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Equality Impact Assessment – Social Care Career Options Tool

Date Report Completed: 4th February 2025.

# Introduction

Equality Impact Assessment is a process that helps us to consider how our work will meet the 3 parts of the Public Sector Equality Duty. It is an important way to mainstream equality into our work at NES and to help us:

* Take effective action on equality
* Develop better policy, technology, education and learning and workforce planning solutions for health, social care and a wide range of our partners, stakeholders and employees
* Demonstrate how we have considered equality in making our decisions.

# Workstream Overview

**Background**

Following recommendations from the Joint Social Services Task Force (JSST), NES and the SSSC have been commissioned by the Scottish Government to develop and produce a careers opportunities tool for adult and childcare staff working in social care. There is a joint responsibility for both organisations to undertake Impact Assessments.

The JSST brings together key partners from across the social services sector and is jointly chaired by the Convention of Scottish Local Authorities (COSLA) and the Scottish Government. It works together to identify, support, and accelerate progress on priority issues affecting the social care and social work workforce.

The JSST identified that there is a limited understanding of the wider range of roles and opportunities for a career available within Social Care. Those roles that are well known, are not always viewed positively, and can discourage people from seeking information or considering applying to posts within the sector. Existing staff may not be aware of the wider opportunities available, and may choose to leave the sector altogether, being unaware of the transferrable nature of experience and qualifications.

Whilst there is an abundance of information available on multiple websites and platforms that aims to highlight the diversity and breadth of roles and opportunities, these are not easily navigable and often are presented using personal stories or examples, requiring users to read multiple stories, and interpret the opportunities available.

NES and the SSSC have been commissioned to develop a navigable Social Care Career Options Tool, that shows the transferability of existing experience, skills and qualifications. It will help highlight the range of opportunities to new and existing staff, can encourage new applicants, retain existing workforce, and support cross sector talent movement.

The final product will be a digital tool which will reside on the [SSSC careers website](https://www.careersincare.scot/). Our preferred option is for a web site or web application that has been developed using a mobile first approach.

**Objectives**

* Development of useable data that enables production of a navigable map of career opportunities, based on in scope job role/ function and qualifications. Includes:
* Review of existing careers information and data available – ensuring consistency and links (where relevant and appropriate)
* Review of core job families and functions and associated qualifications required for job roles – output documented and shared within JSST
* Development of relevant job family / functions general descriptors using – output documented and shared within JSST
* Creation of career opportunities information digital tool– based on transferrable skills and qualifications.
  + - Highlighting transferability of skill/quals and experience across job families and functions
    - Highlighting required skills / quals and qualifications across job families and functions
    - Output documented and shared within JSST

**Scope**

Within scope are adult social care frontline roles and children’s social care staff, front line roles. Outside of scope are health, Social Workers, Occupational Therapist and Allied Health Professional roles.

**Publication of the EQIA**

The EQIA will be published in May 2025 at the launch of the Social Care Career Options Tool.

**Intended Outcomes**

* Social care staff have more information about the range of career opportunities open to them.
* Social care staff report that the interactive tool is accessible for people with additional needs or protected characteristics, and user friendly.
* Social care staff have more choice about opportunities that are open to them.
* Social care staff can consider a wider range of options than they might otherwise.
* The number of people considering a role in social care is increased
* The number of people considering leaving the sector is decreased.

**Relevance to NHS Education Scotland Equality Outcomes**

This piece of work directly ties into several NES equality outcomes:

**Outcome 2: Boards will have improved awareness of the importance of youth engagement and employment, particularly regarding young people experiencing disadvantage on the labour market and will increase youth employment and build the workforce of the future by supporting boards to actively build strong partnerships with key stakeholders, including young people.**

The team are actively engaging with the NHS Youth Academy in the development and design of the Social Care Career Options Tool. We have met with the project lead at the Academy and agreed to work in partnership with them to encourage young people to input into the design testing of the tool so that we can ensure that it meets their needs. We will also seek the support of the Youth Academy in disseminating information about the tool throughout their network.

The project team recognises that unemployment among young people is high and that for many, social care may not be a first choice. We want more young people to consider a career in the sector. By providing better information and highlighting the wide range of roles, we think that more young people might consider a career in social care.

**Outcome 4: Retention and career development are improved for people who take breaks from training or career progression through career advice, induction and returner programmes, flexible training, retainer schemes and support for performance.**

The careers opportunity tool will provide information and signposting to workers already in the social care sector and those who might be seeking a role in the sector. It will provide information about vertical career progression (where an individual is seeking a promoted post) and lateral career progression (where it will highlight other roles at a similar level with similar skills). Workers returning to the sector or who have had a career break will benefit from being able to interrogate the system and find out which opportunities best fit their knowledge and skills.

**Link to SSSC outcomes**

This activity links to the ‘Valued’ outcome in the [SSSC’s Strategic Plan 2023-2026](https://www.sssc.uk.com/knowledgebase/article/KA-03486/en-us#:~:text=The%20SSSC%20Strategic%20Plan%202023,the%20future%20and%20our%20strategy).

**Valued - The social work, social care and children and young people workforce is valued for the difference it makes to people’s lives.**

This activity also links to the SSSC’s [equality outcomes for 2021-2025](https://www.sssc.uk.com/knowledgebase/article/KA-03488/en-us), particularly outcome 1d:

**Continue our relevant activities to support wider participation in the social service workforce.**

**Potential for reducing inequalities**

This work provides significant opportunities to reduce inequalities in two ways. Firstly, in year one of the workstream, we will focus on the design of the Social Care Career Options Tool. By ensuring we consider the needs of people with protected characteristics and other disadvantaged groups, we will ensure that they have access to valuable information about jobs and careers in Social Care. This work can therefore result in enhancing economic opportunities. Secondly, in year two of the workstream, we will develop a marketing plan and there is an opportunity to consider groups of people who face inequalities and specifically target those groups to raise awareness of the careers opportunities tool and thereby increase the number of people who can benefit.

The following table sets out the positive impact on groups of people.

|  |  |  |
| --- | --- | --- |
| **Group of people** | **Year 1: design and build** | **Year 2: promote and market** |
| Young people, including cared for young people. | We will work with the NHS Youth Academy to involve young people in the design of the web site tool so that we are confident it is engaging, age appropriate and provides the information young people need. | We will promote the tool to young people through the NHS Youth Academy, Department of Work and Pensions, Social Work, voluntary organisations such as the King’s Trust, and Who Cares? Scotland who campaign for and support care-experienced people. |
| Low paid workers who experience digital exclusion and economic disadvantage | 88% of social care staff access the internet on their phone[[1]](#footnote-2). We will design the digital tool so that it can be used on a smartphone as well as other devices. | We will promote the digital tool to the social care workforce through the SSSC, the Care Inspectorate, COSLA, Scottish Care, the Coalition of Care Providers Scotland (CCPS) and through Third Sector Interfaces and Local Employment Partnerships. |
| Workers who have had a career break including carers | We will include links to information about returning to work after a career break. | We will promote the digital tool to the social care workforce through the SSSC, the Care Inspectorate, COSLA, Scottish Care and CCPS and through Third Sector Interfaces and Local Employment Partnerships. |
| Workers who have come to Scotland from overseas | We will work with organisations that support people from minority ethnic groups like CEMVO to design the tool in a way that is sensitive to the needs of people from minority ethnic groups. | We will promote the digital group through organisations that support people from minority ethnic groups like CEMVO, InRen, and BEMIS. |

**Approach to developing the EQIA**

The EQIA has been developed in conjunction with the SSSC, our partners in this work. The diagram below shows the governance structure that was established to facilitate the workstream.

Sponsor Group

Stakeholder Group

Project Team

Project Board

Project Leads

The workstream leads (Specialist Lead – Social Care) and the Learning and Development Manager, Workforce Policy Team, SSSC are the authors of this report.

We have had twelve engagement sessions with stakeholders that have included Scottish Care, CCPS, the SSSC’s Careers and Employability group, the Care Inspectorate, and COSLA. In these sessions, stakeholders have raised several equalities issues that they have asked us to consider as part of the development of this work. These are:

* The social care workforce, particularly front-line staff have poor pay and conditions and may be impacted by digital exclusion. (This issue is explored in the evidence section of this report).
* There has been a significant increase in overseas workers coming to Scotland to work in social care. (This issue is explored further in the evidence section of this report).

We have also undertaken desktop research about the social care workforce in Scotland so that we can evidence the range of issues that are known to impact them. This is covered in the next section.

# Evidence

The social care workforce is large and diverse. The author has pulled together a range of statistical information from a variety of sources to highlight key characteristics of the sector that must be considered for this EQIA.

**Demographic information**

* 193,690 workers work in the social care sector in Scotland[[2]](#footnote-3). 81% work in frontline roles.
* Mean salaries are in the range of £22,000 – £24,999[[3]](#footnote-4) (full-time equivalent), well below the mean Scottish salary of £27,710[[4]](#footnote-5).
* 53% of the workforce are on full-time contracts and 10% are on zero-hour contracts[[5]](#footnote-6).
* The SSSC report on workforce (2022) notes that the median age of the social care workforce (47) in Scotland is slightly higher than for the general working population (41).
* 25% of the workforce changed role in the year 2022-2023[[6]](#footnote-7)
* 82%[[7]](#footnote-8) of the workforce are women and therefore more likely to be affected by the impact of career breaks[[8]](#footnote-9). In addition, there is good evidence women account for 58% of non-internet users[[9]](#footnote-10).
* 10% of staff working in care homes for adults, 2% of housing support/care at home staff, and 12% of nurse agency staff are from ethnic minorities. Minority ethnic staff face more discrimination in the workplace[[10]](#footnote-11).
* 2% of the workforce state that they have a disability though there is no data about the types of disability. Whilst the insight from this about the specific nature of any barriers to accessibility is limited, it shows that pro-active consideration of accessibility and how this is embedded in our digital tools and systems is likely to be significant.
* SSSC Registration data shows that 88.3% of those who shared information about sexual orientation reported to be straight or heterosexual, 2.2% reported to be gay or lesbian, and 2.0% reported to be bisexual. 7.5% reported as “Other or prefer not to say”.[[11]](#footnote-12)
* There is evidence that people who identified as LGBTQ+ were twice as likely to be unemployed compared to those who identified as heterosexual (4.0 percent versus 2.0 percent)[[12]](#footnote-13).
* SSSC Registration data shows the 37.4% of those who shared information about religion indicated that they have no religion. 23.5% of respondents reported to be Christian.[[13]](#footnote-14)

**Digital skills and access to the internet**

* There is a clear link between digital access and household income. There is a 14% difference in access to the internet between the top 20% and bottom 20% of households[[14]](#footnote-15).
* While it is essential to recognise individual digital confidence, the report[[15]](#footnote-16) by SSSC on the digital capabilities of the social care workforce highlights that older workers tend to have less confidence using digital tools.
* Outside of work (where workers are more likely to access the Social Care Career Options Tool) smartphones are the most used device (88%), followed by laptops (52%), and then tablets (48%)[[16]](#footnote-17).
* 9% of the workforce report they are not confident using digital technologies.
* OFCOM estimated that in 2022 around 8,000 premises in Scotland (residential and commercial) could not access either a decent broadband service, or good 4G mobile coverage. Almost all these premises are in rural Scotland[[17]](#footnote-18).
* 2% of the workforce live and work in island communities[[18]](#footnote-19). The proportion of people speaking Gaelic is highest in island regions e.g. in Eilean Siar, it is 52.3%.[[19]](#footnote-20)
* People living in island communities may have less access to educational opportunities.[[20]](#footnote-21)

**Gaps in information**

* There is no specific information about some protected characteristics for the social care sector: gender reassignment, marriage and civil partnership, pregnancy.
* In the general population, 0.44% of people over the age of 16 are trans or have a trans history[[21]](#footnote-22)
* 47% of people are married or in a civil partnership in Scotland.[[22]](#footnote-23)

# Assessment

We have considered how this work will impact on the Public Sector Equality Duty. This includes how it might affect people differently, taking account of protected characteristics and how these intersect, including with poverty and low income. This is important as a national NHS Board in our work to address health inequalities.

A Fairer Scotland Assessment requires public authorities to actively consider how they can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions.

We have included our Fairer Scotland Assessment in this Equality Impact Assessment.

See guidance on the Fairer Scotland Duty on the Equality and Diversity SharePoint Hub: [Fairer Scotland Duty: guidance for public bodies](https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/).

The bullet points below are the 3 parts of the Public Sector Equality Duty:

* How will it progress equality of opportunity for people who experience inequalities?
  + The tool will equip the existing workforce and those considering a career in social care with information that will enable them to decide about what roles are right for them. We will promote the tool widely, but pay particular attention to avenues that reach young people, cared for young people, carers and people from minority ethnic groups.
* How will it eliminate discrimination, victimisation or harassment or other unlawful conduct?
  + We will include links in the tool to information that tells workers about their rights throughout the journey to employment. This will include information about the Equalities Act (2010) and where to seek advice.
* How can it promote good relations between people who share a protected characteristic and those who do not? For example, think about how we can tackle any prejudice or stigma.
  + The tool will use images that reflect the diversity of Scottish society.

There will be a range of impacts from the development of the Careers Opportunities Tool (SCCOT) that must be considered.

**Digital Inclusion**

* The SCCOT is a digital tool.
* The SCCOT must be designed with smartphone users in mind because this is the main type of device used by the workforce[[23]](#footnote-24). It must also scale well to other types of devices like laptops or tablets.

**Accessibility**

Four protected groups often experience interlinked issues of poverty and digital exclusion: older people, people with a disability, women and people from a minority ethnic group. Each group may also face additional specific issues, and these are outlined below.

**Age**

* We must recognise that on average, the social care workforce is slightly older than the general workforce. While not wishing to stereotype, older workers report less confidence in using digital tools than their younger counterparts[[24]](#footnote-25). When designing the SCCOT, we must ensure that it is easy to interact with, provides information in a clear, accessible way and is compatible with [Web Content Accessibility Guidelines (WCAG) 2.2 AA accessibility standard](https://www.w3.org/TR/WCAG22/).

**Disability**

* Two percent of the social care workforce have a disability. It is likely this figure is an underestimate of the actual representation of disabled people working in the sector. Indeed, SSSC data shows that 5.4% of the SSSC registered workforce reports to having a disability.[[25]](#footnote-26)
* There are significant issues for disabled people who may wish to access the Social Care Career Options Tool:
  + sensory impairment,
  + cognitive issues,
  + mobility (e.g., input devices, navigation, etc).
  + issues relate to navigation (ease, logic, layout), interoperability with assistive technologies),
  + ability to read screen, accessibility/useability of multimedia content,
  + accessibility of PDF content,
  + accessibility of interactive content.

Web Content Accessibility Guidelines are an important resource in ensuring the needs of this group of people are also met. They ensure that people with a visual impairment can access the site when using screen readers. They ensure that for people with cognitive difficulties, the layout and navigation are logical and easy to use. The standards also ensure that content is written plain English and easy for everyone to understand.

**Race**

There are well established links between poverty and ethnicity. Ethnic minority adults continue to experience higher poverty rates than White British adults.[[26]](#footnote-27) People from ethnic minority groups living in Scotland and workers coming from overseas to join the social care workforce may face additional barriers to accessing services (see language below).

**Language**

Where English is not the person’s first language, accessing information services may be more challenging. To work in the social care sector, workers must have satisfactory standards of written and spoken English, but workers may prefer to interact with the Social Care Career Options Tool in a first language. For this reason, we have ensured the web resource is compatible with Google Translate.

**Representation and Visibility**

The intention in the design of the SCCOT is to make extensive uses of pictures of social care workers. This will make the website more relatable. It is essential that images are representative of people with a range of characteristics from across the workforce. This is particularly true of minority groups who often feel underrepresented or marginalised. We must make every effort to be inclusive and to have images of people from minority ethnic groups. We must also use images of people from a range of age groups. Care and effort need to be taken to include LGBTQIA+ workers. Workers with a disability must also be represented.

**Island Communities**

The availability of a Social Care Career Options Tool as a digital resource can help reduce the inequality in access to information about roles working in social care, between mainland and island workers. However, some island workers may face additional challenges accessing the internet because of poor local broadband services.

In island communities, a greater proportion of the workforce is employed in the public sector.[[27]](#footnote-28) The Social Care Career Options Tool may bring to light career development options that a worker may have not been exposed to before due to the limited number of employers in these communities.

**Corporate Parenting**

Cared for young people can have poorer educational opportunities[[28]](#footnote-29) which may have a knock-on effect on their employment opportunities. For a wide range of entry level social care roles supporting adults and young people, life experiences and aptitudes are valued as well as more traditional entry requirements such as formal education and qualifications. Employment in social care can provide cared for young people with an interest in social care, a rewarding career.

**Adult Carers and Young Carers**

Adult carers who may be seeking roles that enable them to balance work and life or have had a career break to provide care will benefit from the tool by having access to information about a range of social care roles that might fit with their personal job goals.

For a wide range of social care roles working with adults and young people, life experiences and aptitudes are more important entry requirements than qualifications. Employment in social care can provide people with caring experience and who have an interest in social care, with a rewarding career. The SCCOT will provide an opportunity for carers to recognise how their own experiences can be a valuable asset. Similarly, young carers, starting their careers, and who may be considering social care have invaluable experience and would benefit from accessing the SCCOT to help decide their first steps. It will be available at all times, providing opportunities to explore specific roles and careers to people who may have limited time to access support during office hours.

# Actions

The Equality Impact Assessment has informed the following actions:

The impact assessment has identified the following actions to better advance equality, progress children’s rights and meet the Public Sector Equality Duty:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Issue or risk identified | Action | Responsibility | Timescale | Resource required |
| Accessibility – ensure our product is designed and tested in accordance with Level AA Conformance to Web Content Accessibility Guidelines 2.2. | Include a requirement in the product specification to meet the guidelines and select a provider with a track record of delivering this standard. | Specialist Lead NES/SSSC | March 2025 | Input from the procurement teams of SSSC/NES |
| Digital Content is designed robustly against NES Digital Content Standards | External agencies that are awarded work are given full sight of the standards in tender documentation and are only awarded contract if they sign up to follow them. | Specialist Lead NES/SSSC | March 2025 | NES digital content standards.  NES Digital and Business teams to sign off and approve learning developed before deployment |
| Mobile compatibility Mobile 1st where appropriate | Ensure design and testing is Mobile First. | Provider/ Specialist Lead SSSC NES | March 2025 | Provider |
| Ensuring that digital images are inclusive. | Instruct provider to use/commission images that reflect social care workers from ethnic minority, LGBTQIA+ and others. | Provider/ Specialist Lead SSSC NES | March 2025 | Provider |
| Promote and raise awareness of the Social Care Career Options Tool to people in disadvantaged and protected groups | Write a marketing plan to ensure that the Social Care Career Options Tool is promoted to disadvantaged and protected groups. | Specialist Lead NES/SSSC | March 2025 | Specialist Lead NES/SSSC |

**Monitoring**

As part of the design, people who use the Careers Opportunities Tool will be invited to complete a user experience survey. We will collect anonymous data about them that will include information about protected characteristics. A Data Protection Impact Assessment is being completed to ensure that any data we collect protects the rights of individuals and is processed correctly. We will include specific questions about accessibility, devices used to access the website, and demographic information about the person that will enable us to assess whether the tool is being used by all the groups for which we intend.

**Review of the impact assessment.**

The impact assessment will be reviewed six months after launch in September 2025.

# Sign-off

NHS Education Scotland Director: Gordon Paterson

SSSC Director: Laura Lamb

Date:

# Appendix A: Summary of potential impact on protected groups

|  |  |
| --- | --- |
| **Protected Characteristic** | **Impact** |
| Age | We must recognise that on average, the social care workforce is slightly older than the general workforce. While not wishing to stereotype, older workers report less confidence in using digital tools than their younger counterparts. When designing the SCCOT, we must ensure that it is easy to interact with, provides information in a clear, accessible way and is compatible with [Web Content Accessibility Guidelines (WCAG) 2.2 AA accessibility standard](https://www.w3.org/TR/WCAG22/). |
| Gender reassignment | Representation of gender must include people who have a trans and/or non-binary identity. |
| Sex | Women are more likely to be in a caring role, are disproportionately impacted by career breaks. |
| Disability | * 2% of the social care workforce and 5.4% of the SSSC registered workforce has a disability. It is likely this this figure is an underestimate of the actual representation of disabled people working in the sector. * There are significant issues for disabled people who may wish to access the Social Care Career Options Tool:   + sensory impairment,   + cognitive issues,   + mobility (e.g., input devices, navigation, etc).   + issues relate to navigation (ease, logic, layout), interoperability with assistive technologies),   + ability to read screen, accessibility/useability of multimedia content,   + accessibility of PDF content,   + accessibility of interactive content.   Web Content Accessibility Guidelines are an important resource in ensuring the needs of this group of people are also met. |
| Marriage & Civil partnership | Representation of relationships should include marriages and civil partnerships |
| Sexuality | Representation of sexuality should include LGBTQ+ individuals. |
| Race | There are well established links between poverty and ethnicity. People from ethnic minority groups living in Scotland and workers coming from overseas to join the Social Care Workforce may face additional barriers to accessing services. Where English is not the person’s first language, accessing information services may be more challenging. To work in the sector, workers must have satisfactory standards of written and spoken English, but there is wide variation in the degree of confidence workers have in their English language skills. Access to digital products in a first language can enhance economic opportunities, help bridge the information gap and empower education and learning opportunities. |
| Pregnancy | No impact |
| Religion | No impact |

1. The SSSC (2024) Review of Digital Capabilities within the Adult Social Care Workforce in Scotland [↑](#footnote-ref-2)
2. SSSC (2024), Scottish Social Services Sector: Report on 2023 Workforce Data, [link](https://data.sssc.uk.com/images/WDR/WFDR_2023_20240826.pdf). Figure calculated by subtracting the number of social workers from the total social work, social care and children and young people workforce. [↑](#footnote-ref-3)
3. Lightcast sector data, 2023 [↑](#footnote-ref-4)
4. The Scottish Parliament (2022), Earning in Scotland 2023 [link](https://bprcdn.parliament.scot/published/2023/2/27/e0888682-8f9a-46f0-9448-5a588c583f58/SB%2023-08.pdf) [↑](#footnote-ref-5)
5. SSSC (2024), Scottish Social Services Sector: Report on 2023 Workforce Data [link](https://data.sssc.uk.com/images/WDR/WFDR_2023_20240826.pdf) [↑](#footnote-ref-6)
6. SSSC (2024), Scottish Social Services Sector: Report on 2023 Workforce Data, [link](https://data.sssc.uk.com/images/WDR/WFDR_2023_20240826.pdf) [↑](#footnote-ref-7)
7. SSSC (2024), Scottish Social Services Sector: Report on 2023 Workforce Data [link](https://data.sssc.uk.com/data-publications/22-workforce-data-report/359-scottish-social-service-sector-report-on-2023-workforce-data) [↑](#footnote-ref-8)
8. Institute for Fiscal Studies (2021), Women and men at work [link](https://ifs.org.uk/inequality/wp-content/uploads/2021/12/IFS-Inequality-Review-women-and-men-at-work.pdf) [↑](#footnote-ref-9)
9. Office for National Statistics (2019), Exploring the UK’s digital divide [link](https://www.ons.gov.uk/peoplepopulationandcommunity/householdcharacteristics/homeinternetandsocialmediausage/articles/exploringtheuksdigitaldivide/2019-03-04#how-does-internet-usage-and-digital-exclusion-vary-for-men-and-women-) [↑](#footnote-ref-10)
10. Equalities and Human Rights Commission (2022), Experiences from health and social care: the treatment of lower-paid ethnic minority workers [↑](#footnote-ref-11)
11. SSSC (2024), Analysis of diversity data and research. [link](https://data.sssc.uk.com/images/20241126_SSSC_Analysis_of_diversity_data_and_research_report.pdf) [↑](#footnote-ref-12)
12. Scottish Surveys Core Questions (2021) [link](https://www.gov.scot/publications/scottish-surveys-core-questions-2019/) [↑](#footnote-ref-13)
13. SSSC (2024), Analysis of diversity data and research. [link](https://data.sssc.uk.com/images/20241126_SSSC_Analysis_of_diversity_data_and_research_report.pdf) [↑](#footnote-ref-14)
14. Equalities evidence finder (accessed 26.7.24) [link](https://scotland.shinyapps.io/sg-equality-evidence-finder/) [↑](#footnote-ref-15)
15. SSSC (2024) Review of Digital Capabilities within the Adult Social Care Workforce in Scotland [link](https://data.sssc.uk.com/images/Digital_capabilities_within_the_adult_social_care_workforce_in_Scotland.pdf) [↑](#footnote-ref-16)
16. SSSC (2024) Review of Digital Capabilities within the Adult Social Care Workforce in Scotland [link](https://data.sssc.uk.com/images/Digital_capabilities_within_the_adult_social_care_workforce_in_Scotland.pdf) [↑](#footnote-ref-17)
17. Rural Scotland Data Dashboard (accessed 26.7.24) [link](https://www.gov.scot/publications/rural-scotland-data-dashboard-overview/pages/7/) [↑](#footnote-ref-18)
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