**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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| Careers Bridgeheads IEIA Phase 1 |

**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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| Dave McCallum |

**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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| YES –  Career Review EQIA  Transitional Change EQIA - planned |

**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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| **Background**  Engagement with customers in the [Career Review](https://www.skillsdevelopmentscotland.co.uk/career-review) told us that some individuals want more access to Careers Advisers, yet some feel stigmatised by the current targeted service offer and don't always feel represented and looked elsewhere for support. Customers also told us that they wanted a service that was less information based and one which provided more hands-on experiences. We also know that our customers receive a very different service online to offline.  **The objective of our work** is to transform our careers services to enable our customers to have regular, real and meaningful connections with work, developing metaskills.  Our challenge is to design services and experiences that effectively engage young people from ALL backgrounds without stigmatising, and at the same time offer a sufficient level of support to all that need our help. Our aim is to create a seamless experience between that which happens in-person and that which is facilitated digitally.  It is our hypothesis that earlier/ more preventative engagement with careers advisors in a ‘universal’ setting (i.e. not in targeted groups) could enable us to reduce the stigma associated with engagement in careers services. It is also our hypothesis that facilitated peer-peer models increase the relevancy of CIAG and can support better engagement with careers services.  Three intertwined bridgehead projects have been set out, which together form the core of how SDS will transform its careers services over the next 3+ years. These are:   * develop and curate 3 experiential career learning (ECL) opportunities (Skills Challenges)   We’ve defined a skills challenge as a practical, work-related, skills focused project that is delivered in school as part of the curriculum, that inspires learners and helps them understand work. We also developed design principles which set out what a skills challenge would have (this insight came from Career Review)   * Experiential – hands on, practical experiences that inspire and increase the learner’s exposure to the world of work * Work related – learners will have the opportunity to try work related activities, to explore what working in certain environments feels like, using technology where appropriate * Skills focused – provides opportunities to recognise and develop skills and to reflect on their experience, helping connect how skills can be applied to future work * Learner agency – learners will work collaboratively with their peers to design, deliver and pitch their project * Employer input – provides exposure to employers and their expertise, to help broaden learners understanding of the world of work * Adaptable – project duration and delivery setting are adaptable to meet the needs of the learner and the practitioner. * develop career guidance and professional practice approaches which are integral to the delivery of experiential career learning  - group guidance   Group Guidance provides an **opportunity for small groups of individuals to come together and share experiences, explore careers, challenge individuals perspectives and learn new skills** (NCDA, 2017). An approach to delivery that is gaining momentum within the career guidance sector is Group Guidance:   * + Group work is a predominantly information giving exercise and with the emerging use of AI along with the platform development the requirement for this through group work is potentially diminishing   + Group Guidance implemented into our service offer could be a viable solution to address not only the increased demand for guidance but additionally the relatability of our service for those from disadvantaged backgrounds.   + Group guidance is delivered in small groups with people who have similar shared experience which could increase the relatability of the service for those from disadvantaged backgrounds whilst also reducing the stigma of a targeted service offer * develop a digital platform which enables experiential learning and access to lifelong learning   The Career review set out an action for SDS to co-ordinate the co-design of an ‘ecosystem-wide multi-channel career development platform for all-age users’. This was in recognition of an inconsistent, incoherent and difficult to navigate digital landscape. Career Review emphasized the need for a more streamlined approach to help customers navigate through the numerous career advice resources available. Our goal in this phase of work is to gain insights from our customer about how they engage digitally as well as what they would find valuable in supporting their career development needs.  Although represented as three separate bridgeheads, it should be noted that the activities within each are integrated and dependent on each other if we are to fully realise the ambition/vision. Cross-functional action teams have been established to deliver the bridgeheads and associated integrated workplan actions.  **This is a phased and iterative approach**  The first phase of this work will explore how we can make this real for young people in broad general education in school (S1-S3). Our intention is to see what works for this cohort, then widen out to senior phase, and to those young people who are not in school. The project will see us work with local collaboratives around 4 schools in Scotland. In this first phase, our focus is on co-designing this integrated service offer, then testing the co-designed proposition out through pilots.  Recruitment of participants for co-design  We are making every effort to ensure a diverse and representative group of participants. The groups are being finalised but at this stage a broad outline includes:  Orkney  Our school in Orkney decided the best approach for co-design recruitment was to present the opportunity to all S2 pupils during an assembly and then for pupils who were interested in this opportunity to come forward. 8 S2 pupils decided to participate in co-design. There is representation from several protected characteristic groups, but the numbers are too small to report.  Aberdeenshire  Two schools have two different approaches to recruiting participants to be involved in co-design. 1 school self-selected 15 young people in S2 who all had the same career interest, farming. This group has gender diversity.  The second school is still considering best approach.  Glasgow  20 young people have chosen to undertake an Interdisciplinary learning project focused on engineering. A cohort of 12 will engage in the codesign process. We are currently engaging with the school to understand more about the characteristics of these young people and how we can best support their involvement.  During co-design, young people and partners will be designing the pilot (including: what the challenge will be, how long it will run, number of participants and how to promote pilot), details at this stage are to still be designed up in terms of who, how many and how pupils will be selected for each pilot school.  **Scope of the IEIA**  This is a design/proof of concept phase. Through this Impact Assessment, we are considering:​ - the co-design approach ​ - the outcome of BGE pilots in 4 schools​ ​ Out of scope:​ - practicalities of implementation ​ - factors influencing scale (e.g. scale to senior phase, community delivery, adults) |

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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:**  This project will focus specifically on pupils within four schools in S1-S3, so those under the age of 16. Later phases of the project will look at including senior phase pupils (up to 18 years old) and those not in school, however it is focused on school aged pupils.  Evidence shows that, “those at the younger and older ends of the labour market tend to face the most labour market disadvantages and may be more likely to experience age-based discrimination at work.”[[1]](#footnote-2)  Furthermore “youth unemployment can have several negative and long-term consequences. Young people who experience unemployment face higher risks of unemployment and lower wages over the long term and can struggle to progress in the labour market. Unemployment at an early age is also particularly harmful to young people’s mental health”[[2]](#footnote-3)  Customer feedback during the Career Review (2023) and subsequent feedback from consultations in 2024 have shown that young people do not like feeling ‘singled out’ for career guidance interventions. Young people also want the opportunity to try different careers and things within safe spaces. |

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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?)** |
| Group Guidance provides more young people with **more access to career guidance, and if delivered at an earlier stage, it has the potential for the service to be less stigmatising**. | Early testing with young people in Jan/Feb 2024 indicated that young people were not averse to this concept however stressed the importance of getting the group formation correct. Through co-design we are actively seeking views on how the groups can be constituted from all participants. |
| During the career review (2023) we found out from young people that they wanted lots of opportunities to try things out in a safe space. They wanted **real and meaningful connections with work.** | The co-design approach will include employer input and output will be a skills challenge that will make work as real as possible.  Where it is not possible/appropriate to visit a workplace or engage with an employer, we are considering the use of technology to support (e.g. use of VR, drones, mini games, video conferencing etc). |
| There is l**imited evidence** on the benefit group career guidance with young people (under 18). A lot of the research within the post school/adult space. | Working with careers advisers in co-design schools and have consulted with experts in the field (Sue Ewards, Susan Meldrum) around our proposition. They have shared their expertise and knowledge which has resulted in us having a greater awareness of some of the benefits and challenges this approach to guidance may bring and key things we need young people to co-design with us.  We are co-designing this concept with young people, teachers, partners and careers advisers from a variety of communities across Scotland. This will ensure that young people’s needs are at the centre of the development of the pilots and the wider project.  We will evaluate the pilot, including group career guidance with young people, prior to developing the next phase of the project. |
| ECL & Group Guidance has the opportunity to **challenge stereotypes and assumptions about different age groups** by bringing potential barriers to life and having an open discussion around them. This is particularly true as starting our proposition at an earlier stage make help avoid further entrenching stereotypical views about career paths amongst young people. | Careers adviser facilitating group career guidance will challenge stereotypes of all kinds if raised by the group. We will devise some activities around this to test in pilot. |

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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:**  This project will be delivered in school with pupils in S1-S3, so exclusively with children under the age of 16.  The purpose of the project is to centre children’s voices in the development and design of new and evolving CIAG service offers. Children will be active participants in the design process and their views and thoughts regularly gathered to inform the pilot. The children have volunteered or been nominated by their schools to participate, and participation is optional.  Parental consent has also been sought. |

**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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| Article 1- Everyone under 18 has all the rights in the Convention.  Article 2- The convention applies to every child without discrimination.  Article 3- The best interests of the child must be a top priority for all decisions and actions that affect children.  Article 5- Governments must respect the rights and responsibilities of parents and carers.  Article 12 – 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.  Article 13- Every child must be free to express their thoughts and opinions and to access all kinds of information.  Article 16- Every child has the right to privacy.  Article 17- Every child has the right to reliable information from a variety of sources.  Article 23- 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.  Article 28- Every child has the right to an education.  Article 29- Education must develop every child’s personality, talents and abilities to the full.  Article 30- Every child has the right to learn and use the language, customs and religion of their family. |

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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?)** |
| **Positive impact – voice driving the innovation.** Young people directly involved in co-designing a new service means that they are more likely to meet their actual needs, ensuring that the service is relevant and engaging for them | Young people are engaged from start of design (the concept development), through to testing (how the pilot is delivered) and evaluation (co-designing success measures). |
| **Changemaking – empowerment.** Engaging young people in the design process gives them a clear voice, boosting their sense of ownership and agency. This can help foster a sense of responsibility and leadership | The views of young people will have a direct impact in what is taken forward, and we will provide opportunities for their input to be recognised through events and showcasing. In this way, they will be enabled to spread and scale their ideas, influencing change in the system |
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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 we have responsibility to looked-after children and care leavers, and to respond to their needs as any parent or carer would.’[[3]](#footnote-4)  Key evidence from the Skills Development Scotland Evidence Review 2023 shows:   * Care experienced school leavers are less likely to go into positive destinations than school leavers in general – 86% compared with 95% of all pupils. * In 2020/21, 37% of school leavers who were looked after within the year, departed school in (or before) S4, in comparison with 11% of all school leavers. * In Scotland, 30% of care experienced school leavers were unemployed nine months after they left, in comparison to 5% of their non-care experienced peers.[[4]](#footnote-5)   Skills Development Scotland Young People’s Career Ambitions survey 2022/23 highlighted that “Care experienced Young People were more likely to report that not having enough confidence in themselves and being discriminated against are barriers to their future career.”[[5]](#footnote-6) The proposition has the opportunity for all young people in BGE -including care experienced young people- to build relationships earlier with careers advisers. This allows rapport building and trust to be formed much earlier and greater impact to be achieved.  Customer feedback during the Career Review (2023) and subsequent feedback from consultations in 2024 have shown that care experienced individuals do not like feeling ‘singled out’ for career guidance interventions. Partners did vocalise concerns about how groups would be formed (not having a group just for care-experienced young people) and ensuring that care experienced young people were able to fully and safely participate. Part of the concerns centred on the language used and ensuing careers staff were able to manage the needs of multiple pupils in the same setting. Partners felt it was important that SDS takes a trauma informed approach to the delivery of Experiential Career Learning and small group guidance. |

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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?)** |
| This proposition has the opportunity for all Broad General Education young people (including those with care experience background) to **build relationships earlier with careers advisers**, which has the opportunity to be really impactful as it allows for rapport building and trust to be formed much earlier on. | Careers Advisors are involved throughout the co-design and pilot |
| By involving young people from **diverse backgrounds in the co-design and pilot process**, the project aims to ensure that the final product is inclusive and accessible to all. | We know that care experienced young people are included within the cohorts for co-design and pilot, and in addition we have consulted with third sector partners who work with care experienced young people. |
| This project has the potential to **increase young people’s wellbeing and reduce anxiety** around the future.  Providing young people with opportunities to explore a range of careers and develop their skills, as well as provide access to information and support from peers and careers adviser, can boost confidence and alleviate stress/anxiety related to future career decisions, as they have experience prior to leaving education | The co-design and pilot will enable us to test this hypothesis. We will evaluate the pilot to understand our success. |
| If the project is not carefully designed and implemented, it could **inadvertently discriminate** against certain groups of young people, such as those with care experienced backgrounds. | We will also draft questions to discuss with employers on key elements of equality and diversity  We will utilise feedback from our consultation with care-experience third sector organisations and/or young people through co-design to identify appropriate training and discussion topics for CIAG staff.  We will undertake an evaluation post-pilot to understand our success. |

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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:**  Key evidence from the Skills Development Scotland Evidence Review 2023 shows:   * According to the 2021 Pupil Census, 33% of pupils across special schools and mainstream schools have a recorded additional support needs (ASN) (27.7% of all primary pupils and 38.2% of all secondary school pupils) * Pupils with ASN tend to have poorer educational attainment, than those without ASN. For example, 47% of pupils with an ASN attained SCQF at level 6 or above, compared with 77% of those with no ASN. * The employment rate in Scotland in 2021 for those classed as disabled under the Equality Act 2010 was 50% compared to 81% for non-disabled people, giving an employment rate gap of 31 percentage points (slightly higher than UK-wide gap of 28 percentage points). * Disabled people face multiple disadvantages in the labour market, including lower levels of employment, lower wages, fewer hours, precarious contracts and negative attitudes in the workplace. Attitudes towards disabled workers continues to place limitations on their position in the workplace, with attitudes towards those with mental health conditions at work (especially where these are more severe or less common), tending to be more negative than those towards people with physical disabilities.[[6]](#footnote-7)   **Summary of findings YPCA 2022/23**  “• Disabled YP were more likely to report that not having enough confidence in themselves and being discriminated against are barriers to their future career”[[7]](#footnote-8)  Customer feedback during the Career Review (2023) and subsequent feedback from consultations in 2024 have shown that disabled individuals do not like feeling ‘singled out’ for career guidance interventions. Partners did vocalise concerns about how groups would be formed (not having a group just for disabled young people) and ensuring that disabled young people were able to fully and safely participate. Part of the concerns centred on ensuing careers staff were able to manage the needs of multiple pupils in the same setting. Partners felt it was important that SDS takes a trauma informed approach to the delivery of Experiential Career Learning and small group guidance. |

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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?)** |
| Our current offer means that disabled young people are often taken out of class for support. This new offer being more embedded, has the potential to reduce the stigmatisation associated with our current service. | We will evaluate the pilot, taking particular note of stigmatisation |
| **Improved engagement.** Group career guidance can provide more accessible options for students of all ages, including those with disabilities or those who may not feel comfortable in traditional one-on-one settings. Group career guidance can also be adapted to accommodate different learning styles and preferences | The co-design and pilot provides an opportunity to test this hypothesis |
| By **involving young people with disabilities in the co-design** process, the project can ensure that their needs and perspectives are integrated into the design ensuring the service is as inclusive as possible. | We have sought the views of young people with disabled people via consultation with third sector partners.  Once SDS has a full understanding of who is participating within the pilots it will endeavour to fill any gaps in participation with consultation with customers or partner organisations who work with disabled people. |
| We need to ensure that the project is **designed with accessibility in mind** to avoid making it challenging for those with disabilities to co-design with us and/or experience the pilot. | We will utilise SDS’s physical and digital accessibility guide to ensure we proactively address accessibility.  For co-design and pilot, and any interactions with employers/employer sites, we will ensure reasonable adjustments are made to enable young people with disabilities to fully engage |

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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:**  Key evidence from the Skills Development Scotland Evidence Review 2023 shows:   * 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. * Young trans people experience high levels of bullying and harassment at school and at higher levels than LGB+ young people impacting upon schooling experiences. * A survey of transgender young people highlights that 82% of transgender young people have experienced bullying in school due to being LGBT.[[8]](#footnote-9)   According to Scotland’s Census 2022, 0.44% of individuals over the age of 16 identified as trans.[[9]](#footnote-10) |

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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?)** |
| Group Guidance participants may not be willing to participate or share experience as fear they may face bullying, discrimination or misgendering. | We will approach our employee network such as Pride Unified to provide some advice and guidance on how best to mitigate this impact, including support with training for Careers Advisors, where appropriate. |
| The gendered nature of occupations could result in trans young people editing their own career interests to avoid peer group bullying/harassment | Career Advisor / facilitator take a pro-active approach to challenging gendered occupation choices from the outset |
| There is a potential that no trans customers will take part in the pilot due to their small population share. | Once SDS has a full understanding of who is participating within the pilots it will endeavour to fill any gaps in participation with consultation with customers or partner organisations that represent customers. |
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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:**  This project does not relate to SDS’ role as an employer; therefore, this section is not required. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
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| **2.7 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:**  The Skills Development Scotland Equality Evidence Review 2023 states that “teenage pregnancy rates in Scotland are at their lowest 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.”[[10]](#footnote-11)  This project is unlikely to have a direct impact on pregnancy and maternity under the Equality Act due to the small number of pregnancies in school age children and the fact that the pilots are either self-selecting or selected by the school staff. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
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| If a pregnant pupil or mother was to participate in the pilot, particularly Experiential Career Learning opportunities, there could be associated health and safety risks. | If a pregnant pupil or mother was to participate in the pilot SDS would work with the school and any associated partners or employers to ensure a risk assessment was taken and appropriate mitigations put in place to ensure the pupil’s health and safety. |

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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:**  Key evidence from the Skills Development Scotland Evidence Review 2023 shows:   * The Scottish Government Race Equality Framework states that despite high attainment at school and high rates of entry into further and higher education after school, statistically, ethnic minority people are not receiving the labour market advantages which should be expected from their positive educational outcomes. * BME students are less likely than White students to have spent time working in an area relevant to their courses before starting university. Final year BME students were less likely to have undertaken a placement and/or an internship, as part of their course. * Ethnic minority people are less likely to be in employment. The 2021/22 employment rate for Scotland is 74.4%, while the rate for the BAME population is 65.4%. * Employment rates are lower across all ethnic groups and especially for women. For example, the economic activity of Bangladeshi women is under 50% and for Black women it is under 40%. Ethnic minority people are overrepresented in certain sectors. They are proportionately more likely to work in low paid sectors, such as, Accommodation and Food Services than the White population. * In addition, ethnic minority people are underrepresented in managerial and senior positions in business. Ethnic minority people are more likely to be in low paid work and living in poverty due to lower wages, higher unemployment and higher levels of part time work. They are also more likely to be self-employed. * In Scotland, in 2019, the ethnicity pay gap was 10.3%. Again, there are differences by ethnic group. White British people, White Irish people and Indian people were more likely to work in high-pay occupations in 2016/17, while Black people and those in the other White group were more likely to work in low-pay occupations.[[11]](#footnote-12)   In the young people career ambitions 2022/2023, key findings emerged in relation to BAME individuals which we need to consider for the co-deign and pilot. ‘BAME young people are highly likely to want to enter the health, social care and social work sector in the future’ and BAME young people were more likely ‘to report that being discriminated against is a barrier to their future career’.[[12]](#footnote-13)  Customer feedback during the Career Review (2023) and subsequent feedback from consultations in 2024 have shown that partners had concerns about how groups would be formed (not having a group just for minority ethnic young people) and ensuring that minority ethnic young people were able to fully and safely participate, without fear of discrimination. Part of the concerns centred on ensuing careers staff were able to manage the needs of multiple pupils in the same setting. |

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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?)** |
| By addressing the specific challenges faced by young people from minority ethnic groups, this project can help to **reduce inequalities and promote social mobility by broadening individuals exposure to diverse careers and industries and developing a range of transferable skills** | The co-design approach and pilot provides the opportunity to understand this impact more directly |
| **Stereotypes and biases about different racial and ethnic groups may be reinforced** and could limit the career aspirations and opportunities as well as inadvertently discriminate against young people from minority ethnic groups | Early consultation was complete with third sector partners representing ethnic minority groups and output incorporated into the design of the project  CIAG staff will undertake CPD days to consider how to support effective group dynamics, including managing instances of discrimination.  We will ensure Careers Advisors are equipped to inform our customers about fair work should the opportunity arise through group guidance discussions  We will also draft questions to discuss with employers on key elements of equality and diversity |
| Group career guidance aims to **provide a safe and supportive space** for young people from all backgrounds to discuss their career aspirations and challenges | Careers adviser will set group rules and expectations at the beginning of each group guidance session being clear that racial discrimination will not be tolerated. These ground rules/expectations will be referred to if conversations or actions stray out with the agreed safe and supportive space. |
| SDS does not control who participates within the pilot, it is either self-selecting or selected by schools. Whilst SDS has requested a diverse mix of pupils, there are minority ethnic groups that may not be involved. There is a risk that their needs will not be fully considered if they have not participated. | We have some representation from minority ethnic groups, including refugees and asylum seekers, within the co-design and pilot and have consulted with third sector partners who support those who are from ethnic minority communities. |
| The pilot provides an opportunity (through experiential career learning) for minority ethnic pupils get exposure to sectors that they may not consider nor be encourage to pursue, and by extension that knowledge may filter into the wider community. | We will review the outcomes of ECL for pupils from minority ethnic groups |

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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:**  The Skills Development Scotland Equality Evidence Review 2023 highlights that there is limited data on religion or belief and 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.[[13]](#footnote-14)  We are aware that “Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness[[14]](#footnote-15)” and will consider the links between race and religion within this project. |

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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?)** |
| By promoting understanding and respect for different religions and beliefs, the project can help to **reduce discrimination and prejudice.** | CIAG staff will undertake CPD days to consider how to support effective group dynamics, including managing instances of discrimination |
| **Limited representation** of people with different religions and beliefs during the co-design and pilot could mean that we are not aware of their needs/barriers and be able to mitigate at pilot stage. | We undertook a broad consultation in October from representative organisations covering different religions.  Once SDS has a full understanding of who is participating within the pilots it will endeavour to fill any gaps in participation with consultation with customers or partner organisations that represent customers. |
| Many religions have specific laws or observances that may not align with the proposed delivery of the pilot, thereby limiting access to the pilot by certain religions. | When arranging dates for activity we will cross reference with an interfaith calendar and avoid any religious holidays. We will speak with customers about proposed activities and develop mitigations if there are any barriers because one’s religious beliefs. |

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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:**  The Gender Commission Evidence Review highlights that “parents, carers and wider society have views about ‘appropriate’ careers for young women, including negative perceptions of certain occupations. Some sources identify that the main cause of gender segregation in the workplace – reflected in apprenticeship uptake – is the continued acceptance of traditional cultural norms and stereotypical views among the main influencers on young people’s careers choices, including parents, teachers and employers. As a result, women’s confidence in their abilities can be negatively impacted by the gender-typing of different work and skills through stereotypes. For example, women are less likely than men to apply for a role if they don’t feel like they meet 100% of the job specification, whereas male candidates may apply if they feel are able to perform as little as 60%.”[[15]](#footnote-16)  Key evidence from the Skills Development Scotland Evidence Review 2023 shows:   * At school, girls continue to out-perform boy in terms of attainment and positive post school destinations. In 2022, young women (16- 19 years) were more likely to be taking part in education, training, or employment than young men (93.2% compared to 91.6%) and particularly more likely to be in education (78.3%) compared to young men (68.2%). * Differences are evident in the subject choices made by girls and boys. Subject choice impacts on future educational and career opportunities available to both boys and girls and is associated with gender segregation in the labour market. For example, the gender imbalance in the STEM sector, can partly be linked to the subject choices made at school. It is suggested that the key to addressing the future demand for STEM occupations like engineering, is encouraging young women to study STEM subjects and pursue engineering-related qualifications. Secondary school is acknowledged as a critical time for engaging girls with STEM subjects. * Women’s experiences and participation in the labour market continues to differ from men’s in terms of pay, progression, and conflicts between work and caring responsibilities. * Women are less likely to be in employment than men, with an employment rate in 2021 of 71%, compared to 76% for men. Women continue to make up the majority of part-time workers (75%) with 41% of all women in employment working part-time, compared to 13% of men. * Occupational segregation of men and women in certain kinds of jobs and in different levels of employment remains a key labour market issue. Women tend to be disproportionately affected by occupational segregation, impacting on their potential pay and career progression. Women are also more likely than men to be on zero-hours contracts across the UK, adding to issues of precarity in employment. * Women are affected by low pay and the continuing gender pay gap, meaning they will earn significantly less than men over their entire careers:   + The current gender pay gap in Scotland across all employment is 10.1%. The gender pay gap for full-time employees in Scotland increased from 3% in 2021 to 3.7% in 2022, although this remains below the gap of 7.2% pre-pandemic and less than the gender pay gap across the whole of the UK of 14.9%[[16]](#footnote-17)   **Summary of findings from YP career ambitions 2022/23**  • There are clear gender differences in the sectors that males and females aspire to enter. • Females were more likely to report that not having enough confidence in themselves is a barrier to their future career.”[[17]](#footnote-18)  Customer feedback during the Career Review (2023) and subsequent feedback from consultations in 2024 have shown that partners had concerns about how groups would be formed (not having a group just young women) and ensuring that young women were able to fully and safely participate, without fear of sexism or misogyny. Part of the concerns centred on ensuing careers staff were able to manage the needs of multiple pupils in the same setting and that they are gender competent. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| The project can provide gender-specific support and guidance, such as **addressing gender stereotypes** or discussing career paths that are traditionally associated with one sex or the other. By challenging gender stereotypes and promoting equality, the project can help to **reduce discrimination and prejudice**. | Early consultation was complete with third sector partners representing women and girls and output incorporated into the design of the project.  The pilot will endeavour to work with the recommendations of the [Gender Commission](https://www.skillsdevelopmentscotland.co.uk/media/02aasdjl/gender-commission-executive-summary.pdf).  For pilot, we will ensure that participating employers have appropriate facilities for all genders. We will also draft questions to discuss with employers on key elements of equality and diversity  One of our schools has a fair gender split for an occupation that is stereotypically male. This provides a useful opportunity to test out activities and resources to address gender stereotyping  We will ensure Careers Advisors are equipped to inform our customers about fair work should the opportunity arise through group guidance discussions |
| By involving young people of different sexes in the co-design process, the project can ensure that the **needs and perspectives of all genders are considered**. | How groups are formed will be designed in consultation with young people and partners during the co-design process |

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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:**  Key evidence from the Skills Development Scotland Evidence Review 2023 shows:   * Research by LGBT Youth Scotland, reported that 50% of bisexual and 70% of gay and lesbian participants experienced homophobic bullying at school. This survey also found that 70% of participants felt that homophobia/biphobia and transphobia had a negative impact on their educational experiences and 36% reported a negative impact on their educational attainment. Only 10% of respondents rated the experience of school as ‘good’ for LGBT pupils. * An evidence gap exists in relation to sexual orientation in work. * Research by CIPD highlights that LGB+ workers report higher levels of workplace conflict than heterosexual workers – 49% compared with 29%. Findings also highlighted that LGBT+ workers experience less job satisfaction and less psychological safety at work and are more likely to report that work has a negative impact on their health. * Stonewall highlighted several challenges facing LGBT+ individuals at work including experiences of anti-LGBT+ abuse and language; gendered and non-LGBT+ inclusive workplaces; and poor mental health support at work. These issues were further compounded by limited job opportunities, which lead to unsatisfying work, and little progression within job roles.[[18]](#footnote-19)   **Summary of findings YPCA 2022/23**  LGBT young people are highly likely to report that not having confidence and not earning enough money to live on are career barriers.”[[19]](#footnote-20) |

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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?)** |
| This project may **provide specific support and guidance to LGBTQ+ young people**, such as addressing discrimination or discussing career paths that are traditionally associated with certain sexual orientations. | We will ensure Careers Advisors are equipped to inform our customers about fair work should the opportunity arise through group guidance discussions |
| Group career guidance can provide a safe and supportive environment where LGBTQ+ young people can **connect and learn alongside peers who understand their experiences**.  If the project is not carefully designed and implemented, it could **inadvertently discriminate against young people** based on their sexual orientation. | We will approach our Employee network group,such as Pride Unified to provide some advice and guidance on how best to enable this impact, including support with training for Careers Advisors, where appropriate.  Once SDS has a full understanding of who is participating within the pilots it will endeavour to fill any gaps in participation with consultation with customers or partner organisations that represent customers. |
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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). 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:**  Key evidence from the Skills Development Scotland Evidence Review 2023 shows:   * Pupils from the most deprived areas consistently have lower levels of attainment, than those in the least deprived areas. * In 2020/21, the gap was 18.2 percentage points between pupils from the most and least deprived areas, achieving at least one or more passes at SCQF Level 5. At the end of secondary school, this gap equates to roughly four ‘A’ grades at Higher level. This means that positive leaver destination options are more restricted for those from deprived areas. * Pupils from disadvantaged backgrounds are less likely to progress onto higher education. They are also more likely to experience mental health struggles; bullying and exclusion; have poorer attendance; and are less likely to feel part of their school’s community. * The Annual Participation Measure shows that those living in the most deprived areas are less likely to be in education – 66% compared to 83.5% of those in the least deprived. They are also less likely to be participating in learning, training, and work (87.4%), compared to of those living in the least deprived areas (96.7%). * A study which aimed to understand how school processes impact the experiences and involvement of pupils from low-income households, found they experience several barriers to attainment. Pupils disclosed worries around school uniform costs, social stigmas, financial barriers to learning, worries around school meals and missing out on school trips and extra-curricular activities. * Those living in the most deprived areas are less likely to be in employment. In 2018, the employment rate for the 20% most deprived areas in Scotland was 63%, compared to 79% for the least deprived. Over time, the 20% most deprived areas of Scotland have consistently had the lowest employment rates. * In-work poverty is associated with low pay; part time work; self-employment; and temporary and insecure work. Low paid workers are more likely to have lower levels of qualifications; more likely to work part-time; less likely to have a permanent contract; tend to be younger; and more likely to be in elementary, sales and customer service, or caring, leisure and other service occupations. * Groups most likely to be in in-work poverty include women, ethnic minorities and young people.[[20]](#footnote-21) * Children from poorer households do not have the same opportunities as their peers. Additional barriers to attainment they often face include, working part-time after school, having poor access to learning resources, studying whilst hungry and missing out on school excursions. They can feel unequal to others more financially privileged, which can make them feel less optimistic about getting their chosen career.[[21]](#footnote-22) * Parents in poverty may not have the same social connections and networks that others do to **“help their children progress, through their social connections by introducing them to individuals who can offer them job opportunities or experiences.** .[[22]](#footnote-23)   **Summary of findings YPCA 2022/23:**  “• YP from most deprived areas are more likely to report that not having enough confidence in themselves is a career barrier.”[[23]](#footnote-24)  “Children from poorer households do not have the same opportunities as their peers. Additional barriers to attainment they often face include, working part-time after school, having poor access to learning resources, studying whilst hungry and missing out on school excursions. They can feel unequal to others more financially privileged, which can make them feel less optimistic about getting their chosen career. They feel like they must work twice as hard” |

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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?)** |
| This project can help young people to **connect and network with potential employers**, increasing their chances of finding work or future work experience opportunities. Young people in poverty will be given opportunities to engage in career learning and develop networks that were perhaps not available before, which is an opportunity to level the playing field. | The co-design and pilot will enable us to test this hypothesis, iterate, evolve as the work develops |
| This project may **increase young people’s confidence and motivation**, by providing young people with opportunities to explore their career options and develop their skills. It also provides an opportunity to educate those from poorer backgrounds what **fair work** is, as well as their rights within work. | The co-design and pilot will enable us to test this hypothesis, iterate, evolve as the work develops |
| The project is a first step of many that may in time address the **root causes of poverty** by enabling young people through networks and exposure to opportunities.  The project can provide **young people with the skills and knowledge** they need to secure jobs and improve their career prospects. | Our co-design schools are all in very different SIMD areas. One school in particular was selected due to its high levels of poverty and deprivation. By choosing to pilot in a school with high levels of poverty, we will be better able to identify ways to ensure the project is supportive of those with lived experience of poverty. You will hear their voices and be able to adapt the project, prior to scaling up, to meet their needs. |

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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 My Life in the Highlands and Islands Research conducted by Highlands and Islands Enterprise there is:   * A marked variance in the availability of services within the Highlands and Islands of Scotland. Roughly half of respondents lived more than a 20-minute walk away from their local secondary school, supermarket, bank and evening bus service. 14% of respondents lives more than a 20-minute drive away from their secondary school and almost a quarter were more than a 20-minute drive away from an evening bus service. Those in Lochaber, Skye and Wester Ross are also less likely to have access to most of these facilities or services, either within their local area or within a 20-minute drive. * A third of residents feel it would be difficult to access courses or training in person, while 9% felt it would be difficult to do so online. Key barriers to training, including the reliability of broadband connection and the speeds available. * While participants in the discussion groups generally felt that there were employment opportunities in their local area, these jobs tended to be low-skilled and low-paid, and often seasonal. * The region faces particular demographic challenges in rural and remote areas, with older populations that are set to continue ageing, and many areas facing population decline. Half of the residents aged 16-29 say they plan to move away from their local area in the next 5 years compared to 14% overall. * The vast majority of Highlands and Islands residents (87%) rely on cars or vans to get around to at least some extent, including 79% who are reliant on a car or van to a large extent. * Three in ten of those who rely on bus services (31%) are dissatisfied with the frequency of the service. * When it comes to training and learning opportunities, more than half of residents report they have undertaken courses or training in the past five years for work or their own interest. However, residents are split on whether local training opportunities mean more young people can stay in the area, with 37% saying this describes their local area at least somewhat and 37% that it does not.[[24]](#footnote-25)   Due to the Island’s unique geography and demographics, some secondary schools provide boarding to enable pupils to avoid lengthy commutes between islands. |

**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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| Partners  Technology  Connectivity  Transport |

**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)**?**

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| We are aware that there are many differences between the islands and will be conducting one of our pilots in Orkney. However we do not believe the differences in any data between islands will impact the initial pilot. We will conduct one pilot with a school in Orkney, enabling us to explore any concerns raised about experiences between islands within Orkney. After this initial pilot we can explore the needs of other islands beyond Orkney. |

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

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| Co-design with an island school in Orkney which has a boarding facility. |

**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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| **Director of Education**  **Staff at Kirkwall Grammar School**  **DYW**  **Local employers** |

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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?)** |
| **Poor internet connectivity or lack of access to digital devices** could limit participation in the digital components of the project (still to be designed). | This is part of the ongoing co-design and pilot process to understand and resolve where possible |
| Involving local employers and businesses can **provide tailored career advice and opportunities** for young people within this community. Collaborations with local businesses and organisations can **strengthen community ties and future opportunities** for young people in the community. | The co-design and pilot will enable us to test this hypothesis, iterate, evolve as the work develops |
| Experiential Career Learning provides a positive opportunity as it helps **to mitigate some of the inherent barriers of living** in island communities. For example, by embedding employer input into skills challenges, and that being delivered in school, it ensures that young people from all parts of the islands are getting access to work experience. | The co-design and pilot will enable us to test this hypothesis, iterate, evolve as the work develops |

**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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| We do not need to complete a full ICIA because we are in the first phase of a longer-term project and in order to scope out further activity, we are piloting part of the initial phase in an island community. We feel this ensures that island needs are being considered in a proactive and proportionate way. |

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

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

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

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

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

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

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

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

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

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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:**  “Over 5.46 million people live in Scotland, with over 930,000 of them living in rural areas. Rural Scotland accounts for 17% of the total population in Scotland (6% in remote rural and 11% in accessible rural) and has consistently done so since 2011.” (<https://www.gov.scot/publications/rural-scotland-key-facts-2021/pages/2/>)  “Rural areas have a lower proportion of the population in the age range 16 to 44 but a higher proportion of people aged 45 and over. This is particularly true for the age range of 65 and over in remote rural areas. Indicating that when people get to retirement age they are more likely to live in rural areas.” & “Evidence suggests that factors influencing migration decisions of young people moving out of rural areas could be higher education and employment opportunities, housing and public transport availability.” |

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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?)** |
| **Poor internet connectivity or lack of access to digital devices** could limit participation in the digital components of the project (still to be designed). | Two out of four co-design schools are rural communities; Orkney islands and Aberdeenshire. This is part of the ongoing co-design and pilot process to understand and resolve where possible |
| Involving local employers and businesses can **provide tailored career advice and opportunities** for young people within this community. | The co-design and pilot will enable us to test this hypothesis, iterate, evolve as the work develops |
| Collaborations with local businesses and organisations can **strengthen community ties and future opportunities** for young people in the community. | The co-design and pilot will enable us to test this hypothesis, iterate, evolve as the work develops |
| Geographical location and physical distance may **limit the ability for young people to physically ‘try out work related activities’** which could impact the effectiveness of the project. | Where it is not possible to be physically present in a workplace, alternatives using technology will be pursued |

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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:** |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
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| **2.16 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) |
| **EDMR Glasgow:**   * **Pachedu** * **CELCIS** * **SCLD** * **Scottish Refugee Council** * **The Prince’s Trust** * **Mwamba** * **Close the Gap** * **SUSE** * **Datakirk** | **Group Work and Inclusivity**:   * + Consideration of different starting positions for young people based on the barriers they face.   + The importance of co-design and gender mainstreaming in outcomes.   + Challenges in forming groups, especially with individuals with learning disabilities, autism, or ADHD.   + The need for staff to be equipped to handle vulnerabilities in group settings.   **Support for Vulnerable Groups**:   * + Addressing the needs of asylum seekers and refugees, particularly those with disabilities.   + Ensuring support continues after pilot projects end.   + Balancing person-centred approaches with avoiding stigmatisation.   + Building relationships and providing bonding experiences.   **Employer Engagement and Diversity**:   * + Benefits for employers in learning about diversity through projects.   + Addressing the effects of colonialism and the importance of anti-racism training.   + Challenges in employer culture and the need for systemic solutions.   **Educational and Career Pathways**:   * + The importance of experiential career learning and addressing gender bias.   + The need for systemic solutions and collective action in education and career guidance.   + The role of community-based delivery and the importance of partnerships.   **Accessibility and Inclusivity in Services**:   * + Ensuring services are accessible to all, including those with language barriers and disabilities.   + The importance of trauma-informed approaches and co-design with affected groups.   + The need for long-term funding and systemic change to support disabled young people.   **Feedback and Continuous Improvement**:   * + The importance of collecting and sharing equality data.   + The need for continuous improvement and learning from past experiences.   + The role of peer support and self-advocacy models in career guidance. | **Group work and inclusivity:**  Constitution of groups for group guidance is a key focus for co-design  Practitioner capacity/capability to manage group dynamics and vulnerabilities has been the topic of a 2 day CPD programme  **Support for vulnerable groups:**  Key questions incorporated into evaluation – particular focus on understanding stigma attached to new proposition  **Employer engagement and diversity:**  EDI included in onboarding of employer for pilot  **Educational and career pathways:**  Working with Education Scotland to take a strategic approach to embedding ECL into curriculum  **Accessibility and inclusivity in services:**  Ensuring continued engagement/consultation with advocacy groups particularly when voice of young person with particular characteristic in co-design is limited |  |
| **EDMR Edinburgh:**   * **Celcis** * **Equate Scotalnd** * **MCR Pathways** * **ELREC** * **Sikh Sanjog** * **Enable Works** * **Capability Scotland** * **Datakirk** |  |
| **EDMR online:**   * **WSREC** * **VIAS** * **MCR Pathways** * **Glasgow City Council HSCP** |  |

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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?** |
| Preparing CIAG staff to facilitate an inclusive pilot:   1. Taking a proactive approach to improve understanding of gender equality by:    * Ensure all CIAG staff working on the pilot have completed the SAAB Gender Commission e-learning module.    * Ensure all CIAG staff working on the pilot have read Education Scotland’s introductory document on gender stereotyping. <https://education.gov.scot/media/khsi24hr/gender-stereotyping-intro.pdf> 2. All staff complete CPD on Corporate Parenting Plan, Equality and Diversity Essentials, Introduction to Children’s Rights and Equality Responsibilities, including information on trauma informed approaches. All staff in the pilot should also complete Reasonable Adjustments Awareness and SDS Transgender Webinar. 3. Preparation discussion with CIAG staff prior to co-design and pilot to focus on how to manage group guidance while consider protected characteristic groups. 4. There will be at least 1 reflective practice session focused on equality after the pilot. Self-reflection paperwork/prompts will have a specific equality prompt added. 5. Escalation policies/Named Protection officer processes to be re-stated and followed through co-design and pilot in line with existing school protocols. | 1. Sex   All other actions relate to Poverty, Race, Care Experience, Religion, Sex, Disability, LGBT | CIAG staff working on the pilot will have a greater understanding of key issues around equality through the completion of the recommended CPD modules. This can be measured through staff CPD records.  Discussions around equality are formalised as part of the pilot to ensure that equality practices are reviewed, recorded and can be built into any scaling up of the pilots. This can be measured via minutes of discussions or associated records.  Policies regarding escalation and Named Protection Officers are clarified and remain in place to ensure customer safety. This can be measured through the existence and communication of these policies. | May 2025 |
| Maximising the diversity of participants and views:   1. Ask schools to include young people from diverse backgrounds. Where we have identified participation gaps, we will seek to consult with partner organisations. 2. Capture equality information of participants prior to codesign and pilot 3. In principle, endeavour to work with diverse groups for group guidance, unless there is a specific reason to do otherwise. 4. Add a question(s) to the pilot evaluation around how inclusive the participants found the pilot. | Poverty, Race, Care Experience, Religion, Sex, Disability, LGBT | By seeking diverse participation within the co-design and pilot we are aiming to ensure that SDS services are developed in a way that ensures that they meet the needs and circumstances of our customers.  Where we cannot reach particular equality groups due to a lack of volunteers or referrals, we will consult with partners to explore concerns for specific equality groups.  This will be evidenced through diversity monitoring data and engagement records with partners. | March 2025 |
| Ensuring inclusive delivery and making reasonable adjustments:   1. Ensure group activities/ice breakers etc are inclusive by utilising learning from the CPD listed in the section around CIAG staff preparedness and reviewing proposed activities against SDS’ Physical and Digital Accessibility Guidance. 2. Use interfaith calendar to avoid arranging activity on religious holidays and festivals 3. If required, develop mitigations around religious customs to ensure young people can participate in activities 4. Discuss any required reasonable adjustments for participants, both with the school and the participants in the co-design and pilot. Reasonable adjustments to be agreed with the school, participant and relevant CIAG staff within the school, along with any other required partners. 5. Add a question(s) to the pilot evaluation around how inclusive the participants found the pilot. | Religion, care experience, disability, LGBT, Race | All pupils who participate in the co-design and pilot are able to be fully involved.  Wherever possible we will aim to mitigate against potential barriers to participation prior to delivery and make adjustments where required.  This will be evidenced through records of adjustments made and the calendar of activity. | May 2025 |
| Influencing Employers to be more inclusive:   1. Work with employers at pilot stage to ensure they are aware of any reasonable adjustments ahead pilot commencement. 2. As part of onboarding employers into the pilot we will provide them with some key links for their consideration.    * [SDS Inclusive Recruitment Guides](https://employers.skillsdevelopmentscotland.co.uk/talent-attraction/inclusive-recruitment)    * [Links to the Gender Commission and Commission on Race in Apprenticeship recommendations](https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/the-scottish-apprenticeship-advisory-board) 3. As employers about how they found the links provided above and consider drafting specific questions around inclusive practices with employers in the next stages of the pilot. | Religion, Sex, Disability, Care Experience, LGBT, Race | Ensure employers have appropriate information to support them to develop more inclusive practices and support any required reasonable adjustments prior to participants joining any Experiential Career Learning activities.  This will be measured through records of this information being provided to employers. | May 2025 |
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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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| **SRO (Print)** | **SRO Signature** | **Date** | **Review Date** |
| **Dave McCallum** |  | **01/05/25** | **01/05/25** |

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

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

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

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**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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