|  |  |
| --- | --- |
| **Document Control** |  |
| **Version** | **2.0** |
| **Title** | **Equality Impact Assessment – National Induction Framework** |
| **Date** | **31/3/25** |
| **Author** | **John Eden** |
| **Owner** | **NES Social Care Directorate/SSSC** |
| **Document No.** |  |
| **Location** |  |

|  |  |
| --- | --- |
| **Authorisation** |  |
| **Approved by** |  |
| **Version** | **2.0** |
| **Date of approval** |  |
| **Date of issue** |  |
| **Supersedes** |  |
| **Owner** | **NES Social Care Directorate/SSSC** |
| **Date for review** |  |
| **Location** |  |
| **Version Control** |
| **Date** | **Version** | **Status/Summary of changes** | **Author** |
| **1/11/24** | **2.0** | **Updates to public sector duties** | **John Eden** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Equality Impact Assessment Report – National Induction Framework

# 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.

**Publication of the EQIA**

The EQIA will be published in March 2025 at the launch of the National Induction Framework.

# Workstream Overview

**Background**

The Joint Social Services Task Force is a short life working group established to identify and address issues affecting the delivery of social care in Scotland. JSST has identified that high turnover and recruitment in the Adult Social Care sector results in a significant amount of time being spent by employees and organisations on the development and delivery of onboarding activities. Employers invest time in creating content that supports new joiners meet the standards of the role and organisation, and new joiners (irrespective of experience) must complete the relevant onboarding journey.

Experienced workers who move between employers, are often asked to repeat mandatory learning requirements within their new employment. This repetition within the system, when scaled, can be a significant loss of hours available for services to reinvest in other staff activity. Early exploration of the potential of a ‘portable’ learning passport was established, with feedback highlighting concerns around assurance of knowledge and skill would be a barrier to uptake.

Subsequent to the work of the JSST, NES and the SSSC have been jointly commissioned by the Scottish Government to develop and produce a National Induction Framework for the Adult Social Care Workforce. There is a joint responsibility for both organisations to undertake an Equality Impact Assessment. We propose that a single EQIA, developed jointly will ensure a joined-up approach. In that spirit, this EQIA has been reviewed by the Equality and Diversity teams of NES and SSSC. This assessment approach also covers other statutory priorities, such as our obligations to consider the impact on our policies on island communities.

The project will explore how a portable learning record is stored, ensuring it belongs to the individual. The final products will be a suite of learning materials and a digital learning record that allows workers to port their induction learning from one organisation to another.

**Objectives**

* Review and revise the National Induction Framework to ensure the content is current, meets core learning requirements and is accessible.
* Pilot a prototype of a national, portable onboarding record of learning that tracks/demonstrates an employee’s learning and enables them to transfer (or ‘port’) their initial, agreed, mandatory onboarding learning from one provider to another

**Scope**

Within scope are adult social care frontline roles. The workstream will primarily address registered roles, however it is anticipated that the National Induction will also benefit workers in unregistered roles. Outside of scope are health, Social Worker, Occupational Therapist, Allied Health Professional, and childcare frontline roles.

**Intended Outcomes**

* Social care providers report that the National Induction Framework accelerates the onboarding process.
* Social care providers report that the National Induction Framework reduces the cost of onboarding new staff.
* Social care providers report that the National Induction Framework complements their existing induction process.

**Relevance to NHS Education Scotland Equality Outcomes**

This piece of work directly ties into one of the NES equality outcomes:

**Outcome 5:**

**The diverse development needs of our workforce and changes in the way**

**work is being done will be our focus as we support development of digital**

**capability and accessible and inclusive technology enhanced learning. Digital**

**learning capability is a complex concept incorporating elements of information**

**literacy, digital skills, and capacities for learning. Learners may also be**

**differentially impacted by barriers to accessing appropriate digital**

**infrastructure for learning. We will invest in core skills development for** **our**

**educators and designers which will include**

**a. Accessibility [design, facilitation, assessment, reasonable adjustments]**

**b. Cultural competence and anti-racist education**

**c. Unconscious bias in education**

**d. Social learning and facilitating for inclusive learning**

The National Induction will recognise that an increasing number of the social care workforce has come from overseas, is from diverse cultural backgrounds and may face additional barriers to learning. They may also have specific information needs about how to enter work in Scotland or in understanding cultural differences. The National Induction will recognise this by including content that supports overseas workers with both issues. It will also support organisations and teams to embrace diversity and inclusion by including the cultural humility course [Cultural humility | Turas | Learn (nhs.scot)](https://learn.nes.nhs.scot/72557).

**Relevant to SSSC Equality Outcomes**

The development of the framework also links with the SSSCs Equality Outcomes for 2023-2026, mainly Outcome 1: promoting diversity in the social care workforce, including disabled people, people from ethnic minority backgrounds and people with care experience and priority 1d: Continue our relevant activities to support wider participation in the social service workforce.

The course will include an introduction to equality and diversity [Introduction to equality, diversity and human rights](https://learn.nes.nhs.scot/3123). It will also specifically address anti-racist practice and promote an anti-racist approach by having specific content on this subject [Race equality | Turas | Learn (nhs.scot)](https://learn.nes.nhs.scot/27887/equality-and-diversity/race).

**Potential for reducing inequalities**

This work provides significant opportunities to reduce inequalities. In the first year of the workstream, we will focus on the design of the National Induction Framework. 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. In the second year 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 National Induction Framework and thereby increase the number of people who can benefit.

**Impact on groups of people**

|  |  |
| --- | --- |
| **Group of people** | **Benefits** |
| Low paid workers who experience digital exclusion and economic disadvantage | 88% of adult social care staff[[1]](#footnote-2) access the internet on their phone. We have written a set of standards that underpin the national induction and include a standard that requires employers to ensure workers have access to a suitable device and internet to complete their induction. |
| Workers who have had a career break | Workers who have short career breaks will be able to port their previous induction learning to a new employer or their existing employer, provided this is within a reasonable timescale. |
| Young people and cared for young people | Cared for young people are more likely to have poorer educational outcomes[[2]](#footnote-3). Those who choose to enter social care as a career can benefit from gaining skills and knowledge through the national induction that will enable them to develop in their social care career. In partnership with employment agencies and colleges, accessing the National Induction may enhance these young people’s employment prospects. |
| Island Communities | Island communities have less access to educational opportunities (see evidence section below). A National Induction, available online can improve access to high quality education for social care workers (allowing for local challenges accessing the internet). |

**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

There are two workstream leads: Specialist Lead – Social Care (NES), and the Learning and Development Manager Qualifications and Standards Team (SSSC). The two leads are jointly responsible for authoring this EQIA.

We have had twenty engagement sessions with stakeholders that have included Scottish Care and the Coalition of Care and Support Providers in Scotland, the SSSC’s Careers and Employability group, the Care Inspectorate, and COSLA. At 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. For example, in Renfrewshire one in five workers is from a minority ethnic group[[3]](#footnote-4). 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**

* 135,540 workers work in the social care sector in Scotland[[4]](#footnote-5). 81% work in frontline roles.
* Mean salaries are in the range of £22,000 – £24,999[[5]](#footnote-6) (full-time equivalent), well below the mean Scottish salary of £27,710[[6]](#footnote-7).
* 53% of the workforce are on full-time contracts and 11% are on no guaranteed hours contracts[[7]](#footnote-8).
* The SSSC report on workforce (2023) notes that the median age of the social care workforce (47) in Scotland is higher than for the general working population (41).
* 25% of the workforce changed role in the year 2022-2023[[8]](#footnote-9)
* 82%[[9]](#footnote-10) of the workforce are women and therefore more likely to be affected by the impact of career breaks[[10]](#footnote-11). In addition, there is good evidence women account for 58% of non-internet users[[11]](#footnote-12).
* At least 6% of the social care workforce is from a minority ethnic group and more likely to experience discrimination in the workplace[[12]](#footnote-13).
* 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[[13]](#footnote-14).
* 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)[[14]](#footnote-15).

**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[[15]](#footnote-16).
* While it is essential to recognise individual digital confidence, the report[[16]](#footnote-17) 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 National Induction Framework) smartphones are the most used device (88%), followed by laptops (52%), and then tablets (48%) [[17]](#footnote-18).
* 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[[18]](#footnote-19) (including Island communities).
* 2% of the workforce live and work in island communities[[19]](#footnote-20). The proportion of people speaking Gaelic is highest in island regions e.g. in Eilean Siar, it is 52.3%[[20]](#footnote-21).
* People living in island communities may have less access to educational opportunities[[21]](#footnote-22).

**Gaps in information**

* There is no specific information about some protected characteristics for the social care sector: gender reassignment, marriage and civil partnership, sexuality, pregnancy, and religion. The SSSC have stated that in their 2024 workforce report, this gap will be addressed and this EQIA will be updated when the report is published.
* In the general population, 0.44% of people over the age of 16 are trans or have a trans history[[22]](#footnote-23)
* 47% of people are married or in a civil partnership in Scotland[[23]](#footnote-24)

# 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 national induction will improve the opportunities of young people, especially cared for young people are more likely to have poorer educational outcomes. It will enable them to develop foundation knowledge in social care which will enhance future employment opportunities and provide first steps towards completing an accredited qualification.
	+ The national induction will benefit workers living and working in rural parts of Scotland by giving them access to high quality learning experiences that may be difficult to access otherwise.
	+ The national induction will benefit low paid workers who access digital services by being able to view course content on a range of devices. As part of the plan to promote the resource, we will target agencies that support people into work in areas of high deprivation where it could become part of local entry to social care initiatives.
* How will it eliminate discrimination, victimisation or harassment or other unlawful conduct?
	+ We will include guidance for employers, managers and supervisors encouraging them to consider the individual needs of workers. For example, we will suggest that workers with caring responsibilities be given greater flexibility and additional time to complete the material.
	+ We will also include a module on identifying unpaid carers in the national induction so that new workers have a better understanding of the support needs of unpaid carers and the importance of talking to them about their rights and the supports that may be available.
	+ We will include a module on equalities, human rights and addressing discrimination in the national induction.
	+ Additional resources that raise awareness of the importance of anti-racist practice will be included in the national induction.
	+ We will also include a module called ‘Cultural Humility’ as part of the person-centred approach section of the programme. This will help new workers understand the importance of privilege and widening their understanding of diverse cultures.
* 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.
	+ When selecting resources and courses for inclusion in the national induction, we are seeking materials that use images that reflect our national diversity. In practice this means images that represent ethnic diversity and images that reflect the diversity of family life e.g., same sex couples that have families.
* We have included a suite of digital skills materials to support workers who have less confidence using digital resources so that they can develop their digital skills and derive the greatest benefit from the National Induction Framework.

There will be a range of impacts from the development of the National Induction Framework (NIF) that must be considered.

**Digital Inclusion**

* The social care workforce is low paid, and this has an impact on the technology used to access digital tools on the internet. The NIF must be designed with mobile phone users in mind because this is the main type of device used by the workforce. 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. Workers on low pay in social care have less access to protected learning time and may be negatively impacted by the cost of data when using their own device to access material.

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 NIF, 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](https://www.w3.org/TR/2018/REC-WCAG21-20180605/) (WCAG) 2.1 AA accessibility standard.

Disability

* Two percent of the adult social care workforce have a disability[[25]](#footnote-26). 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 National Induction Framework:
	+ 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.

People with a disability may experience challenges in accessing or fully engaging with digital resources. They may feel a lack of visibility of disability in learning content. Learners with ‘hidden’ disabilities may not feel sufficient psychological safety to disclose barriers to access.

For people who are neurodiverse, there is a risk that the design of learning material does not adequately take account of different ways of learning e.g., dense text.

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.

It is important that content is presented in an inclusive way and in a fashion that promotes strong values and anti-racist practice.

Sex Women may experience discrimination, marginalisation, or negative assumptions by line managers about their digital skills or developing their career[[26]](#footnote-27).

In addition to these groups, people living in rural parts of Scotland face challenges with access to Wi-Fi. The development of a National Induction Framework is a potential benefit in terms of improving access to induction learning material. Rural workers may need additional support. They may require additional protected time to access Wi-Fi that is sufficient to access learning material.

**Impact on Unpaid Carers**

It may be more difficult for carers to find the time to complete learning material. They may not get the additional support they need from a line manager. It is Important there is flexibility in accessing learning to accommodate caring responsibilities. This may disproportionally impact of women.

**Cared for young people**

‘The Promise’ states that, “*Improving the educational attainment of care experienced people should not be the sole responsibility of school staff, but Scotland must support the broader workforce and carers to value and engage with the educational progress of the children in their care*”. Working with partners in education and employment services NES can use the national induction to enable care experienced young people to have better opportunities to join the social care workforce.

**Island Communities**

The availability of a National Induction Framework as a digital resource can help reduce the inequality in access to high quality learning materials, between mainland and island workers. However, some island and other rural workers may face additional challenges accessing the internet because of poor local broadband services. One way to address this is to write into the standards that will accompany the learning materials, a responsibility for island employers to enable access to internet services where possible.

**Representation and Visibility**

The intention in the design of the National Induction Framework is to develop a range of content. Images used in the content should reflect the diversity of Scottish society.

# Next Steps

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 2.0 | 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 1st | 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, transgender, LGBT+. | Provider/ Specialist Lead SSSC NES | March 2025 | Provider |
| Promote and raise awareness of the National Induction Framework to people in disadvantaged and protected groups | Write a marketing plan to ensure that the National Induction Framework is promoted to disadvantaged and protected groups | Specialist Lead NES/SSSC | March 2025 | Specialist Lead NES/SSSC |
| A range of workers including carers, rural staff and those with a disability may require additional time and support to complete the national induction. | Write a set of standards to accompany the learning content that explicitly provides guidance to employers on making reasonable adjustments. | Specialist Leads NES/SSSC | March 2025 | Specialist Leads NES/SSSC |
| Workers may not use English as their first language. (Also benefits, people who have a disability, are neurodivergent, or have been disadvantaged through socio-economic circumstances.  | Write into the specification for the learning material the use of familiar iconography than will act as a signpost to help users recognise what is being communicated in the content.Use readability tools to ensure the content is written clearly and aim for reading age of 11-12 yrs. | Specialist Leads NES/SSSC | March 2025 | Project Team |

**Monitoring**

As part of the design, people who use National Induction Framework 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

Director: Gordon Paterson

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.  |
| Gender reassignment | Representation of gender must include people who are transgender. |
| Sex | Women may experience discrimination, marginalisation, or negative assumptions by line managers about their digital skills or developing their career. |
| Disability | Disability* Two percent of the social care workforce have 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 National Induction Framework:
	+ 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.

People with a disability may experience challenges in accessing or fully engaging with digital resources. They may feel a lack of visibility of disability in learning content. Learners with ‘hidden’ disabilities may not feel sufficient psychological safety to disclose barriers to access.For people who are neurodiverse, there is a risk that the design of learning material does not adequately take account of different ways of learning e.g., dense text. |
| Marriage & Civil partnership | Representation of relationships should include marriages and civil partnerships |
| Sexuality | Representation of sexuality should include LGBT+ 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. Education Outcomes for Looked after Children 2022/23, Scottish Government. [↑](#footnote-ref-3)
3. Scottish Care, Workforce Survey 2023 [↑](#footnote-ref-4)
4. SSSC (2022), Scottish Social Services Sector: Report on 2023 Workforce Data, [link](https://data.sssc.uk.com/images/WDR/WFDR_2023_20240826.pdf) [↑](#footnote-ref-5)
5. Lightcast sector data, 2023 [↑](#footnote-ref-6)
6. The Scottish Parliament (2022), Earning in Scotland 2022 [link](https://bprcdn.parliament.scot/published/2023/2/27/e0888682-8f9a-46f0-9448-5a588c583f58/SB%2023-08.pdf) [↑](#footnote-ref-7)
7. SSSC (2023), Scottish Social Services Sector: Report on 2023 Workforce Data [link](https://data.sssc.uk.com/images/WDR/WFDR_2023_20240826.pdf) [↑](#footnote-ref-8)
8. SSSC (2023), Scottish Social Services Sector: Report on 2023 Workforce Data, [link](https://data.sssc.uk.com/images/WDR/WFDR_2023_20240826.pdf) [↑](#footnote-ref-9)
9. SSSC (2023), Scottish Social Services Sector: Report on 2023 Workforce Data [link](https://data.sssc.uk.com/images/WDR/WDR2022_271123.pdf) [↑](#footnote-ref-10)
10. 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-11)
11. 1 Office for National Statistics (2019) ‘Exploring the UK’s digital divide.’ Available at: https://www.ons.gov.uk/peoplepopulationandcommunity/householdcharacteristics/homeinternetandsocialm ediausage/articles/exploringtheuksdigitaldivide/2019-03-04 (Accessed 29.7.24) [↑](#footnote-ref-12)
12. Equalities and Human Rights Commission (2022), Experiences from health and social care: the treatment of lower-paid ethnic minority workers [↑](#footnote-ref-13)
13. Scottish Social Service Sector: Report on 2023 Workforce Data (2023) [link](https://data.sssc.uk.com/images/WDR/WFDR_2023_20240826.pdf) [↑](#footnote-ref-14)
14. The SSSC (2024) Review of Digital Capabilities within the Adult Social Care Workforce in Scotland [↑](#footnote-ref-15)
15. Equalities evidence finder (accessed 26.7.24) [link](https://scotland.shinyapps.io/sg-equality-evidence-finder/) [↑](#footnote-ref-16)
16. The SSSC (2024) Review of Digital Capabilities within the Adult Social Care Workforce in Scotland [↑](#footnote-ref-17)
17. The SSSC (2024) Review of Digital Capabilities within the Adult Social Care Workforce in Scotland [↑](#footnote-ref-18)
18. Rural Scotland Data Dashboard (accessed 26.7.24) [link](https://www.gov.scot/publications/rural-scotland-data-dashboard-overview/pages/7/) [↑](#footnote-ref-19)
19. Scottish Social Service Sector: Report on 2023 Workforce Data (2023) [link](https://data.sssc.uk.com/images/WDR/WFDR_2023_20240826.pdf) [↑](#footnote-ref-20)
20. Rural Scotland Data Dashboard (accessed 14.11.24 [↑](#footnote-ref-21)
21. Rural Scotland Data Dashboard (accessed 13.11.24 [↑](#footnote-ref-22)
22. Scotland’s Census (2022) [link](https://www.scotlandscensus.gov.uk/news-and-events/scotland-s-census-sexual-orientation-and-trans-status-or-history/#:~:text=Scotland's%20Census%202022%20found%20that,%25)%20aged%2025%20to%2034.) [↑](#footnote-ref-23)
23. Scottish Household survey (2019): [↑](#footnote-ref-24)
24. The SSSC (2024) Review of Digital Capabilities within the Adult Social Care Workforce in Scotland [↑](#footnote-ref-25)
25. Scottish Social Service Sector: Report on 2023 Workforce Data (2023) [link](https://data.sssc.uk.com/images/WDR/WFDR_2023_20240826.pdf) [↑](#footnote-ref-26)
26. Liberatore, M. J., & Wagner, W. P. (2020). Gender, Performance, and Self-Efficacy: A Quasi-Experimental Field Study. *Journal of Computer Information Systems*, *62*(1), 109–117. https://doi.org/10.1080/08874417.2020.1717397 [↑](#footnote-ref-27)