

Equality Impact Assessment (EQIA)

Career Ready

Details of requester

| | |
|-----------------|----------------------|
| Name | [REDACTED] |
| Section/Project | Colleague Experience |

Details of accountable Director

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|---------------|----------------|
| Director name | Billy Harkness |
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Document control (to be completed at each iteration)

| Date | Author | Notes | Version number |
|------------|------------|--|----------------|
| 02/06/2023 | [REDACTED] | First draft – proposal and Impacts Identification and Evidence | V0.1 |
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Summary

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| Date | 14 June 2023 |
| IG Casework ref | CW-2023-204 |

Summary

- The scope of the EQIA is the arrangement and running of the Career Ready mentorship. Investment has been approved for a minimum of two further candidates and will include a 4-week paid internship at AO level.

Career Ready is a charity whose mission is to boost social mobility in young people. In collaboration with education providers and employers, it delivers programmes that give young people opportunities to develop the skills, knowledge and confidence they need to realise their full potential and build a successful career.
- The internship has a significant positive impact on the protected characteristic of age as the programme is specifically designed to provide young people opportunities to develop the skills, knowledge and confidence they need to realise their full potential and build a successful career.
- There is the potential of positive impacts across the protected characteristics of disability, race, ethnicity, colour, nationality or national origins and socio-economic group; Caring responsibilities as these are included in the criteria used by Career Ready to select students for the programme. Therefore, participating students may be more likely than the wider population to have these protected characteristics.
- We considered the potential negative impacts against the protected characteristic of disability as participants may have a disability that affects their needs within the workplace e.g. access requirements, the way training is delivered. This is mitigated by the fact that a RoS mentor is assigned at the beginning of the student's 5th year where the mentor will get to know the student. This will allow them to gather any requirements or additional support they may need and make amendments where possible.
- We also considered the potential negative impacts on the protected characteristic of religion or belief. As the dates of the internships in each local authority area are set by Career Ready, it is possible that students may observe religious holidays during the internship. RoS mentors can ask students whether they have any needs/requests in relation to religious holiday observation and where possible, would look to adapt the internship content and timetable accordingly.

Impact summary

| Impact | Recommended Actions |
|--|---|
| Positive - age | No further action required as the students are selected by Career Ready rather than by RoS. |
| Potential positive - disability, race, ethnicity, colour, nationality or national origins and socio-economic group; Caring responsibilities | Mentors will be open and flexible to allow any adaptations/extra support to be available to students. |

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| Potential negative – disability & religion and belief | Mentors will be open and flexible to allow any adaptations/extra support to be available to students. |
| Review date | July 2024 |

Comments

Comments from teams should be entered in the table below as relevant

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|--|---|
| EDI Group and/or EDI Specialist | Name: EDI Forum Date: 23/06/2023 |
| A question was raised about our understanding of potential language issues relating to ethnicity, asylum seeker or refugee. As the programme is set by Career Ready rather than by RoS we are unable to mitigate against the risk that there may be a language barrier. If someone is put forward who, for example, needs a translator, and that's put in place for all the mentoring meetings/ discussions then we can assume that the translator will be with them for the internship too. | |

Senior staff approval or oversight required

Specify which senior colleagues should have sight of the EQIA and who should approve

| Role | Approval/oversight/none |
|---------------------------------|--------------------------------|
| Keeper | None |
| Accountable Officer | None |
| Director - Registration | None |
| Director – Business Development | None |
| Director - Corporate | Approval |
| Other (specify) | |

Section 1: Framing

Text shown in *italics* is intended to act as a prompt for information to include in each section
See [EQIA Guidance](#) and [PAL Playlist](#) for further assistance.

1. Proposal Outline

What is the scope of this Equality Impact Assessment (change phases/stages)?

Brief background information can be included if this is necessary to frame the proposal

Investment has been approved for a minimum of two further mentorships through Career Ready. Career Ready is a charity whose mission is to boost social mobility in young people. In collaboration with education providers and employers, it delivers programmes that give young people opportunities to develop the skills, knowledge and confidence they need to realise their full potential and build a successful career.

For each mentorship there is a four-week paid internship at AO salary level. Resource impacts include the time taken each month by the mentors to meet the young person and support provided by the Colleague Experience team, supervisors and other RoS colleagues to arrange and run the internships.

What are the aims or purpose and anticipated outcomes of the change (such as a new policy, decision, procedure or relevant practice)?

By partnering with Career Ready we are supporting colleagues' development through the opportunity to mentor young people; we support the Young Person's Guarantee as well as increasing our reputation within a population of potential future talent.

Recently we were evaluated against the nationally-run 'Investors in Young People' framework, and recommendations included in the assessor's report included looking for opportunities at RoS for young people facing barriers to work; looking for opportunities to increase education outreach, in order to increase awareness of what RoS can offer as a career and considering the merits of running another Modern Apprenticeship programme, or looking for alternatives. Our involvement with Career Ready would contribute towards the implementation of these recommendations.

Benefits

Increase organisational capacity

- Partnering with Career Ready is one of the recognised ways to actively contribute to the Scottish Government's Young Persons Guarantee which RoS signed up to in 2022
- It supports Outcome 2 in the Equality & Diversity Mainstreaming report to have more young people working at RoS
- Working with Career Ready positively supports our EVP and employer brand
- Career Ready research found that:
- 68% of employers reported that their 2021 intern added value to their organisation in terms of filling a skills gap or bringing a fresh perspective.
- 69% of mentors reported that the programme had a positive impact on their wellbeing
- 67% of mentors reported that their experience with the Career Ready programme increased their knowledge and skills

Opportunities

- Increase visibility of RoS, and the Civil Service, with a young demographic who will be looking for roles in the future.
- Support our work in line with Young Person's Guarantee.
- The Career Ready partnership supports with our Corporate Social Responsibility impact.
- This opportunity is a way for RoS colleagues to improve their own mentoring skills.

Please indicate who is most likely to be affected by the change?

For example: Employees, visitors, contractors, women, men, young people, older people, people with disabilities etc.

The young interns and current ROS employees acting as mentors and supervisors.

Which aspects of the change are particularly relevant to any element of the general equality duty?

Advancing equality of opportunity – providing young people with the opportunity to develop the skills, knowledge and confidence they need to realise their full potential and build a successful career.

Section 2: Impacts Identification and Evidence

Does evidence suggest any potential contribution of the change against the needs of the general equality duty? Consider each aspect in the table below.

| Public sector equality duty | Aspects of change which contributes to or influence duty | Explanation/evidence of contribution or influence |
|---|---|---|
| <p>Eliminating unlawful discrimination, harassment and victimisation</p> | <p>Career Ready is a social mobility charity and targets students that experience barriers in education and employment. Criteria used to select applicants include:</p> <ul style="list-style-type: none"> - Eligible for Free School Meals in the past six years - Eligible for Educational Maintenance Allowance (in Scotland) - No parental history of higher education - Experience of Local Authority care and/or estranged from family - Caring responsibilities | <p>Over and above its positive impact on young people, the programme may have a positive impact on other groups that are currently underrepresented within our workforce, further increasing diversity.</p> |
| <p>Advancing equality of opportunity</p> | <p>Providing opportunities to people who may, without the Career Ready programme, experience barriers to participation in the workplace</p> | <p>Participating students are selected by Career Ready, who work with young people who face barriers in education and employment that may cause their talents to go undiscovered and unfulfilled. The 18-month programme aims to overcome these barriers and provide a platform for participants to flourish.</p> <p>Additionally, we know that young people do not all have a good understanding of the opportunities of a career within Registers of Scotland. We are aiming to raise awareness of our organisation in the school leaver population. By supporting the Career Ready</p> |

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| | | programme, we have an opportunity to increase our reach and encourage people from a more diverse range of backgrounds to consider working with us. |
| Promoting good relations | See Eliminating unlawful discrimination, harassment and victimisation above | |

Does evidence suggest any potential for impacts on the following groups? Consider each characteristic in the table below.

| Protected Characteristic | Impact (positive or negative) | Explanation/evidence of impact | Proposed actions/modifications |
|---|--|--|---|
| Age (e.g. older people, children and young people) | Positive | <p>The Career Ready programme is for young people in their 5th and 6th years at secondary school – the 18-month programme commences soon after they start 5th year. We know that young people are currently under-represented in our workforce.</p> <p>EHRC guidance explicitly states that being treated differently due to age is lawful where an organisation is taking positive action to encourage or develop people in an age group that is under-represented or disadvantaged in a role or activity.</p> | None, as the students are selected by Career Ready rather than by RoS. |
| Disability | <ol style="list-style-type: none"> Potential negative Potential positive | <ol style="list-style-type: none"> Participants may have a disability that affects their needs within the workplace e.g. access requirements, the way training is delivered. | <ol style="list-style-type: none"> Each student is assigned a mentor from RoS at the start of their 5th year at school and the student/mentor have regular meetings throughout the school year. The mentor will |

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| | | <p>2. Having a physical, mental or learning disability is one of the criteria used by Career Ready to select students for the programme. Therefore participating students may be more likely to have a disability than the general population.</p> | <p>get to know the student, their background, needs and preferences meaning we account for these when designing their individual internship plan.</p> <p>2. Over and above its positive impact on young people, the programme may have a positive impact on groups that are currently underrepresented within our workforce, further increasing diversity.</p> |
| <p>Gender reassignment (Where a person is living as the opposite gender to their birth)</p> | <p>No evidence of differential impact identified</p> | <p>The Career Ready programme is open to young people regardless of gender</p> | <p>NA</p> |
| <p>Pregnancy and maternity</p> | <p>Potential negative</p> | <p>The Career Ready programme content and some dates are fixed over a particular 18-month period. This limits the flexibility available to participating students e.g. to attend to childcare matters.</p> | <p>Please note the programme is set by Career Ready rather than by RoS. RoS can be flexible in terms of dates/times of mentoring meetings and even the internship, if acceptable to Career Ready. The content of the 4-week internship is tailored to an individual participant.</p> |
| <p>Race, ethnicity, colour, nationality or national origins (including gypsies or travellers, refugees or asylum seekers)</p> | <p>Potential positive</p> | <p>Being from an under-represented ethnic background or having refugee or asylum seeker status are two of the criteria used by Career Ready to select students for the programme. Therefore, participating students may be more likely than the wider population to have this protected characteristic.</p> | <p>Over and above its positive impact on young people, the programme may have a positive impact on groups that are currently underrepresented within our workforce, further increasing diversity.</p> |

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| Religion or belief (including non-belief) | Potential negative | The dates of the internships in each local authority area are set by Career Ready. It is possible that students may observe religious holidays during the internship – observation may require attendance away from the place of work at particular times/dates. | Supervisors can ask students before internships begin whether they have any needs/requests in relation to religious holiday observation during their internships. Where possible, RoS would look to adapt the internship content and timetable accordingly. |
| Sex/gender | No differential impact identified | The Career Ready programme is open to young people regardless of sex/gender | NA |
| Marriage and civil partnership | No differential impact identified | The Career Ready programme is open to young people regardless of their relationship status | NA |
| Sexual orientation | No differential impact identified | The Career Ready programme is open to young people regardless of their sexual orientation | NA |
| Other (any other relevant group not covered above e.g. socio-economic) | Potentially positive impact on: Socio-economic group; Caring responsibilities | Career Ready is a social mobility charity and targets students that experience barriers in education and employment. Criteria used to select applicants include: <ul style="list-style-type: none"> - Eligible for Free School Meals in the past six years - Eligible for Educational Maintenance Allowance(in Scotland) - No parental history of higher education - Experience of Local Authority care and/or estranged from family | Over and above its positive impact on young people, the programme may have a positive impact on other groups that are currently underrepresented within our workforce, further increasing diversity. |

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| | | - Caring responsibilities | |
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| 2.2 Evidence gaps |
| Are there any gaps in the evidence you currently hold? Is any action planned to fill these gaps? |
| The students are selected by Career Ready rather than by RoS so any individual needs, including those relating to any protected characteristics, are not yet known. Supervisors can ask students before internships begin whether they have any needs/requests in relation to religious holiday observation during their internships. Where possible, RoS would look to adapt the internship content and timetable accordingly. |

Section 3: Impact Assessment and Actions

| Relevant protected characteristic | Impact | Mitigating actions included and required | Owner |
|---|---|---|----------------------|
| 1. Age | Positive – the programme provides young people opportunities to develop the skills, knowledge and confidence they need to realise their full potential and build a successful career. | <p>Included: The Career Ready programme is for young people in their 5th and 6th years at secondary school – the 18-month programme commences soon after they start 5th year.</p> <p>Required: None, as the students are selected by Career Ready rather than by RoS.</p> | Colleague Experience |
| 2. Disability | Potential negative - Participants may have a disability that affects their needs within the workplace. | <p>Included: Students will be assigned a mentor at RoS at the start of their 5th year at school and the student/mentor will have regular meetings throughout the school year. This will allow us to learn about their background, needs and preferences and any adaptations can be implemented.</p> <p>Required: no further action required.</p> | Colleague Experience |
| 3. Disability Race, ethnicity, colour, nationality or national origins | Potential positive - the programme may have a positive impact on other groups that are currently underrepresented within our workforce, further increasing diversity | <p>Included: Having a physical, mental or learning disability; being from an under-represented ethnic background or having refugee or asylum seeker status or having carer responsibilities are included in the criteria used by Career Ready to select students for the programme. Therefore, participating students may be</p> | Colleague Experience |

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| Socio-economic group; Caring responsibilities | | <p>more likely than the wider population to have this protected characteristic.</p> <p>Required: Mentors will be open and flexible to allow any adaptations/extra support to be available to students.</p> | |
| 4. Religion or belief (including non-belief) | Potential negative - It is possible that students may observe religious holidays during the internship – observation may require attendance away from the place of work at particular times/dates. | <p>Included: NA</p> <p>Required: Supervisors can ask students before internships begin whether they have any needs/requests in relation to religious holiday observation during their internships. Where possible, RoS would look to adapt the internship content and timetable accordingly.</p> | Colleague Experience |

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| Review date | July 2024 |
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