Full 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) | Level 4 and 5 Foundation Apprenticeships |
| **Senior Responsible Officer (SRO):** name and job title | Diane Greenlees |
| **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) | [Work-based Learning Equality Impact Assessment](https://www.skillsdevelopmentscotland.co.uk/media/46822/work-based-learning-equality-impact-assessment.docx) |

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| **Approved by:** | **Director of: Critical Skills & Occupations** | **Date approved:** | **Review date:** |
| Signed: Diane Signature (2).jpg |  |  | April 2024 |

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

Provide details of what is being impact assessed below, including the target audience for this project:

SDS is leading a Foundation Apprenticeship (FA) pilot programme at SCQF L4 and L5 aimed at offering work-based learning opportunities that will be delivered primarily in schools for to pupils in S3 and S4-S6.This pilot programme supports the Scottish Governments Youth Employment Strategy (2014) which calls for school pupils to have “work relevant educational experiences” that offer a rich blend of learning and which will seek to tackle “structural and recurring youth unemployment”.

The aims of the programme are to create high quality work-based learning experiences within S3 and the senior phase of education (S4-S6) that;

* Offers learners the opportunity to develop accredited skills and capability within a work-based context
* Enable employers to make a structured contribution to the learning of school age pupils by providing real life work-based situations and projects
* Develops Meta Skills within individuals that can contribute to work readiness and create high performing employees
* The pilot programme extends the Foundation Apprenticeship offer however requires a different model of delivery to Foundation Apprenticeships at L6 by focusing on.
	+ To be delivered to learners supported by expertise from employers, practitioners and other experts as required
	+ Project based learning that can be related to the school curriculum
	+ Emphasis on the development of meta skills for learners using work-based projects and situations

The 2020-21 programme will fund up to 1000 opportunities at L4/5. The funding will come from Scottish Funding Council as part of the new Allocations model working with SDS. SDS funds providers to deliver and does not directly deliver these programmes itself. The programmes are based on demand from key sectors and are underpinned by an SQA customised award. The Foundation apprenticeship at SCQF Level’s 4 and 5 will be available in

|  |  |  |
| --- | --- | --- |
| **Framework** | **Level 4** | **Level 5** |
| Construction | **√** | **√** |
| Hospitality | **√** | **√** |
| Automotive | **√** |  |

1. **Evidence and Impact**

This section should consider the impact of your large project/directorate on each of the equality groups in turn. The [Equality Evidence Review](https://skillsdevelopmentscotland.sharepoint.com/sites/IShare/Connectcontent/Resource%20Library/Forms/NotArchived.aspx?id=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FHR%20%5E%2FCulture%20and%20Standards%2FEquality%2C%20Diversity%20and%20Inclusion%2FEquality%20Mainstreaming%20report%5FEquality%20Evidence%20Review%5FJune%202019%2Epdf&parent=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FHR%20%5E%2FCulture%20and%20Standards%2FEquality%2C%20Diversity%20and%20Inclusion&p=true&cid=90e8ed31-d77d-4e91-9365-940facfb6e8e) has information on school, Further/Higher education and employment for different groups. Think about the **actions** required. They will be collated on the action plan in the next section. Please add rows, as required.

Each section should include:

* **a context** – outlining how your project/service relates to this protected characteristic, e.g. population statistics
* **evidence of positive or negative impact** – outlining the potential disadvantage or barriers faced by this equality group
* **source of evidence** – evidence used, including any consultation
* **activity to date** – outlining what we have already done to address disadvantage or promote equality
* **further activity required** – outlining what we’ll do to proactively promote equality and address any potential barriers

**2019/20 Level 4/5 Foundation Apprenticeship programme**

The programme for academic year 2019/20 commenced between August and September 2019. The key associated targets for the programme for 2019/20 were to:

* Increase the number of learners on the programme from 65 to 300
* Increase the number of local authority partners involved in the programme (either as a lead bidder or as part of a consortia arrangement)
* Work closely with the Scottish Qualifications Authority to further develop both the Work Based Challenge Unit and a new Construction award at both SCQF Level’s 4/5
* Increase the number of employers supporting programme delivery

***Learners***

For academic year 2019/20 442 learners successfully commenced the programme. The data used is in the [FA Progress Report 2021](https://www.skillsdevelopmentscotland.co.uk/media/47943/fa-progress-report-july-2021.pdf) and internal data.

SDS has supported smaller scale programmes over the past 2 years to learn about the optimal delivery of work-based programmes within school at L4/5. Evaluation findings strongly suggest that there are certain conditions that should be present for successful delivery. These are set out below:

**1. School Delivery:**

Programmes similar to this are traditionally constructed using existing school/college partnerships, however this leads to learners travelling to college locations. To ensure a high-quality learner experience and embed this within the school curriculum the best conditions for success are when employers and other ‘experts’ time is planned, and learning is undertaken on site at the appropriate time during the project. This is a significant shift in the way college/school partnerships are set up and currently deliver learning.

**2. Type of Learner:**

The mixed gender and ability groups were important to enable learners to share ideas with a range of people and gave learners experience in working with a range of skills and abilities. Learners have responded positively to the format and style of project-based learning and value working with employers on a work-based project. In many instances’ learners stated that they thought more deeply about their learning and were invested in developing their skills in a way that they hadn’t previously demonstrated.

**3. Project Based Learning:**

The practical project is considered vital to the success of the programme. Working within small groups in a workplace style of environment, practical activities within the project and a ‘live’ client all contributed to work readiness, a broader understanding of industry, job roles and created the opportunity to develop meta skills.

**4. Meta Skills:**

Most learners felt that they were more responsible as a result of the pilot citing that they were encouraged to take responsibility for their actions and that the project environment improved their confidence. Specific improvements were detailed as the ability to develop and apply ideas which shows a significant improvement in problem solving skills. Teachers noted improved communication and social skills within a variety of settings including with employers.

**5. Employers:**

Employers welcomed the opportunity to be part of the programme and valued involvement throughout the project life cycle. This was considered a critical success factor by all involved. Employers felt that the programme would also help to diversify the workforce by encouraging a better gender balance and minority groups in the areas of Construction/Automotive going forward.

**6. Practitioner/Teacher:**

Learners were able to make clearer links between their learning and the application of that learning in some subjects.

**7. Partnership:**

A wider benefit for schools was reported in that the programme led to the creation and development of stronger partnerships with a range of local stakeholders beyond those that exist with colleges alone.

One of the stated aims of this project is to provide pathways for young people to progress into Modern Apprenticeships.

A key element of this is to support underrepresented groups to gain the experience and understanding of the various sectoral areas to make informed choices about Apprenticeships as a valuable future career.

Level 4/5 Foundation Apprenticeships is currently focusing on the areas of construction, hospitality and automotive.

The [work-based learning EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) has explored and documents the evidence and reasons for the under-representation of some groups in apprenticeships. The steps SDS are taking to try to address to improve participation of under-represented groups can be found in the EQIA and the [SDS Apprenticeship Equality Action Plan](https://www.skillsdevelopmentscotland.co.uk/media/47244/equality-action-plan-2020.pdf). The actions to diversify participation are pertinent to the pre-FA and indeed the whole apprenticeship family.

SDS base-lined uptake in the MA a couple of years ago and have seen an improvement in the participation of care experienced young people year on year though the achievement rates tend to be lower than for those who are not care experienced and that is something they are seeking to address.

Regarding current people affected by the policy, The Institute of Physics have been addressing gender imbalance through doing their ‘Improving Gender Balance’ project in schools – they have developed teaching materials and these are now being taken forward by Education Scotland.

The work that Institute of Physics have done will offer us valuable pointers as to effective strategies and tools to address gender imbalances especially as Education Scotland will now be rolling out these modules.

Other companies, like ‘Primary Engineer’ also have useful approaches we can learn from - working in schools and bringing engineering and engineers into classrooms and curriculums; inspiring children, pupils and teachers to consider careers in engineering, irrespective of gender or socio-economic background.

We will consider the IOP project which aims to empower students, teachers and parents to tackle stereotyping in the choice of school subjects and careers. We will also look at the work being done at Glasgow City College around these sectors, led by Douglas Morrison, specifically their Women into Construction and Women into Engineering programmes which outline their commitment to addressing the gender imbalance in these sectors, and, by doing this, aim to significantly increase the talent pool for prospective employers. We have also formed a partnership between SDS, DYW Forth Valley, Forth Valley College and National Roofing Contractors. Our aim is that for academic year 21/22 we will have a cohort of female learners participating in the Construction framework from across the Forth Valley area.

***Further developments***

***Teacher Events***

A number of events were created in response to demand from Teachers needing upskilled in WBL. These were successful but with the impact of Covid 19 they have not continued. Action to research demand and respond.

***Work Based Learning E Module***

We have worked closely with key stakeholders both internally and externally to create a work based learning e module that has now been made available to our partners across schools, HE and FE to provide a module that seeks to increase the knowledge of the Scottish Apprenticeships available and to provide a learning opportunity for staff that can also be counted as part of their own personal development

***Digital Platforms***

Level 4/5 Foundation Apprenticeships now has a dedicated space within our digital platform <https://www.apprenticeships.scot/>

Our aim is that this space is utilised as a point of reference and for current and future partners to learn about the programme, how to access resources and how to get involved. We also hope that a diverse range of learners will be inspired by learners and employer that have participated in the programme to date.

***National campaigns for L4/5/6***

As with Foundation Apprenticeships at SCQF Level 6, Level 4/5 FA will now feature as part of the National Campaigns for Foundation Apprenticeships for academic year 21/22. We hope that this will reach an increasing number of under represented groups through these campaigns

**Action Plan**

Please note that the actions identified below relate to Level 4, 5, and 6 Foundation Apprenticeships. Other equality activity relevant across all work-based learning programmes has been identified within the [Work-based Learning Equality Impact Assessment](https://www.skillsdevelopmentscotland.co.uk/media/46822/work-based-learning-equality-impact-assessment.docx). These activities will continue, along with the specific actions relating to Level 4,5 and 6 identified below.

* 1. **Age**

**Context:** Younger and older workers continue to be the most disadvantaged in the labour market. Both groups are more likely to be unemployed and face barriers to entry and progression in work. Unemployment at a young age has long-term detrimental impact on employment, progression and pay.[[1]](#footnote-2)

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Foundation Apprenticeships are aimed at senior phase school pupils. | FA Report 2020 | * Foundation Apprenticeships are for senior phase school pupils and are therefore targeted at a younger age group. The purpose of Foundation Apprenticeships is to provide young people with experience of the world of work to support their transition into further/higher education, training or employment post-school.
* We have worked with Local Authorities to develop Foundation Apprenticeship delivery which maximises access for all young people
* We have advertising and promotion campaigns to inform young people and parents/carers about Foundation Apprenticeships
* Working with employers to promote the benefits of working more closely with schools and offering meaningful work placements and employment opportunities to young people
* Information sessions for young people and parents/carers on work-based learning opportunities, particularly focusing on equality groups (e.g. disability or ethnic minority groups)
 | Continue to promote apprenticeship opportunities to young people in school and their parents/carers, with a particular focus on those with protected characteristics |

* 1. **Disability**

**Context:** Disabled people generally have poorer employment outcomes and are more likely to go into Further Education after school. Disabled people are more likely to be unemployed or under-employed than their peers, for example a disabled person with a degree is more likely to be unemployed than a non-disabled person without a degree.[[2]](#footnote-3)

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| * Data for FA appears to show positive participation rates by disabled people though we will continue to monitor this and analyse the data further as the cohorts grow
* Disabled people may face additional barriers to education and employment
* Providers highlighted that they felt confident supporting disabled apprentices but would welcome further information on supporting individuals with specific disabilities such as autism and mental health issues
 | FA disability data (internal)[WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) | SDS has worked with delivery partners to ensure the roles and responsibilities regarding providing additional support are clear between providers, schools and employers.Further activity is already outlined in the[WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) | SDS will provide opportunities for delivery partners to upskill and share good practice in supporting disabled apprenticesWe will explore pilots specifically aimed at pupils with a learning disabilities, the learning from this will inform future deliveryWe will continue to monitor participation of disabled pupils on FAs, and as cohorts grow we will analyse this data further including looking at achievement rates of disabled apprentices in comparison to those who are not disabled |

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

**Context:** This section looks at activity to address potential disadvantage faced by trans[[3]](#footnote-4) customers. For the trans community, there is little data available on employment outcomes. However, we know that trans people are less likely to be in employment than their peers. The Scottish Government estimates that around 0.6-1% of the population is transgender.[[4]](#footnote-5)

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| We do not currently monitor trans history for school pupils in line with SDS guidance. However, we do know that trans learners may be more likely to experience discrimination and have associated barriers to education/employment such as having interrupted learning or mental health difficulties. | [WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) | Further activity is already outlined in the[WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) | SDS process for raising complaints is available on our Corporate site: https://www.skillsdevelopmentscotland.co.uk/about/policies/complaints/Each School will have a complaints procedure.SDS has developed guidance for providers on how to update name/gender details for young people who are/have transitioned. We will promote this to providers. We will also run trans awareness training for staff involved in the delivery of FAs. |

* 1. **Marriage and civil partnership**

**Context:**

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| n/a |  |  |  |
|  |  |  |  |

* 1. **Pregnancy and maternity**

**Context:** EHRC research suggests that pregnant women can face discrimination and bias in the workplace. Evidence and activity for parents and carers is covered below under ‘Other Groups / Parents and Carers’.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Time off guidance is provided by each individual school participating in the programme.Learning providers will also have individual plans. | School PlansLearning Provider Plans |  | Further promotion of availability of these Plans for learners, parents and carers. |

* 1. **Race**

**Context:** Black and Minority Ethnic (BME) groups tend to do well at school and are more likely to go into Higher Education. However, they are also more likely to have poorer employment outcomes than the rest of the population. There are differences between different ethnic minority groups, but most research available does not disaggregate data to this level of detail. The evidence does show however that Gypsy Travellers in particular tend to have poorer educational outcomes than their peers.[[5]](#footnote-6)

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| * Foundation Apprenticeships have a higher BME participation rate (6.5% of Cohort 4
* CIAG staff highlighted a lack of understanding of apprenticeships amongst BME groups and a preference for Higher Education as a challenge in encouraging participation on apprenticeships
 | * Foundation Apprenticeship Progress Report 2020
* [WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc)
 | SDS actively promote BME role models across all apprenticeship programmes in our case studies and marketingWe promote apprenticeships as a positive pathway to BME pupils and their parentsWe have undertaken consultation with BME young people and parents regarding their perception of apprenticeships.Further activity is already outlined in the[WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) | We will continue to work with partners to promote apprenticeships as a positive pathway for BME young people. We will use the evidence from our consultation with BME young people and parents to inform this work.As cohorts grow, we will analyse the data to better understand BME participation on FAs, including the progression routes that BME young people are taking post-school. |

* 1. **Religion or belief**

**Context:** There is little evidence in terms of education and employment outcomes from those from different faiths, although research shows that Muslims (particularly Muslim women) tend to have poorer employment outcomes.[[6]](#footnote-7)

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Flexibility for prayer and Time off Guidance from Schools and Delivery Partners | Delivery Partner Plans |  | We will continue to monitor participation by religion and will analyse this data to inform planning as cohorts grow |

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

**Context:** Gender imbalances continue across subject and career choices and gendered choices can be seen from a young age. Girls tend to outperform boys at school and are more likely to go into Higher Education. However, women tend to be disproportionately represented in low quality, low paid work, while men are over-represented within STEM (Science, Technology, Engineering and Maths) sectors and in senior roles.[[7]](#footnote-8)

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Participation data of Construction and Automotive show that these frameworks are heavily male dominated | Participation stats WBL EQIA | We promote positive role models in non-stereotypical roles through our case studies and marketingWe are working with the Improving Gender Balance and Equalities team (IGBE) to pilot materials aimed at challenging gender stereotypes during subject choice (Forth Valley and West Lothian)Further activity is already outlined in theWBL EQIA | We will provide opportunities for delivery partners to discuss the challenges in relation to gendered subject and career choice and identify areas for action through these partnershipsPilot activity – explore as above. |

* 1. **Sexual orientation**

**Context:** Data on Lesbian, Gay and Bisexual (LGB) groups in terms of employment outcomes is limited. The Scottish Government estimates the LGB population as 2.4%.[[8]](#footnote-9)

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| We do not monitor sexual orientation for school pupils in line with SDS guidance. However, research shows that LGB people may be more likely to experience bullying or harassment. | [WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) |  | Individual school and learning provider plansSDS complaints procedure |

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). Add sections as required.

* 1. **Care experience**

**Context:** Care experienced young people tend to disengage from school at an earlier opportunity and are therefore more likely to leave school with little/no qualifications. The proportion of care experienced young people moving into Further or Higher Education is low but is increasing within Further Education. At all levels of education, care experienced young people tend to have lower levels of attainment than their peers.[[9]](#footnote-10)

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Care experienced young people may be more likely to leave school at an earlier age than their peers so FA Level 4/5 represents an opportunity to engage pupils in work-based learning at a younger age which may be of benefit to this groupCare experienced pupils may be more likely to experience interrupted learning and/or have additional barriers to their education and employment | [WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) | Further activity is already outlined in the[WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) | Individual school Time off guidance |

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

**Context:** There may be other groups who face additional barriers to accessing work-based learning opportunities, such as those with caring responsibilities.

| Evidence of positive or negative impact | Source of evidence  | Activity to date  | Further activity required  |
| --- | --- | --- | --- |
| Pupils with caring responsibilities might experience interrupted learning or require additional flexibilities to allow them to participate in FAs | [WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) | Further activity is already outlined in the[WBL EQIA](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/publications/?page=1&keyword%5b%5d=work+based+learning+equality+impact+assessment&order=date-desc) | Individual school Time off guidance |

1. **Action Plan**

The SRO is responsible for all actions. Throughout the EqIA process you will have identified actions which need to be taken forward. These actions should be added to your workplan and Risk Register where appropriate. Some examples of action you may have identified throughout the EqIA process are:

* Build in equality monitoring / evaluation
* Make amendments to your policy
* Build in additional support mechanisms to your policy if required
* Consult with staff, customers or stakeholders
* Involve staff/customer groups in developing aspects of your policy

| **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 to promote apprenticeship opportunities to young people in school and their parents/carers, with a particular focus on those with protected characteristics | All | Increased participation in WBL programmesImproved understanding of FA programmes by parents/carers | Statistics through Contracting and Compliance in CSOMarcomms Case Study percentage of promotionEvaluation & Research Team can support | Ongoing |
| Continue to actively seek positive case studies of BME individuals on FA programmes. | BME | Promotion of programmes to this Group | Uptake on ProgrammesNumber of case studies representing this target Group | Ongoing |
| Pilot – improving gender balance to be considered | Gender Balance | Attract women into male dominated frameworks | Percentage of uptake on females into male dominated frameworks | TBC March 2023 |
| SDS will provide opportunities for delivery partners to upskill and share good practice in supporting disabled apprentices | Disability | Improve partner knowledge and understanding of how to support disabled Apprentices | Evaluation Survey of the COP focussed on Disability | March 2024 |
| We will explore pilots specifically aimed at pupils with a learning disabilities, the learning from this will inform future delivery | Disability | Improve participation of disabled people on FA’sGenerate learning that will inform and improve future delivery for these learners | Participation statsEvaluation of the project/pilot | March 2022 |
| We will continue to monitor participation of disabled pupils on FAs, and as cohorts grow we will analyse this data further including looking at achievement rates of disabled apprentices in comparison to those who are not disabled | Disability (All) | To improve understanding of the participation of different groups | Participation stats | March 2024 |
| SDS has developed guidance for providers on how to update name/gender details for young people who are/have transitioned. We will promote this to providers.  | Trans | To improve provider understanding of the process for updating name and gender | Contracting & Compliance end of year statsFIPSHow often is guidance being accessed analysis | March 2022 |
| We will also run trans awareness training for staff involved in the delivery of FAs. | Trans | To improve understanding for delivery staff | Evaluation stats | July 2021 |
| We will continue to work with partners to promote apprenticeships as a positive pathway for BME young people. We will use the evidence from our consultation with BME young people and parents to inform this work | BME | To improve awareness of Apprenticeships amongst BME young people and their parents/carers | Evaluation & Research perhaps break down by BME - TBC | March 2024 |
| As cohorts grow, we will analyse the data to better understand BME participation on FAs, including the progression routes that BME young people are taking post-school. | BME | To improve our understanding of BME participation and progression | SLDR reportsPipeline stats | March 2024 |
| We will continue to monitor participation by religion and will analyse this data to inform planning as cohorts grow | Religion/Belief | To improve understanding of the participation of this Group | Participation stats | March 2024 |
| We will provide opportunities for delivery partners to discuss the challenges in relation to gendered subject and career choice and identify areas for action through these partnerships | Gender | Improve partner knowledge and understanding of how to support female Apprentices into male dominated frameworks | Evaluation Survey of the COP focussed on Gender | March 2024 |
| We are working with the Improving Gender Balance and Equalities team (IGBE) to pilot materials aimed at challenging gender stereotypes during subject choice (Forth Valley and West Lothian) | Gender | To improve participation of women into FA’s | Participation stats | March 2022 |
| Promote the process for apprentices to raise concerns about bullying/harassment during FA | All | To improve awareness of the process of raising concerns | Complaints process analysisRetention rates analysis (early leavers by equality group) | March 2024 |
| Develop and promote the process for learners to complete their learning if they need to take a period of leave | Pregnancy/Maternity/Carers/Disability/Care Experience | To improve provider understanding of the process to support these learners to complete | Analysis of the data from app.scot | March 2024 |

1. SDS Equality Evidence Review 2019 [↑](#footnote-ref-2)
2. SDS Equality Evidence Review 2019 and the Scottish Government’s A Fairer Scotland for Disabled People Plan [↑](#footnote-ref-3)
3. SDS use the broader definition of ‘Trans’, to include trans women and men, non-binary and cross-dressing people. It is recognised that intersex is separate, and that intersex people may identify as men, women or non-binary. [↑](#footnote-ref-4)
4. SDS Equality Evidence Review 2019 and [**Scottish Government Equality Evidence Finder**](https://scotland.shinyapps.io/sg-equality-evidence-finder/) [↑](#footnote-ref-5)
5. SDS Equality Evidence Review 2019 [↑](#footnote-ref-6)
6. SDS Equality Evidence Review 2019 [↑](#footnote-ref-7)
7. SDS Equality Evidence Review 2019 [↑](#footnote-ref-8)
8. SDS Equality Evidence Review 2019 and [**Scottish Government Equality Evidence Finder**](https://scotland.shinyapps.io/sg-equality-evidence-finder/) [↑](#footnote-ref-9)
9. SDS Equality Evidence Review 2019 [↑](#footnote-ref-10)