Equality Impact Assessment (EqIA)

## Skills Development Scotland has a legal duty to consider the impact of any new ‘policy’ on equality groups. A ‘policy’ in this context is taken to mean any new activity, function, policy or product, essentially anything that SDS does. Assessing impact includes considering relevant evidence, including evidence received from equality groups and the likelihood of a positive or negative impact on equality groups of introducing that new product, project or policy. The final section of this form requires us to think about how negative consequences can be mitigated against or removed, and how potential positive impacts can be encouraged. Equality impact assessment helps SDS meet its obligations under the Equality Act 2010. In addition, SDS took the decision to use the impact assessment process to make progress as a Corporate Parent in relation to care experienced young people, which is a component part of the Children and Young People (Scotland) Act 2014. The process might also be used to consider other groups that SDS has evidence of experiencing discrimination or underrepresentation.

For more detailed information about equality impact assessment, please see EHRC guidance here:

<https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities>

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| **Name of EqIA** (e.g. directorate, large project or service) | My World of Work |
| **Senior Responsible Officer (SRO):** name and job title | George Boag |
| **Does your project link to any other** [**published EqIAs**](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&topic%5b%5d=3-6&order=date-desc)**?**  If so please provide the name of the EqIA (e.g. WBL) | Workbased learning, Apprenticeship.scot, Careers.myworldofwork.co.uk, CIAG |

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| **Approved by:** | **Director of:** | **Date approved:** | **Review date:** |
| Signed: | Digital Service | 11/10/22 | October 2025 |

1. **Purpose of project, policy or product**

This EqIA is for My World of Work. It outlines what has been achieved and what it is planned over the next year.

My World of Work is an all age service, designed to help build career management skills and discover what careers match skills, interests, education and experience. By creating an account customers can explore their interests and strengths using the online tools.

There are two websites: myworldofwork mostly aimed at young aged under 25 which also contains information for parents partners and educators and careers.myworldofwork.co.uk which focusses on information and related content for over 25s.

My World of Work is part of the career service offered by Skills Development Scotland.

**Evidence and Impact**

* 1. **Age**

**Context:** Youth unemployment can have several negative 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 (Bell and Blanchflower, 2011; IFS, 2020).

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| My World of Work is aimed at young people up to the age of 24, if the website doesn’t reflect the age group then customers will be less likely to use it. | Equality Evidence Review April 2021 | * Insight with customers in schools and colleges and some co-design/co-creation sessions resulting in content that is more appropriate to our audience. * CIAG/teacher engagement through schools and college. * Separating the offer into adults and young people and working with our audiences has ensured that the website is designed for our customers- 25+ customers are now directed to careers.myworldofwork.co.uk. * Photography that represents the age of our customers * Content article on rights in work and minimum wage that is regularly reviewed and updated | * Continued insight with audiences. * Increase the amount of co-design/co-creation * Continue to ensure photography is age appropriate * Insight with young adult customers who are unemployed or in insecure employment to ensure this content is suitable |

* 1. **Disability**

**Context:** According to the Pupil census 2020 32% of pupils have an additional support need (ASN) recorded. This includes pupils in special schools and mainstream schools. Of those with ASN 68% were male and 32% female. Disabled people are less likely to be in work and are more likely to be in insecure, low paid employment and less likely to be promoted. They also have lower levels of educational attainment. However, it should be noted that there are significant variations according to disability. Those with learning disabilities and mental health issues face the greatest challenges in education and the labour market.

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| My World of Work should reflect all our customers including those that are disabled.  Accessibility considerations with additional barriers include:   * Sight and hearing loss, and sensory sensitivities * Literacy levels, style and readability * Memory * Physical / Motor needs – accessibility due to mobility, dexterity, strength and levels of pain * Impact of mental health | Equality Evidence Review April 2021 | * Updated our health and wellbeing content. * Work is underway with our CIAG colleagues, educators and customers to improve content for additional support needs customers and how this fits into the current offer. * All new content meets the WCAG 2.1 AA guidelines and work continues to improve existing content. * Reports on accessibility take place on a regular basis to ensure we continue to improve performance * Health and wellbeing information has been included in the content * New pdfs are not being added to the partner area of My World of Work * Insight has taken place with disabled customers – and testing has taken place with blind and visually impaired customers as well as sessions in special schools. * Content article on additional support needs in school and at work and an article on rights in work includes information and funding information for disabled customers. * A comprehensive audit of the content has been completed. * Language is considered with content tested for a reading age of 9 (for customers who have English as a second language). * Create specific health and wellbeing content and signpost to other agencies | * New partner resources to support asn pupils * Continue to look at how we can support our additional support needs customers and how this can fit with the technical restrictions of the website. * Continue to ensure content meets legal requirements. * Continue to review and improve accessibility on My World of Work including testing and insight with disabled customers. * Continued insight with asn audiences, their teachers and careers advisers resulting in new partner resources and video content * Increase the amount of co-design/co-creation with identified customer groups specifically around wellbeing information. * Create a new BSL video with young people and review the journey with customers and a BSL plan for developing more videos for BSL customers. * Continue to ensure photography is representative of our customers. * New design system in place which will ensure that customers are confident in using any assistive technologies so they will get consistent results to searches, navigation etc. |

* 1. **Gender reassignment** (sometimes under heading of Transgender)

**Context:** Trans individuals face significant barriers in both the education system and the labour market. Evidence highlights that bullying, harassment and discrimination are key issues. Further evidence is required to understand the issues trans people face in learning and employment.

A barrier to trans people accessing services can be a need to provide proof of name change, etc Another can be neglecting to ensure the options they need to complete equality monitoring information are available

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| Ensure the ability to change names on accounts so that trans customers are not excluded | Equality Evidence Review April 2021 | * Customers are not asked for gender information on registration * The Individual Training Account forms have been changed to include relevant options * Insight sessions have taken place with trans customers | * Ensure all forms are regularly updated to reflect appropriate language * Continued insight with trans customers. * Increase the amount of co-design/co-creation with identified customer groups |

* 1. **Marriage and civil partnership**

**Context:** It was agreed that there is no specific activity required for this protected characteristic group at this time

* 1. **Pregnancy and maternity**

**Context:**

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| An opportunity to give clear support re pregnancy and maternity. | SDS Equality Evidence Review April 2021 | * There is no existing content related to pregnancy and maternity on My World of Work | * Content will be reviewed and where relevant added to support our pregnant customers and parents including rights. |

* 1. **Race**

**Context:** Minority Ethnic groups face many labour market challenges including low pay, discrimination, lack of career progression and promotion and low representation at higher levels in the labour market. This is despite better educational performance at school and higher rates of progression into higher education. It should be noted that Minority Ethnic is not a homogenous group and there are important differences across and within minority ethnic groups. It is important to recognise this in any analysis.

* Some communities have accessibility needs in relation to the way services engage with them – for example Gypsy / Traveller, Refugees / Asylum seekers
* English is an additional language for some customers
* Intersectionality:There can be specific considerations in terms of BAME women from some communities accessing services

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| If different races are not represented on the website then this will adversely affect our appeal to customers | SDS Equality Evidence Review April 2021 | * Representation is considered in content * Insight has taken place to review content * Language is considered with content tested for a reading age of 9 (for customers who have English as a second language). | * Continue to ensure representation is diverse on the website. * Review content and consider if the language could be made simpler. * Continued insight with ethnic minority customers * Increase the amount of co-design/co-creation with ethnic minority customers with specific focus on identified groups that are most adversely affected. * Consider additional content celebrating different events throughout the year. |

* 1. **Religion or belief**

**Context:** It was agreed that there is no specific activity required for this protected characteristic group at this time.

* 1. **Sex** (or gender)

**Context:** Gender inequality is apparent throughout the education system and labour market. Girls perform well at school but are less likely to pursue STEM subjects and careers.

* Occupational segregation is evident in the labour market with women under-represented in certain occupations and in higher levels across all jobs – contributing to low pay and the gender pay gap for women.
* Significant differences are evident in the subject choices made by girls and boys. These differences can have an impact on the future college and university courses, choices of apprenticeship, jobs and careers available to both boys and girls.
* Girls outperform boys in every aspect of education but eight in 10 UK companies pay men more than women.

7% of Chief Executives of FTSE100 in UK are women (0% in Scotland)

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| If representation of gender on My World of Work is inclusive, this can help ensure gender stereotypes aren’t embedded. | SDS Equality Evidence Review April 2021  [Article on Gender Pay - Guardian](https://www.theguardian.com/world/2019/apr/04/gender-pay-gap-figures-show-eight-in-10-uk-firms-pay-men-more-than-women)  Engender report | * We have ensured images and case studies on My World of Work do not promote / or (do) challenge gender stereotyping and language used. * Content Training on Gendered Language has taken place with the content team * Insight takes place across all genders | * Continue to review language of My World of Work for gendered language. * Continue to promote equality through the content e.g. celebrating successes with more girls going in to STEM. * Insight will take place to understand any additional requirements and to begin to take a more co-design/co-creation approach. |

* 1. **Sexual orientation**

**Context:** The evidence highlights that LGB+ young people can often face bullying and harassment at school, but this improves once at college or university. These challenges can also continue in the workplace. More evidence is required to improve our understanding of LGB+ individuals in the education system and the labour market.

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| Opportunity to promote LGBT+ will ensure our customers feel included | SDS Equality Evidence Review April 2021 | * Insight sessions have taken place with LGBT+ young people in school leading to a co-design session which was featured on the home page to celebrate Pride. | * Insight sessions will continue to take place with LGBT+ young people to begin to take continue a co-design/co-creation approach. * Continued insight with LGBT+ customers, their teachers and careers advisers. Sessions are already planned for Pride June 2022 in schools. * Increase the amount of co-design/co-creation with identified customer groups |

1. Assessing impact on other groups

This section is the same as above only considers the impact of groups not covered in the Equality Act (2010), e.g. care experience, carers, socio-economic disadvantage)..

* 1. **Care experience**

**Context:** Care experienced children have poorer outcomes in comparison to other young people. Looked after children’s outcomes have improved over the last five years; however, there is still a significant gap compared to all pupils (Scottish Government 2020b).

* Care experienced school leavers are less likely to go into positive destinations than school leavers in general – 71% compared with 93% of all pupils.
* Care experienced children obtain lower qualification levels on average than all school leavers, which is partly explained by the lower school leaving age.
* Educational attainment varies across the types of accommodation in which care experienced children are living. School leavers in foster care provided and purchased by the local authority perform better than those in other care settings. School leavers looked after at home with parents have the lowest overall levels of attainment.

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| Opportunity to promote case studies from a care experienced background | SDS Equality Evidence Review April 2021 | * Insight sessions have taken place with care experienced young people and non-attenders (who may or may not be from a care experienced background) and adults. | * Content will be developed to support care experienced customers and featured in October as part of care experienced week – including post school care experienced people * Insight sessions will continue to take place with care experience people to begin to take a more co-design/co-creation approach. |

* 1. **Add additional factors as needed**

**Context:** 2.2 million young people in the UK (15%) have a smartphone but no access to a laptop or desktop computer

30% of children living in households with a combined income below £20,000 do not have access to a laptop or desktop computer

32% of young people do not have access to home broadband

| Evidence of positive or negative impact | Source of evidence | Activity to date | Further activity required |
| --- | --- | --- | --- |
| People from economically deprived backgrounds at home may not have a phone or be unable to use their phone to access our services through lack of data – or do not have access to a laptop or desktop or broadband. | <https://post.parliament.uk/covid-19-and-the-digital-divide/>  https://www.cypnow.co.uk/features/article/how-to-overcome-the-digital-divide | * Steps have been taken to make the website ‘greener’ which has a knock on effect of making the site use less mobile data * Customers can use public access computers in our centres to access My World of Work | * Continued work will take place on the website to ensure loading times are minimised. |
| People living rurally will have a different experience around course jobs and careers to those living eg in the central belt. | See separate rural impact assessment – pending. | * There is a job profile for a Gaelic teacher: <https://www.myworldofwork.co.uk/my-career-options/job-profiles/teacher-secondary-school-gaelic> * Work has taken place on developing rural personas | * Consider additional content on Gaelic and rural differences. |

1. **Action Plan**

| **What is the action?** | **Which group(s) does it relate to?** | **What is the anticipated outcome?** | **What method is used to measure it?** | **Timescale** |
| --- | --- | --- | --- | --- |
| Continue or introduce insight with primary and secondary audiences (eg users, subject matter experts, careers advisers, educators and stakeholders). | All except marriage and civil partnerships and race and belief | Increase understanding of needs of customers | Mediated sessions with customers, focus groups and 1:1 | Ongoing |
| Increase the amount of co-design/co-creation | All except marriage and civil partnerships and race and belief | A more user centred approach | Mediated sessions with customers, focus groups and 1:1 – developing relationships with schools, colleges and other relevant institutions | Ongoing |
| Continue to ensure photography is appropriate and representative | All except marriage and civil partnerships and race and belief | Ensure our website represents our users | Monitor and evaluate photography on the site | Annual review |
| Continue to look at how we can support our additional support needs customers and how this can fit with the technical restrictions of the website. | Disability | A solution that includes resources suitable for additional support needs customers | Work with partners and CIAG to find a solution | Annual review |
| Continue to review and improve accessibility on My World of Work including testing and insight with disabled customers. | Disability | To ensure that our website is not only technically accessible but works for our users. | Testing with customers and reviewing/monitoring by stakeholders | Annual review |
| Do not create any new pdfs. | Disability | To ensure that all our content is accessible to customers. | Audit/review through automated testing | Annual review |
| Create a new BSL video with young people and create a plan for developing other BSL content. | Disability | To ensure we have up to date information available for our BSL customers | Relevant partners and stakeholders feedback. | Annual review |
| Update our health and wellbeing content through co-design. | Disability | To ensure content is useful and inclusive for all our customers | Create and review content | Annual review |
| New design system in place | Disability | Consistency across all our websites in terms of UX | Design system that can be shared with agencies and Digital Services colleagues | Annual review |
| Ensure all forms are updated to reflect appropriate language | Gender reassignment | To ensure we are not excluding customers | Monitor and review consistency with other public sector organisations and Scottish Government | Annual review |
| Continued insight with LGBT+ customers. | Gender reassignment, sexual orientation | To ensure we include all our customers | Review analytics and through feedback with customers | June 2022 and ongoing |
| Review content and consider if the language could be made simpler. | Race | To ensure our language level is appropriate for the majority of our customers | Review and monitor through the use of automated tools and insight with customers | Ongoing |
| Continue to review language of My World of Work for gendered language. | Gender | To ensure we are not gender stereotyping | Automated tools and insight with customers | Ongoing |
| Continue to promote equality through the content e.g. celebrating successes with more girls going in to STEM | Gender | To ensure we are not gender stereotyping | Monitor and evaluate content on My World of Work | Ongoing |
| Continued work will take place on the website to ensure loading times are minimised. | All | To ensure we are not adversely affecting customers from lower socio economic groups | Automated testing | Annual review |
| Create specific campaigns for protected characteristic groups eg. Pride, neurodiversity, mental health, Black history month | All except marriage and civil partnerships and race and belief | To ensure we are celebrating the diversity of our customers | Monitor and evaluate campaign area on My World of Work | Annual review |
| Consider additional content on Gaelic and rural differences. | Rural | More representative content. | Feedback from rural communities. | Annual review |
| Integrate all actions into the workplan | All | To ensure we continue to consider diversity and progress in our goal to become more inclusive. | Monitor and evaluate actions are being progressed | Quarterly |