**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**](https://connect.sds.co.uk/Interact/Pages/Section/Default.aspx?Section=6634) **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**](mailto: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](https://www.equalityhumanrights.com/sites/default/files/assessing-impact-public-sectory-equality-duty-scotland.pdf)

[Scottish Government Guidance for Children's Rights and Wellbeing Impact Assessments](https://www.gov.scot/publications/childrens-rights-wellbeing-impact-assessment-guidance/)

[Scottish Government Guidance for Island Community Impact Assessments](https://www.gov.scot/publications/island-communities-impact-assessments-guidance-toolkit-2/)

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| **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 (this is generally the name of the project or policy.)**

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| My World of Work |

**Name of Senior Responsible Officer (this is the person with final responsibility for a project- such as Director or Head of Service)**

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| David Grier |

**Does this project relate to any other published EQIAs** (Equality Impact Assessment**) or ICIAs**(Island Community Impact Assessments)**?**

# Additional guidance

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| You should list any published EQIAs, ICIAs or IEIAs that relate to the project. They may partially overlap or the new IEIA may supplement an existing overarching EQIA, ICIA or IEIA or the new IEIA may incorporate existing EQIAs, ICIAs or IEIAs. |

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| [Scotland’s Career Review](https://www.skillsdevelopmentscotland.co.uk/media/4juaqfjm/scotland-s-career-review-phase-1-equality-impact-assessment.pdf)  My World of Work profile Equality Impact Assessment  [Skills planning and sector development – Digital Economy Skills Action Plan](https://www.skillsdevelopmentscotland.co.uk/media/tdgbvwif/digital-economy-skills-action-plan-equality-impact-assessment.pdf)  Apprenticeships.scot  MyWoWLive  Marketplace (all available on the [SDS corporate website](https://www.skillsdevelopmentscotland.co.uk/about/policies/equality-diversity-and-inclusion#:~:text=Our%20Equality%20Impact%20Assessments%20are,have%20on%20different%20protected%20groups.)) |

**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

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| Prompts:   * What are the objectives of the project? (Consider explicit and implicit aims) * Who does the project affect/benefit? * What results/outcomes are intended? * Is the project new? * Does it involve external partners- if so, who? * Any other additional relevant information? * Ensure you consider this overview from the perspective of Equality, Island Communities and Children’s Rights. Are there specific points from these various groups that need to be highlighted within your overview?   *For Island Communities identify if there are explicit island needs or any potential direct or indirect impacts for island communities. Remember to think about each island individually because what might not have any impact on one, may impact adversely on another.* |

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| My World of Work is an all ages award winning website for career information and support. It was launched in 2011. Included in My World of Work are tools and resources including a new profile area where pupils can store information on their life progress and achievements. The key objective of My World of Work is to enable the people of Scotland to realise their potential by finding the information and support required to thrive throughout their school and work life. In June of 2024 a new version of My World of Work was launched on a new platform. The development of this new website was informed by our audiences and insight was conducted during its development. During the beta stage usability testing took place across Scotland with our various audiences and an emphasis was put on testing with customers with protected characteristics. This took the form of working with stakeholders and individuals to ensure a collaborative approach. For the purposes of the impact assessment when My World of Work is mentioned it includes the profile area which is integral to the website.  There have been over a million sessions on My World of Work since its relaunch. |

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| **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

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| The public sector equality duty is a duty on public authorities to consider or think about how their policies or decisions affect people who are protected equality characteristics under the Equality Act. If a public authority hasn't properly considered its public sector equality duty, it can be challenged in courts.  Tip- whilst going through each characteristic ensure you take some time to ask yourself the following questions:   1. Does this project eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010? If not, what can I change to ensure that it does eliminate unlawful discrimination, harassment and victimisation? 2. Does this project advance equality of opportunity between people who share a relevant protected characteristic and those who do not? If it does you need to highlight this as a positive impact within your impact assessment. 3. Finally, does this project foster good relations between people who share a protected characteristic and those who do not? Again, this should be highlighted as a positive impact.   The purpose of the IEIA is to allow you the space to identify areas for improvement; it is completely acceptable and appropriate to identify areas for improvement or places where there is unintentional discrimination. The important thing is that actions are identified and taken to mitigate.  There are multiple ways to approach this section. One is to consider how each group would be impacted at different stages of the project.   * + What issues might this group face in finding out about this project/opportunity?   + What issues might this group face in accessing the project?   + What other barriers might this group face throughout the delivery of the project?   + How will you evaluate if this group has successfully been able to access the project?   + Consider intersectionality within this too. For example, does a gay Muslim woman face additional barriers at each stage? Any mix of characteristics is appropriate to consider   Other prompts could include:   * What equality information have you accessed regarding:   + Different needs?   + Different experiences?   + Different access to services, information or opportunities?   + Different impacts/different outcomes? (for example, through project monitoring or data from similar projects, through internal/external research, statistics on local population) * Are there any gaps in equality information that you will need to fill now/later? * Are there any experts or people affected by the project you should consult now? (Include details of findings from consultation if this has already taken place) * Who do you need to get views from, internally and externally? How will you ensure you include ‘harder to reach’ groups?   All these prompts can support all the questions within this section, but particularly Impact and Action. You do not need to use all the prompts; we have provided a range so that you can find the ones that suit your project best. |

**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**](https://connect.sds.co.uk/Interact/Pages/Section/Default.aspx?Section=6634) **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.**

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| **2.1 Age** |

# Guidance for 2.1

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| Age can be considered within groups of ages, defined in a way that suits your project. Those at the younger and older ends of the labour market tend to face the most labour market disadvantages. |

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| **Context:**  My World of Work is an all ages service which in this case means from primary 5 to retirement. Information for our different audiences is divided into sections: primary pupils, secondary school pupils and adults.  Those at the younger and older ends of the age groups are more likely to face barriers in work and potential discrimination.  Gender and ethnicity intersect with age to mean greater labour market disadvantages.  The % of those aged 50-64 years in Scotland’s labour market has reduced.  The age profile of those running their own business is skewed towards older people with the average age of self employed workers in the UK currently at 48 years old.  [Source](https://skillsdevelopmentscotland.sharepoint.com/:w:/s/IShare/EvaluationandResearch/TeamSite/EarxkHrp9NxFiUjXkLJzX-oBpbQpRAQu0GHpARomRw6Mcw?e=yRod0u) |

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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?)** |
| A positive impact on age is that there are 3 sections for audiences by age/stage: primary, secondary and adult where the content is tailored eg: job profiles and tools for primary, option choices and exam results; support for secondary, skills, career changer support for adults. This allows customers to navigate to the area most relevant to them to provide the best user journey. This is user centred design. | When developing the new site extensive insight took place on navigation which informed the sections approach. There is some anecdotal evidence to suggest that My World of Work is associated largely with school pupils. Insight should take place to discover if this is the case and if so how we can address it.  Insight and usability testing with customers and non-users to identify gaps in our knowledge focussing on those who are unemployed or in insecure employment to ensure content is relevant for all ages. |
| There is currently no information on menopause and employment rights on the site. | Insight should take place to discover if this would be a useful addition to content and if so what the journey would be for customers and where it should sit on the site – this should take place with customers and non users who would benefit from our services. |
| The new legislation on the rights of the child will have a positive impact and is covered later in this document. | See Children’s Rights and Wellbeing section below. |
| The use of dark mode and other contrast functions should be considered for specifically older customers but also disabled customers. | Exploration on if there are any features that can be added to assist with viewing the site around preference setting as well as how this could be rolled out in public access centres. |
| Those at the younger and older ends of the labour market are more likely to face barriers in work and potential discrimination. Young people are less likely to be in employment due to higher numbers in this age group being in education. The website has a positive impact for customers where they can find a wealth of information but only if they identify it as something that is relevant for their age group and situation. | Extensive insight with customers in schools and beta usability testing of the new website in schools as well as sessions in colleges, youth groups and partner organisation workshops - and some co-design/co-creation sessions resulting in content that is more appropriate to our audience.  CIAG/teacher engagement took place through schools and college.  Photography that represents the diverse ages of our customers was considered  Content article on rights in work and minimum wage is in progress.  **Future actions:**  Continued insight co-design user generated content and usability testing with our audiences with a focus on older customers  Continue to ensure photography and illustrations/imagery is age diverse |

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| **2.2 Children's Rights and Wellbeing** |

# See guidance for 2.2

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| This only applies to projects impacting young people up to the age of 18. If the project could impact on young people up the age of 18, you need to complete this section. There may be overlapping evidence, impact and action between Age and Children’s Rights. You can repeat or cite that it is present in Age and pertinent to Children’s Rights as well.  Please see the [SDS UNCRC Report 2017-2022SDS UNCRC Report 2017-2022](https://www.skillsdevelopmentscotland.co.uk/media/49064/uncrc-report.pdf) for more information about how SDS is upholding the articles of the UN Convention on the Rights of the Child. |

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| **Context:**  With a focus on secondary school pupils for the My World of Work website we support the United Nations Convention on the Rights of the Child (UNCRC). We have identified 17 articles that are of specific relevance to us. UNCRC has 54 articles that cover all aspects of a child's life. It entitles every child to claim them. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. |

**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.**

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**Which articles of the United Nations Convention on the Rights of the Child (UNCRC) (an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rightsdoes this project impact on? See** [**further guidance**](https://skillsdevelopmentscotland.sharepoint.com/:w:/r/sites/IShare/Connectcontent/_layouts/15/Doc.aspx?sourcedoc=%7B173332DE-79D0-45C0-BDE7-29A9622F1787%7D&file=UNCRC%20guidance%20FINAL.docx&wdOrigin=TEAMS-ELECTRON.p2p.bim&action=default&mobileredirect=true&cid=57127dcb-c2e3-41fc-9e83-901d72aea588) **for this question**

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| We’ve identified these articles which are most relevant to our service:   * 3 and 12 * 2, 22 and 23 * 16, 32 (possibly 19), 20 and 29 * 17 and 42 * 5 and 18 * 28 (and 29 as noted above) * 30 (transitions?) |

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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?)** |
| [Article 3 Best interests of the child](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  The best interests of the child must be a top priority in all decisions and actions that affect children.  [Article 12 Respect for the views of the child](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life. | The purpose of My World of Work is to provide young people with the tools to make informed decisions on their future careers – with this in mind – the website has a positive impact.  Content on the rights of the child exists and we will explore how the UNCRC can be integrated into the website in a meaningful way.  Co-design, co-creation, user generated content as well as insight and usability testing has been and will remain integral to the website. |
| [Article 2 Non-discrimination](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.  [Article 22 Refugee children](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.  [Article 23 Children with a disability](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families. | As above |
| [Article 16 Right to privacy](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Every child has the right to privacy. The law should protect the child’s private, family and home life, including protecting children from unlawful attacks that harm their reputation.  [Article 32 Child labour](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.  [Article 19 Protection from violence, abuse and neglect](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8) (?)  Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. | As above |
| [Article 17 Access to information from the media](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.  [Article 42 Knowledge of rights](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Governments must actively work to make sure children and adults know about the Convention. | As above |
| Adults (parents, care givers etc)  [Article 5 Parental guidance and a child’s evolving capacities](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child’s increasing capacity to make their own choices.  [Article 18 Parental responsibilities and Government assistance](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children. | As above |
| [Article 28 Right to education](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.  [Article 29 Goals of education](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.  [Article 30 Children from minority or indigenous groups](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live. | As above |
| [Article 20 Children unable to live with their family](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child’s culture, language and religion.  [Article 29 Goals of education](https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/8)  Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. | As above |

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| **2.3 Care Experience** |

# See guidance for 2.3

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| Within SDS, we choose to use the term ‘care experienced’, by which we mean anyone who currently meets, or has ever previously met, the criteria for ‘looked after’. This includes those looked after at home, or away from home in kinship, residential, foster or secure care.  SDS is a Corporate Parent and we have public commitments within the [SDS Corporate Parenting Plan](https://www.skillsdevelopmentscotland.co.uk/media/48699/corporate-parenting-report-2021-24.pdf) - please ensure you are familiar with these commitments and ensure your project aligns as best as possible. |

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| **Context:**  As a corporate parent Skills Development Scotland takes seriously the inequality in outcomes faced by [care experienced people](https://education.gov.scot/media/gymf322m/childrenyoungpeopledefinitionsdoc.pdf).  Care experienced pupils consistently obtain fewer qualifications than their non care experienced peers and are more likely to leave school at the age of 15 (or younger).  Care experienced students are underrepresented in higher education and face additional barriers to learning, including financial and housing problems.  Care experience individuals are more likely to be unemployed after leaving school and be in low-paid, low-skilled and part-time roles. [Source](https://skillsdevelopmentscotland.sharepoint.com/:w:/s/IShare/EvaluationandResearch/TeamSite/EfLo_KLnpWRGhjo_G-is6DUBnDLiC9D2pesm0GVydVJ_Iw?e=OkWem5). |

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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?)** |
| There is a positive impact on care experienced people through understanding and keeping up with the evolving language used – this is reflected in the content and the team are aware of the importance of positive framing. | Insight sessions have taken place with care experienced people.  Groups have been established that meet 6 times a year to review and create content. We are also connected to the SDS care experience focal point group. |
| There is a positive impact through links with care experienced (Who Cares Scotland Each and Every Child and STAF) and mainstream organisations (eg MCR Pathways) | Content will continue to be developed to support care experienced customers with consideration to user journeys.  Insight and usability testing sessions will continue to take place with care experienced people to begin to take a more co-design/co-creation approach. |

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| **2.4 Disability** |

# See guidance for 2.4

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| Disability covers a wide range of conditions and impairments that impact people in a range of ways. You need to consider disability broadly and, in some circumstances, specific conditions/impairments. Within SDS we follow the Social Model of Disability, which says that people are disabled by barriers in society, not by their impairment or difference. The IEIA can support you to identify places where barriers still exist within your project and help to mitigate them.  Accessibility is a key point to reflect on regarding this characteristic. Here are some types of accessibility you may want to consider in your IEIA.   * **Physical -** is the physical space in use accessible to a range of people? * **Communication** - Is the method of communication accessible? Have you considered British Sign Language and/or Easy Read (a specialist format that combines images with clear text. It is designed to help organisations communicate with people with a learning disability**)**? * **Time -** Have you considered breaks and other considerations within an event to ensure autistic people have some time and space to decompress between presentations? |

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| **Context:**   * In 2023, **37% of all pupils** (259,036 individuals) had an additional support need (ASN). * Around one fifth of Scotland's population – that’s one million people – define themselves as disabled. Yet disabled people often experience higher levels of inequality compared to their non-disabled peers. [Source](https://www.gov.scot/publications/summary-statistics-for-schools-in-scotland-2023/pages/classes-and-pupils/) * Only about 50% of disabled people of working age are in work compared to 80% of non-disabled people of working age. * Employment rates vary greatly according to the type of impairment a person has. People with a mental health condition considered a disability have the lowest employment rate of all impairment categories (21%). The employment rate for people with learning disabilities is 26%. [Source](file:///C:\Users\PatriciaC\Downloads\University%20of%20St.%20Andrews%20–%20Facts%20on%20Disability) |

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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?)** |
| There is a negative impact in terms of the lack of information and representation of disabled people across the website in the ‘you can’t be what you can’t see’ space. This is something we are addressing through consultation with subject matter experts. | Extensive insight and usability testing took place with disabled customers of all ages for the launch of the beta website. We provide information on additional support needs eg rights, support available, funding.  Video case studies are included of individuals with additional support needs. These are featured within job profiles.  An ASN support page for parents helps to signpost to relevant organisation for more support. There is also a video with a careers adviser which covers the service SDS offers in schools.  Connected to the SDS disability focal point group.  Exploring exactly what this content is and where this information should sit in terms of appropriate user journeys and where people would expect to find this information in currently underway.  Work more with colleges and universities to provide content for these customers. |
| Positive – guidelines, support, advice, insight, usability testing | Updated our health and wellbeing content.  Work with our CIAG colleagues, educators and customers to improve content for additional support needs customers and how this fits into the current offer.  All new content meets the WCAG 2.1 AA guidelines and work continues to improve existing content.  Reports on accessibility take place on a regular basis to ensure we continue to improve performance  New pdfs are not being added to the partner area of My World of Work  Insight has taken place with disabled customers – and testing has taken place with blind and visually impaired customers as well as sessions in special schools.  We ensure the use of inclusive language and test to guarantee a reading age of 9. |
| The categories we use to ensure our content is representative across all areas of disability:   * Deafness or partial hearing loss * Blindness or partial sight loss * Full or partial loss of voice or difficult speaking * Learning disability * Learning difficulty * Development Disorder * Physical disability * Mental health conditions * Long-term illness, disease or condition   If we do not provide help and support for all our customers then they will not benefit from the careers information and advice on My World of Work. | Ensure the website continues to be WCAG 2.2 AA compliant  Continue to ensure content meets legal requirements.  Continue to review and improve accessibility on My World of Work including usability testing with disabled customers and working with visually impaired and blind users to help us test the website with screen readers.  Created a new BSL video and reviewed the journey with customers and a BSL plan for developing more videos for BSL customers.  Continue to look at how we can support our additional support needs and disabled customers and how this can fit with the technical restrictions of the website.  Continued insight with asn and disabled audiences and where appropriate with their parents, carers, teachers and careers advisers resulting in new content.  Increase the amount of co-design/co-creation/user generated content with identified customer groups.  Continue to ensure visual representations are inclusive.  New design system in place and regularly updated to ensure consistency for screen readers.  Continue to review the language level of content.  Identify specific groups within the disabled protected characteristic to focus on – starting with neurodivergent customers.  Continue to review best practice and adopt things like dyslexic fonts (if evidence shows they are more readable).  If there is content for employers on My World of Work – ensure that it highlights special requirements for disabled employees and prospective employees in terms of support and awareness.  Review regularly the content on disclosure of disability for people looking for work as well as FE and HE.  Reviewed the accessibility and created a report for overlays (for translating and font colours etc). |

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| **2.5 Gender Reassignment** |

# See guidance for 2.5

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| Gender Reassignment is sometimes more commonly referred to as transgender. For more information about the characteristic of Sex, please see guidance in that section.  Please note that data around gender reassignment/transgender frequently includes information around sexual orientation as well. You may have data that cuts across Sexual Orientation and Gender Reassignment. However, they are distinct characteristics.  Please note that data may be limited for this characteristic due to small sample sizes. |

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| **Context:**  Young trans people experience high levels of bullying and harassment at school and at higher levels than LGB+ young people impacting upon schooling experiences.  Trans students are more likely to continue to have negative experiences of education at further or higher education levels. Moving from school to college or university can be a difficult time for trans young people due to reduced support networks.  Trans people may experience specific barriers when both looking for and staying in work. Trans workers are more likely to experience workplace harassment and discriminaton than the wider LGB population. [Source](https://skillsdevelopmentscotland.sharepoint.com/:w:/s/IShare/EvaluationandResearch/TeamSite/ER222oO7xaxDka35BU40G6gBfPif4lqvDfQDvnGQQSB75w?e=nmpVj2). |

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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?)** |
| There could be a negative impact if the language used on the site is not gender neutral. | Regularly monitoring language on the website.  Sessions with trans and non binary people have taken place in the past – it would be good to have a regular session to review content and look at creating content.  Ensure any case studies include correct pronouns as appropriate.  Work with trans organisations to identify trans people to conduct insight and usability testing with. |
| Customers are not asked for gender information on registration. | Ensure all forms are regularly updated to reflect appropriate language |
| Insight sessions have taken place with trans customers | Continue insight codesign and usability testing with trans customers.  Increase the amount of co-design/co-creation of relevant content |

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| **2.6 Marriage/Civil Partnership** |

# See guidance for 2.6

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| This characteristic should only be considered in reference to SDS as an employer. Most IEIAs will not need to cover this characteristic. |

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| **Context:**  Marriage and Civil Partnership are only protected characteristics in regards to employment. It is not felt that there is an equality impact for My World of Work to consider. |

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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?)** |
| No action required on marriage/civil partnership required on My World of Work at this time. |  |

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| **2.7 Pregnancy and Maternity** |

# See guidance for 2.7

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| The Equality Act protects individuals from discrimination when they are pregnant until their right to maternity leave ends and they return to work or if they do not have the right to maternity, two weeks after the child is born. |

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| **Context:**  Teenage pregnancy rates in Scotland are at their lowest rate since 1994 but the impact of pregnancy for school-aged girls remains far-reaching. Teenage mothers are less likely to finish their school education with long-term implications for restricted education and career opportunities.  Student mothers at universities experience various issues arising from the dual and often conflicting roles of being both a mother and a student, including stress, guilt and anxiety along with financial difficulties.  The motherhood pay penalty results in women earning 28% less than before having children when they return back to the workplace. Good quality, convenient, reliable and affordable childcare is key to facilitate mothers’ re-entry and retention in the workforce. [Source](https://skillsdevelopmentscotland.sharepoint.com/:w:/s/IShare/EvaluationandResearch/TeamSite/EWYsXFRzFfBNoYJL4DRWW6wBr3YjRhzkxIbI5gedJKa61w?e=YhYgRe). |

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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?)** |
| There is no existing content related to pregnancy and maternity on My World of Work. | Content will be reviewed and where relevant added to support our pregnant customers and parents including their rights. |

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| **2.8 Race** |

# Guidance for 2.8

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| In the Equality Act, race can mean your colour, your nationality (including your citizenship or your ethnic/national origins, which may not be the same as your current nationality.) **(**[**https://www.equalityhumanrights.com/en/advice-and-guidance/race-discrimination**](https://www.equalityhumanrights.com/en/advice-and-guidance/race-discrimination)**)** |

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| **Context:**  Ethnic minority groups in Scotland have higher participation rates and progression to higher education than white groups. Pupils from ethnic minority backgrounds tens to have higher levels of attainment.  Outcomes for BAME students differ by ethnic background with white British students having better outcomes in terms of degree attainment and potential future earnings. BAME students tend to have less work experience related to their courses before starting university and are less likely to have undertaken a placement or internship.  Despite high levels of attainment in education, ethnic minority individuals in Scotland are not experienced the same labour market advantages as their white counterparts. The ethnicity pay gap in Scotland is 10.3%  Ethnic minority individuals are disproportionately more likely to work in low-paying sectors and less likely to hold managerial or senior positions in business. They are also more likely to be self-employed. [Source.](https://skillsdevelopmentscotland.sharepoint.com/:w:/s/IShare/EvaluationandResearch/TeamSite/ERyEkDv7BtVGhXYulJyyghkBh_uG7vKUZW1dCZcL0TgO0A?e=RCnPsw)  Different races and gypsy traveller etc |

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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?)** |
| There is a negative impact in terms of the lack of information and representation of BME people across the website in the ‘you can’t be what you can’t see’ space. This is something we are addressing through consultation with subject matter experts. | Extensive insight and usability testing took place with BME customers of all ages for the launch of the beta website. We provide information on additional support needs eg rights, support available, funding.  There is a connection with the SDS race focal point group.  Exploring exactly what additional content is required and where this information should sit in terms of appropriate user journeys and where people would expect to find this information in currently underway.  Identifying groups within race that are most disadvantaged and creating groups to explore further (eg.Gypsy traveller and African young people). |
| Positive – guidelines, support, advice, insight, usability testing | In collaboration with BME organisations, co-design and user generated content.  Work with the race focal point group. |
| Representation is considered in content   Insight has taken place to review content  Language is considered with content tested for a reading age of 9 (for customers who have English as a second language). | Continue to ensure representation is diverse on the website.  Review content and consider if the language could be made simpler.  Continued insight and usability testing with ethnic minority customers.  Introducing a tranlsation service to enable translation of up to 20 languages.  Increase the amount of co-design/co-creation with ethnic minority customers with specific focus on identified groups that are most adversely affected. |

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| **2.9 Religion or Belief** |

# See guidance for 2.9

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| Religion or belief refers to both religious and some non-religious beliefs, as well as the lack of belief.  Another important consideration in this characteristic is Islamophobia, which “is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness” (definition from All Party Parliamentary Group on British Muslims paper entitled [Islamophobia Defined](https://static1.squarespace.com/static/599c3d2febbd1a90cffdd8a9/t/5bfd1ea3352f531a6170ceee/1543315109493/Islamophobia+Defined.pdf)) |

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| **Context:**  There is limited data on religion or belief in education.  Limited evidence is available on the relationship between employment and religion or belief. However, evidence does suggest that Muslim workers are at a disadvantage as they have lower wages are more likely to be unemployed and that Muslim women face even more disadvantages and struggle more in the labour market. [Source.](https://skillsdevelopmentscotland.sharepoint.com/:w:/s/IShare/EvaluationandResearch/TeamSite/ETdwF3RbfqtHgAUwRrdan48BGQ5bYoZaHnaBNrlr9rekkA?e=N16gzC) |

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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?)** |
| There is risk of negative impact if there are no visibly Muslim imagery and/or rights information for rights in employment for different religions. | Ensure diversity of imagery and provide information on rights for different religions. |

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| **2.10 Sex** |

# See guidance for 2.10

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| The Equality and Human Rights Commission provided the following guidance regarding the characteristic of sex.  “Under the Equality Act 2010, ‘sex’ is understood as binary, being a man or a woman. For the purposes of the Act, a person’s legal sex is their biological sex as recorded on their birth certificate. A trans person can change their legal sex by obtaining a Gender Recognition Certificate. A trans person who does not have a Gender Recognition Certificate retains the sex recorded on their birth certificate for the purposes of the Act.”  <https://www.equalityhumanrights.com/en/advice-and-guidance/what-equality-act-says-about-protected-characteristics-sex-and-gender> |

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| **Context:**  Girls continue to outperform boys in qualification attainment and positive post school destinations. School subjects chosen are still heavily segregated by gender.  More young women than men go into Further Education and he where subject choice continues to be gender imbalances, impacting upon future career opportunities.  Women are affected by low pay, precarious employment and continuing gender pay gaps. Women are under-represented in entrepreneurship, yet women-led businesses perform slightly better than male-led or mixed-led businesses.  Economic inactivity rates are higher for work aged women than men and the inactivity rate continues to rise as a long-term post-pandemic legacy. The main reasons include caring for family/home and long-term sickness for women compared to predominantly long-term sickness for men. [Source.](https://skillsdevelopmentscotland.sharepoint.com/:w:/s/IShare/EvaluationandResearch/TeamSite/EcUs3nPbX7tFuPFyupok1-sB_wVV3PTzcXUDFvGIwkQgog?e=kSdKDB) |

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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?)** |
| There may be a negative impact in terms of the lack of information and representation of women across the website in the ‘you can’t be what you can’t see’ space. Every effort is made for this not to happen and we will continue to monitor. | Extensive insight and usability testing took place with genders of all ages for the launch of the beta website. We provide information on additional support needs eg rights, support available, funding for women returners.  Connected to the SDS Women and Girls focal point group.  Monitor and review imagery of women across the site. |
| There is a positive impact in terms of guidance is online and tools are gender blind so job suggestions are not gender bias. | Promote women in STEM and men in untraditional gendered roles. |
| Language is reviewed by the content team to ensure it is gender neutral | Continue to monitor and review language on the website. |
| We have ensured images and case studies on My World of Work do not promote / or do challenge gender stereotyping and language used.  Content training on Gendered Language has taken place with the content team  Insight takes place across all genders | Continue to review language of My World of Work for gendered language.  Continue to promote equality through the content e.g. celebrating successes with more girls going in to STEM.  Insight will take place to understand any additional requirements and to begin to take a more co-design/co-creation approach. |

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| **2.11 Sexual Orientation** |

# See guidance for section 2.11

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| Please note that data around sexual orientation frequently includes information around trans individuals as well. You may have data that cuts across Sexual Orientation and Gender Reassignment. However, they are distinct characteristics. |

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| **Context:**  At school, bullying based on sexual orientation negatively affects educational attainment and career plans of LGB+ students. Many LGB+ young people in the UK encounter challenges in schools such as bullying, isolation and lack of support which negatively impacts their ability to engage in education.  College and university are generally considered to be more positive environments for LGB+ individuals compared to school, with lower incidences of bullying and harassment.  However at university the lack of structure and unchecked homophobic biphobic and transphobic behaviour can have a negative impact on the mental heath attendance of ability of LGB+ students to finish their degrees.  LGBT+ individuals can face challenges in the workforces such as experiences of anti-LGBT+ abuse and language, gendered workplaces that are not LGBT+ inclusive and poor mental health support.  In the workplace barriers can remain in the form of harassment and discrimination for LGBT\_ workers and a significant proportion of LGB+ employees have hidden or disguised their sexuality to avoid discrimination. [Source.](https://skillsdevelopmentscotland.sharepoint.com/:w:/r/sites/IShare/Connectcontent/_layouts/15/Doc.aspx?sourcedoc=%7BA5322444-7E4B-43B3-9D78-AE2F87141706%7D&file=Sexual%20Orientation_EER%202023.docx&action=default&mobileredirect=true) |

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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?)** |
| There could be a negative impact if the language used is inappropriate. | Regularly monitoring language on the website.  Sessions with LGB+ people have taken place in the past – it would be good to have a regular session to review content and look at creating content.  Work with LGB+ organisations to identify trans people to conduct insight and usability testing with. |
| Insight sessions have taken place with LGB+ customers | Continue insight and usability testing with LGB+ customers.  Increase the amount of co-design/co-creation of relevant content |

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| **2.12 Poverty** |

# See guidance for 2.12

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| Poverty can be defined in several ways:  • **Geography based** – Poverty can be measured by geography. The Scottish Index of Multiple Deprivation (SIMD) ranks Scottish postcodes between 1-10 to indicate how deprived the area is. This ranking is based on a range of factors, including average education levels of residents, crime levels, and housing quality (see [SIMD, 2020](https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/)). In this document SIMD 1 = most deprived and SIMD 5 = least deprived.  • **Income** – Income is widely used as an indicator for individual or household poverty. Households in the UK are classed as living in poverty if they are 60% below the median household income ([Scot Gov, 2017](https://www.gov.scot/publications/poverty-income-inequality-scotland-2015-16/pages/3/)).  • **Occupation** – The job that an individual has can be categorised hierarchically. The ‘NS-SEC’ measurement fits occupations into a scale of occupational prestige, which also broadly captures levels of pay too. |

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| **Context:**  Children living in poverty are less likely to be able to read well at school than their classmates. 1 in 5 children from poor families in Scotland leaves primary school unable to read well, a level four times as high as that of pupils from better off households. Not reading well can cut short children’s chances in life and makes Scotland less fair and less prosperous. This is despite the best efforts of government, teachers and families around the country. [Source](file:///C:\Users\PatriciaC\Downloads\Read%20on,%20get%20on%20–%20Children%20in%20Scotland)  The impact of poverty on digital inclusion is startling and leads to an increased digital divide. |

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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?)** |
| Steps have been taken to make the website ‘greener’ which has a knock on effect of making the site use less mobile data  Customers can use public access computers in our centres to access My World of Work for free | Continued work will take place on the website to ensure loading times are minimised.  Testing to discover if we can implement a 3G speed for loading to assist customers with poor connectivity |
| Insight usability testing and co-design sessions have taken place with customers in areas of deprivation | Continue insight and usability testing with customers from deprived areas.  Work with partner organisations such as the Poverty Alliance and actively pursue more insight with MCR Pathways etc.  Ensure insight takes place across areas of deprivation and insight and usability testing is conducted with youth groups as well as in schools to ensure diversity. |

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| **2.13 Island Communities** |

# See guidance for section 2.13

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| The Islands (Scotland) Act 2018 was passed by the Scottish Parliament in 2018 and is only one of a handful of place-based pieces of legislation to focus specifically on islands in the world.  The measures it contains, like the Island Communities Impact Assessment, are designed to meaningfully improve outcomes for island communities. The provisions in Sections 7 to 14 of the Act came into force on 23 December 2020. For more in depth guidance from Scottish Government, please follow this link (<https://www.gov.scot/publications/island-communities-impact-assessments-guidance-toolkit-2/>)  The Additional Questions below cover steps 1-5 of the ICIA. The questions under Full Island Community Impact Assessment cover steps 6, with step 7 covered later in the IEIA form.  In December 2019, Scottish Ministers published the first-ever National Islands Plan, which was created with the input of many islanders and those with a strong interest in Scotland's islands. The Plan sets out thirteen Strategic Objectives which will also be critical over the next five years to improving the quality of life for island communities. When you are developing your project, it is important that you consider the [National Islands Plan](https://www.gov.scot/publications/national-plan-scotlands-islands/#:~:text=The%20National%20Islands%20Plan%20provides%20a%20framework%20for,replaces%20the%20proposed%20plan%20published%20in%20October%202019). |

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| **Context:**  . According to the Islands (Scotland) Act 2018 ([**https://www.legislation.gov.uk/asp/2018/12/enacted**](https://www.legislation.gov.uk/asp/2018/12/enacted)), an island community means a community which, "consists of two or more individuals, all of whom permanently inhabit an island (whether or not the same island), and is based on common interest, identity or geography (including in relation to any uninhabited island whose natural environment and terrestrial, marine and associated ecosystems contribute to the natural or cultural heritage or economy of an inhabited island)." Island Community Impact Assessments are a relatively new requirement, so published evidence may be difficult to obtain at present. However the ICIA focuses on consultation as a key form of evidence, so please consider gathering evidence via this method, particularly if you cannot identify existing evidence. |

**Additional Questions:**

**Does this project include, deliver or impact on Island Communities (**a community which consists of two or more individuals, all of whom permanently inhabit an island and is based on common interest, identity or geography)**?**

**Yes  No**

**Is this a project, which is likely to have an impact an island community which is significantly different from its effect on other communities (including other island communities) in the area?**

**Yes  No  Don’t know**

**If you have answered no to the two questions above, you do not need to complete any further questions in the Island Communities section of this form but please provide some justification for your decision below.**

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**What island community concerns are you already aware of?**

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| Opportunities for apprenticeships and jobs tend to be fewer and lower paid on islands.  People may have to be more pragmatic about their options based on opportunities locally.  Public transport issues can present more of a problem to attend FE HE and work which particularly affects people living in poverty  Providing national LMI may be of little relevance to someone living in Shetland for example |

**Does the existing data for Island Communities differ between** [**islands**](https://connect.sds.co.uk/Interact/Pages/Content/Document.aspx?id=8895&utm_source=interact&utm_medium=side_menu_category)**?**

|  |
| --- |
| Not significantly |

**Are there any existing design features or mitigations in place? If yes, please describe**

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| Some content is in Gaelic on the website.  Consideration for more insight rurally – as well as more varied dialects in videos.  Review external content and links to see if they may be suitable content to be included on My World of Work. |

**If you are consulting, is your consultation robust, meaningful, and demonstrating that SDS has regard for island communities when carrying out its functions?**

# Guidance

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| Remember to consider whether it is appropriate to conduct consultation in Gaelic as well as English. You can email [islands@sds.co.uk](mailto:islands@sds.co.uk) for advice regarding consultations in Gaelic. |

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| More insight should be gathered and some co-design sessions should be factored in.  A session with Youth Scotland is planned in Portree (Young Islanders) and we are hoping this will lead to new contacts and some remote co-design sessions and/or user generated content. |

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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?)** |
| Attending a Youth Scotland session in Portree will be a positive impact on ensuring more island representation. | More insight usability and co-design with island communities. Explore how we do this remotely and how we can tap in to other project that are happening. |

**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.**

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

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| **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.**

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| As well as the in person session we will tap into existing networks and see how we can work remotely. |

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

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| Greater understanding of the specific issues for island communities will be factored in to future content. |

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

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| Sessions in person and remotely online. |

**Should delivery mechanisms/mitigations vary in different communities?**

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| More research is required. |

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

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| Yes |

**Have island circumstances been factored into the evaluation process?**

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| --- |
| Yes |

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

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| --- |
| Not yet |

**How will outcomes be measured on the islands?**

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| --- |
| To be confirmed |

**How has the project affected island communities?**

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| --- |
| To be confirmed |

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

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| --- |
| To be confirmed |

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| **2.14 Rural Communities** |

# See guidance for 2.14

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| There is likely to be substantial overlap between island communities and rural communities. You do not need to replicate impact and action from island communities into rural communities. It is important to consider where rural communities may differ from island communities, and this section should be used to highlight those differences, if they exist or to consider rural communities where a project does not impact on island communities but does impact rural communities. |

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| **Context:**  Rural Scotland is based on the Scottish Government’s Rural and Environment Science and Analytical Services (RESAS) classification of rural areas. It covers the Aberdeenshire, Angus, Argyll and Bute, Clackmannanshire, Dumfries and Galloway, East Ayrshire, East Lothian, Na h-Eileanan Siar, Highland, Moray, Orkney Islands, Perth and Kinross, Scottish Borders, Shetland Islands, and South Ayrshire local authorities. The 15 local authorities above are those RESAS classified as either ‘mainly rural’ or ‘islands and remote rural’.  Scottish Government defines rural Scotland, "as settlements with a population of less than 3,000. A settlement is defined to be a group of high density postcodes whose combined population rounds to 500 people or more. They are separated by low density postcodes.  By analysing drive times to larger settlements we can divide rural Scotland into:  Accessible rural: those with a less than 30 minute drive time to the nearest settlement with a population of 10,000 or more; and  Remote rural: those with a greater than 30 minute drive time to the nearest settlement with a population of 10,000 or more. ([https://www.gov.scot/publications/rural-scotland-key-facts-2021/pages/1/)](https://www.gov.scot/publications/rural-scotland-key-facts-2021/pages/1/)  Opportunities for apprenticeships and jobs are fewer rurally  Wages tend to be lower rurally.  People may have to be more pragmatic about their options based on opportunities locally.  Public transport issues can present more of a problem to attend FE and HE which particularly affects people living in poverty |

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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?)** |
| Rural communities are consulted through remote sessions with schools | More insight usability and co-design rurally. Explore how we do this remotely and how we can tap in to other project that are happening. |

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| **2.15 Other** |

# See guidance for 2.15

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| This section is optional and can be used if you feel there are any other specific groups that you would like to assess (for example, carers, armed forces/veterans and those with experience of the justice system) |

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| **Context:**  People with lived experience of the prison system and veterans are two groups that have been identified as disadvantaged in terms of future employment opportunities. |

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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?)** |
| There is content and a [tool](https://www.myworldofwork.co.uk/career-help/armed-forces-leavers-and-veterans-support/) for veterans on My World of Work | Review the content supporting the tool regularly |
| There is a negative impact on people with lived experience of the criminal justice system as we have little understanding of what would help in terms of employability for this group. | Work with partner organisations and explore opportunities for insight, co-design and user generated content with this group. |

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| **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**](https://skillsdevelopmentscotland.sharepoint.com/sites/IShare/Connectcontent/Resource%20Library/Forms/NotArchived.aspx?id=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FStakeholder%20Engagement%2FNational%20Approach%20to%20Equality%20Stakeholder%20Engagement%2Epdf&parent=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FStakeholder%20Engagement&p=true&wdLOR=c01445F43%2DF2E8%2D4B61%2DA36E%2D26AF5BD290DF&ct=1673439461424&or=Outlook%2DBody&cid=A4E46CE1%2D78DB%2D405E%2D9196%2D556D1E52BAE2&ga=1)**.**

**Focal Point Groups can also be useful for consultations, further information can be found** [**here**](https://connect.sds.co.uk/Interact/Pages/Content/Document.aspx?id=9279&utm_source=interact&utm_medium=side_menu_category)**.**

# See guidance for 2.16

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| Scottish Government suggests that consultation should adhere to the following principles:   * Continuous – Stakeholder engagement and consultation should begin as early as possible and continue until your proposal is complete. * Broad-Based – Consideration of the scope of consultation about your proposal should be wide enough to include all those affected and ensure a full spectrum of diversity in views and opinions. * Not Burdensome – Timeframes for consultation should be realistic and should not impose additional unnecessary workloads on organisations or people who may be expected to respond to multiple consultations over a period. This could result in "consultation fatigue" and may reduce the quality of the responses you receive. * Transparent – You should outline the objectives of your consultation and the context surrounding your proposal. All relevant supporting information should be made available. * Consistent and Flexible – Use of a consistent framework for consultation allows respondents to become familiar with the process and can negate concerns for respondents in relation to fatigue from responding to numerous different frameworks. * Subject to Evaluation and Review – Consultation processes should be evaluated, reviewed and updated as a means towards continuous improvement. * Defined Goals – Consultations should be "a means rather than an end". They should be used as a means of informing decision-making rather than a substitute for decision-making. |

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| **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) |
| Schools in 21 local authorities | Insight  Beta | Changes were made to the website based on observations | Schools were made aware of changes based on the beta testing |
| Colleges in 3 local authority areas | Insight  Beta | (i Changes were made to the website based on observations f none, explain why) | Colleges were made aware of changes based on beta testing |
| Youth groups in 3 local authority areas | Insight  Beta | Changes were made to the website based on observations | Youth groups were made aware of changes based on beta testing |
| Partners in 8 local authority areas | Insight  Beta | Changes were made to the website based on observations | Partners were made aware of changes based on beta testing |
| Adults in 10 local authority areas | Insight  Beta | **What changes were made based on the feedback?** (if none, explain why) | Adults were made aware of changes based on beta testing |
| Parents in 3 local authority areas | Insight  Beta  Option choices | Changes were made to the website based on observations | Parents were made aware of changes based on beta testing |
| ASN in 7 local authority areas | Insight  Beta  Content | **What changes were made based on the feedback?** (if none, explain why) | Additional support needs schools were made aware of changes based on beta testing |
| Care experienced in two local authority area | Insight  Beta  Content | Changes were made to the website based on observations | People were made aware of changes based on beta testing |
| BME in one local authority area (as well as included in general school and youth group sessions) | Insight  Beta  Profile  Content | Changes were made to the website based on observations | People from the session were made aware of changes based on beta testing |

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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

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| Consider the following points when drafting actions:   * How will you monitor the action and ensure it will be completed? * If you are taking an action regarding Equality Monitoring, have you ensured it is compliant with GDPR legislation? * If you have taken actions related to procurement, how will you ensure these are reflected within procurement documents and contracts? |

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| **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?** |
| Insight and usability testing with customers and non-users to identify gaps in our knowledge focussing on those who are unemployed or in insecure employment to ensure content is relevant for all ages. Potentially with a national survey to capture this info from a broad span of potential users. | Age (post school) | Provide a service for all customers | 2026 |
| Insight should take place around asn content and what/ if this would be a useful addition to content and if so what the journey would be for customers and where it should sit on the site – this should take place with customers and non users who would benefit from our services. | Disability/asn | Provide a service for all customers | Approach by Summer 2025 |
| Exploration on if there are any features that can be added to assist with viewing the site around preference setting as well as how this could be rolled out in public access centres. | Age/disability | Provide a service for all customers | Ongoing |
| Continued insight co-design user generated content and usability testing with our audiences | All except marriage/civil partnership | Provide a service for all customers | Ongoing |
| Ensure the website continues to be WCAG 2.2 AA compliant and ensure we meet legal requirements.  . | Disability | Provide a service for all customers | Ongoing |
| Continue to review and improve accessibility on My World of Work including usability testing with disabled customers and working with visually impaired and blind users to help us test the website with screen readers.  Created a new BSL and review the journey with customers and a BSL plan for developing more videos for BSL customers. | Disability | Provide a service for all customers | Ongoing |
| Continued insight with audiences and where appropriate with their parents, carers, teachers and careers advisers resulting in new content. | All except marriage/civil partnership | Provide a service for all customers | Ongoing |
| Increase the amount of co-design/co-creation/user generated content with identified customer groups. | All except marriage/civil partnership | Provide a service for all customers | Ongoing |
| Continue to ensure visual representations are inclusive. | All except marriage/civil partnership | Provide a service for all customers | Ongoing |
| Continue to review the language level of content. | All except marriage/civil partnership | Provide a service for all customers | Ongoing |
| Identify specific groups within the protected characteristic to focus on – as well as rural and island communities. | Disability (neurodivergent customers),Race (Roma and gypsy traveller, Muslim, black African) | Provide a service for all customers | Ongoing |
| New design system in place and regularly updated to ensure consistency for screen readers. | Disability | Provide a service for all customers | Ongoing |
| Continue to review best practice and adopt things like dyslexic fonts (if evidence shows they are more readable). | Disability | Provide a service for all customers | Ongoing |
| If there is content for employers on My World of Work – ensure that it highlights special requirements for disabled employees and prospective employees in terms of support and awareness. | Disability | Provide a service for all customers | Ongoing |
| Review regularly the content on disclosure of disability for people looking for work as well as FE and HE. | Disability | Provide a service for all customers | Ongoing |
| Review the accessibility and created a report for overlays (for translating and font colours etc). | Disability | Provide a service for all customers | Ongoing |
| Ensure all forms are regularly updated to reflect appropriate language | Gender reassignment | Provide a service for all customers | Ongoing |
| Update information on rights, support available and specific funding programmes | All except marriage/civil partnership | Provide a service for all customers | Ongoing |
| Continue to connect in to the SDS focal point group. | Race, care experienced, women and girls, disability | Provide a service for all customers | Ongoing |
| Promote women in STEM and men in untraditional gendered roles. | Sex | Provide a service for all customers | Ongoing |

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| **4.0 Approval and Publication** |

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

# Guidance

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| Scottish Government specifically asks about making impact assessments available in Easy Read and Gaelic within their guidance for the Island Community Impact Assessments. It is not required, but they do suggest it is considered. You can email islands@sds.co.uk for advice regarding publication in Gaelic. |

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| **On request.** |

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| **SRO (Print)** | **SRO Signature** | **Date** | **Review Date** |
| **DAVID GRIER** |  | **11/03/2025** | **22/09/2025** |

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| **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

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| Reviewing is important for several reasons.   * It will allow you to reflect on progress and learning before completing an updated IEIA in the future. * If you do not need to complete an updated IEIA, it stills allows for evaluation of the project and can provide learning for others in the future who are developing similar/related projects. * It will help the equality teams to identify and share good practice across the business. |

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

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| Almost all the actions were completed from the previous impact assessment – exceptions were when changes were made to the website that meant it was no longer required e.g. changes to the content approach and/or design.  A review took place and the relevant actions were brought forward to this IEIA. |

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

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| The actions achieved what they intended in that they provided an improved service for our customers. |

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

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| We will continue to expand the insight usability testing co-design and user generated content across the site by ensuring that more of the team can facilitate sessions. We will also take a more targeted approach to working with specific groups in a regulated way eg. Care experienced, asn and poverty. |

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

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| There is a research library for internal SDS use. |

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

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| This is a rolling programme and actions will be added on an adhoc basis. |