Programme Board's focus on, and commitment to, equality, for example with an article outlining their experience and individual thoughts on the importance of it.

- **Involving those with lived experience of equality factors**

There is an opportunity to involve those with lived experience of equality factors earlier in the consultation to inform the focus and co-design the questions.

- **Creating equality content**

Opportunities should be explored to co-create any future equality content with those who have lived experience of the key equality factors being covered.

- **Communicating the focus on equality through all key documents**

There is scope to map the equality content included across all key documents, for example summary reports and infographics, to ensure proportionate inclusion across the suite of documents.

An outstanding action from this Equality Impact Assessment is to ensure future phases reach those groups that have not been heard to date in the review, specifically Gypsy / Traveller communities and those with lived experience of homelessness. This should include identifying channels of communication to reach the communities directly and invite them to take part.

Next steps of the Career Review

The next steps of the review will focus on the implementation phase. The Programme Board will work with practitioners, stakeholders, career influencers and those with lived experience to co-design and co-develop:

- a detailed implementation plan,
- the Career Development Model,
- the Career Services Coalition, including remit and membership.

They will also have a role in ensuring that careers and the recommendations of the review are reflected in evolving policy developments including those with a specific equalities dimension.

There will also be a programme of further testing with all-age users from diverse backgrounds. This is noted as a requirement in this Equality Impact Assessment if the findings are to be used to inform all-age services.

Equality in the implementation phase of the Career Review

Planning is currently underway to develop an approach to including and considering the needs of equality groups in the implementation phase. This will include an approach to Equality Impact Assessments that will be informed by learning from the process undertaken to date.

The plans will also ensure that other sources of good practice, equality standards, advice and guidance are embedded to support all those taking forward the review recommendations to consider and meet the needs of equality groups.

Appendix 1

Summary of the Equality Impact Assessment

Programme Board



- Activity** Proactively represented equality in board membership
Input to board on equality, diversity and inclusion in career services
- Impact** 50:50 gender split + representation and knowledge of equality factor
Equality embedded in project plans + bespoke EqIA completed
- Learning** To further communicate equality representation and activity of board

Evidence, co-design and engagement



- Activity** Equality-related policy included in evidence review
Equality groups included in an accessible consultation
- Impact** Evidence-based challenges/opportunities identified for equality groups
Voices of equality groups fed into creation of recommendations
- Learning** Earlier engagement with those not yet consulted

Recommendations and final report



- Activity** Workshop to review draft recommendations through an equality lens
Equality content produced for final report
- Impact** Focus on equality in final report recognised and
Direction set to guide inclusive implementation of recommendations
- Learning** Co-create future content with individuals with lived experience

Communications



- Activity** Equality groups represented across communications
Content reviewed for accessibility
- Impact** Diverse imagery and case studies
AA compliant micro-site, accessible content such as subtitled videos
- Learning** Include equality content in all outputs, including summaries/briefings

Appendix 2

Extracts of equality content from the final report, Careers by Design

Factor specific direction

Specific section to address the specific and diverse needs of each of the key equality groups, with suggested activity to meet these needs in taking forward recommendations.

Report extract:

Addressing inequality through the recommendations

The recommendations of this Career Review have potential to address the pervasive inequality that until now has persisted in society. In particular, they have critical value in addressing the needs of equality groups, supporting individuals to overcome barriers and disadvantage and in advocating for equality, inclusion and diversity across education, training and employment.

Career services across the ecosystem need to be aspirational in their approach to addressing disadvantage and supporting individuals to meet their goals and reach their potential in a career that is meaningful to them.

To ensure this, we have identified equality factors that will be crucial in ensuring our recommendations are inclusive and effective in reducing inequality.

Additional support needs / disability

By adopting the social model of disability and shared standards of accessibility across the career ecosystem, all services should focus on removing rather than mitigating barriers that exclude and discriminate against disabled people.

Career services across the ecosystem should understand and embed the Principles of Good Transitions for young people with additional support needs, taking into account that key transition points may happen at different times for some.

Care experience

In line with the Independent Care Review and The Promise, love and nurture should be at the heart of all career services delivered to care experienced young people with a focus on supporting them, as a parent would, to realise their full potential.

Gender

Staff across the career ecosystem should be gender competent in that they understand the impact of gender inequality on all areas of an individual's career development, focusing on women and girls where the disadvantage is most heavily weighted.

This understanding should be used to embed gender sensitive approaches in the development and delivery of career services.

Poverty

Career services should understand the impact of poverty on individuals and communities, that those with protected characteristics are more likely to be living in poverty, and the potential for fair work to address this. With a focus on supporting individuals to “survive and then thrive”, career services should signpost individuals and families to support that will meet their basic needs and secure the conditions for them to more effectively engage with, and benefit from, career services.

Race

Career services need to be consistent and vocal in standing against persistent and systemic racism, the main cause of disadvantage and inequality for Black, Asian, Gypsy/Traveller and other Minority Ethnic groups. They should proactively and effectively address underrepresentation of ethnic minority individuals across the sector.

Practitioners should understand race and the impact of racism, including microaggressions, and variances in experiences between cultures.

Sexual orientation and transgender

Career services should recognise, respect, advocate for and ensure representation of all LGBTI+ identities. Services should be proactive, vocal allies of the LGBTI+ community and speak out against disadvantage and discrimination, particularly the Trans community who continue to face some of the greatest discrimination in society.

Practitioners should understand LGBTI+ identities and the impact of the discrimination they face on an individual's sense of self and subsequently their career development.

Equality indicators

Principles to underpin the recommendations, covering support for individuals and highlighting the need to also address societal and systemic inequality and discrimination.

Report extract: Equality indicators



Address persistent inequalities

These recommendations support individuals to overcome barriers and disadvantage, meeting their individual goals and potential, and addressing the pervasive inequality that has persisted in society.

They aim to address equality, inclusion and diversity across education, training and employment.



Support individuals with diverse needs

These recommendations help individuals and those supporting them to understand their unique strengths and challenges, empowering them with the skills and resources they need.

They help young people gain self-awareness, acknowledge their value and worth and build self-confidence and belief. They help young people understand and validate their motivations and goals, developing agency whilst being treated fairly by others in learning and work settings.

They encourage the exploration of each person's life, interests, morals, skills and values, and should recognise the intersectionality of characteristics.



Encourage a culture of inclusive and fair work

These recommendations, through work with employers, unions and others, support active challenge of stereotypes, preconceptions and discrimination in the workplace.

They help people from equality groups to reject the influence of these stereotypes and focus on their own goals and aspirations. They help those who are not disadvantaged understand their role in addressing inequality.



Value and recognise skills

These recommendations support the goal of skills development having parity with qualifications. A wider view of attainment in this way, will play a critical role in addressing the inequality created by a system that has a strong focus on qualifications

Equity impact statements

Under every recommendation to outline the influence of equality on the creation of the recommendations and the focus needed by organisations across the career eco-system to take them forward in an inclusive way.

Report extract:

Recommendations and equity statements

Recommendation 1: A new career development model

A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.



Equity impact statement

The model recognises each person as an individual with their own distinct needs. It will offer meaningful and accessible support in career development, tailored to them when they need it. It supports equity of access in any setting – meaning everyone will experience a similar standard of service irrespective of who is offering it.

Recommendation 2: Developing skills and habits essential for the future world of work

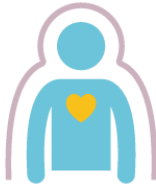
Career education and services should be designed to develop, recognise and accredit the skills and habits essential for the future world of work.



Equity impact statement

Collaborating with individuals throughout their own unique journey will offer diverse and equitable experiences, enabling the development of skills and career habits that help them thrive in the future.

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.

Equity impact statement

Encouraging the exploration of each person’s life, interests, morals, skills and values, building a narrative of their own story, deepening self-worth and belief in their contribution to the world.

Recommendation 4: Experiential career education



There should be dedicated curriculum time for experiential work-related learning in all settings.

Equity impact statement

Each individual is entitled to access fair, just and purposeful work-related learning embedded within their curriculum that aligns with their goals and ambitions. All learning incorporates equality and diversity principles that challenge and overcome entrenched ideas about the world of work, such as gender stereotypes.

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.

Equity impact statement

All communities, their needs and values are appreciated, understood and accepted, so there will be fair and equitable career services.

Recommendation 6: Exposure to Fair Work

People should have a right to have a wide range of meaningful opportunities to experience work and understand what fair work is.



Equity impact statement

Every person is entitled to accessible and inclusive work-related experiences embedded within the curriculum that incorporate equality and diversity and aligns with their goals and ambitions.

Recommendation 7: Digital enablement, empowerment and engagement

Enhanced digital services and online tools should be developed that present information about the world of work in an inspiring and accurate way.



Equity impact statement

Through the development of inclusive, accessible digital services and tools all people can access inspiring, trusted and relevant content. This is complemented with access to professionally qualified, impartial one-to-one support to use, navigate, and process information.

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.



Equity impact statement

The career ecosystem will inclusively offer accessible and dependable support throughout an individual's diverse life experiences.

Recommendation 9: Strengthening evaluation and continuous improvement



The effectiveness and impact of the whole career system should be measured using a suite of outcome-based measures that are integrated in all settings, supporting the delivery of responsive and flexible services.

Equity impact statement

The approach places importance on identifying outcomes that reflect individual goals, distance travelled and career happiness, and evaluate the quality and effectiveness of the career ecosystem for all individuals and its impact on wider economic and social objectives.

Recommendation 10: Creating a career services coalition



The effectiveness and impact of the whole career system should be measured using a suite of outcome-based measures that are integrated in all settings, supporting the delivery of responsive and flexible services.

Equity impact statement

The approach places importance on identifying outcomes that reflect individual goals, distance travelled and career happiness, and evaluate the quality and effectiveness of the career ecosystem for all individuals and its impact on wider economic and social objectives.