**Integrated Equality Impact Assessment (IEIA)**

**Equality Impact Assessment, Island Community Impact Assessment and Children’s Rights and Wellbeing Impact Assessment**

**Prior to starting the Integrated Equality Impact Assessment (IEIA) we highly recommend that you complete (or review) the Integrated Equality Impact Assessment learning on the Academy. This provides a general overview of the IEIA process, as well as important information regarding our responsibilities regarding the completion and publication of IEIAs.**

**Other sources of guidance, general evidence, support and learning are available on the** [**Equality Evidence Hub**](https://connect.sds.co.uk/Interact/Pages/Section/Default.aspx?Section=6634) **on Connect, which includes the Equality Evidence Review created by Evaluation and Research. This also includes a Frequently Asked Questions, which addresses initial questions about the IEIA. If something is underlined, but not a link, you can hover over the wording for a definition or additional information.**

**Please note, that while the IEIA form is long, it does include three previously separate impact assessments and significantly more guidance. You may not need to complete every impact assessment within the IEIA. If you have any questions, please email** [**ieia@sds.co.uk**](mailto:ieia@sds.co.uk)**.**

More detailed external guidance for each of the individual impact assessments can be found below:

[Equality and Human Rights Commission Guidance for Equality Impact Assessments in Scotland](https://www.equalityhumanrights.com/sites/default/files/assessing-impact-public-sectory-equality-duty-scotland.pdf)

[Scottish Government Guidance for Children's Rights and Wellbeing Impact Assessments](https://www.gov.scot/publications/childrens-rights-wellbeing-impact-assessment-guidance/)

[Scottish Government Guidance for Island Community Impact Assessments](https://www.gov.scot/publications/island-communities-impact-assessments-guidance-toolkit-2/)

This Integrated Equality Impact Assessment (IEIA) covers each of the associated programmes that form Work Based Learning (WBL) (Foundation Apprenticeship (FA), Modern Apprenticeship (MA) and Graduate Apprenticeship (GA)). Each assessment has been considered separately given the nature of some of the key differences within each of the programmes, however, there are clear synergies between each of the programmes and people can move from one to another so the assessments are presented as one document.

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| **1.0 Project Overview** |

**This document uses the term ‘project’ to describe the full range of our policies, provisions, projects, functions, practices and activities including the delivery of services – essentially everything we do that affects people.**

**Title of Impact Assessment (this is generally the name of the project or policy.)**

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| Foundation Apprenticeships (FA) Achievement Rates |

**Name of Senior Responsible Officer (this is the person with final responsibility for a project- such as Director or Head of Service)**

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| Diane Greenlees – Director of National Training Programmes (NTP) |

**Does this project relate to any other published EQIAs** (Equality Impact Assessment**) or ICIAs**(Island Community Impact Assessments)**?**

This IEIA relates to the Work-based Learning impact assessment (EQIA) published on July 2020 <https://www.skillsdevelopmentscotland.co.uk/news-events/2020/june/sds-publishes-plan-of-action-to-help-make-apprenticeships-accessible-for-all/>

This will be a thematic review focussing on the outcomes for FAs with protected characteristics, that is a review of their achievement rates and any issues or challenges in relation to evidence of poorer outcomes for any group.  Whilst Foundation Apprenticeships are relatively new and our focus has been on increasing participation levels, we wanted to ensure that we started to better understand customer journeys in relation to their achievement within the FA, to enable us to take a proactive approach to any required interventions, at an early stage.

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| **Please provide an overview of your project including the names of any external partners and whether it is a new project. Consider the key objectives of the project**.  Evidence suggests that the most successful education and skills systems provide work-based learning within a broader career pathway. These systems engage young people with the world of work earlier and better prepare them to make effective transitions from education to employment. Skills Development Scotland (SDS) aims to achieve this in Scotland by developing and delivering new apprenticeship models that expand the scale and reach of work-based learning options.    FAs are available at Scottish Credit and Qualifications Framework (SCQF) level 6. These qualifications enable pupils to embark upon work-based learning while pupils are in their senior phase of education. Introduced in 2016, there are now 12 FA frameworks available at SCQF level 6. Each FA framework has been developed and mapped to key sectors in the Scottish economy where there are current or projected skills gaps and future job growth. FAs are designed to enhance and expand existing pathways from school, with multiple progression routes on completion to work (including MA and GA), college or university. Pupils have scheduled periods during their school timetables to undertake their FA. Delivery of FA learning takes place in a variety of settings including college/ learning provider premises and the workplace. A significant part of that learning is done during meaningful work placement with an employer.  SDS also developed FA 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, they are available in construction, hospitality and automotive, responding to demand from key sectors. The programme is underpinned by a Scottish Qualifications Authority (SQA) customised award. The aims of the programme are to create high quality work-based learning experiences 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 FA offer however requires a different model of delivery: -   + 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.  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **FA enrolments by framework (SCQF Level 6)** | | | | |  |  |  | | **FAs at SCQF Level 6** 6) | **2016 Cohort 1** | **2017 Cohort 2** | **2018 Cohort 3** | **2019 Cohort 4** | **2020 Cohort 5** | | **2021 Cohort 6** | | Accountancy | - | - | 28 | 131 | 119 | | 67 | | Business Skills | 5 | 67 | 84 | 316 | 338 | | 266 | | Civil Engineering | 47 | 87 | 95 | 185 | 215 | | 151 | | Creative and Digital Media | - | 43 | 135 | 355 | 305 | | 294 | | Engineering | 71 | 232 | 304 | 470 | 327 | | 258 | | Financial Services | 38 | 54 | 13 | 41 | 26 | | 16 | | Food and Drink Technologies | - | - | 10 | 61 | 43 | | 29 | | IT: Hardware/System Support | 13 | 40 | 35 | 69 | 40 | | 6 | | IT: Software Development | 30 | 130 | 104 | 190 | 146 | | 145 | | Scientific Technologies | - | 20 | 39 | 108 | 97 | | 92 | | Social Services and Healthcare | 85 | 105 | 186 | 493 | 508 | | 467 | | Social Services Children and Young People | 57 | 466 | 502 | 1,031 | 811 | | 679 | | [Undisclosed frameworks[1]](file:///C:\\Users\\robertsona\\AppData\\Local\\Microsoft\\Windows\\INetCache\\Content.Outlook\\B7HKBXP6\\FA%20graphs%20AR%2013%20Jul%2023.xlsx" \l "RANGE!A22) | - | - | - | - | - | | 42 | | **Total – SCQF Level 6** | **346** | **1,244** | **1,535** | **3,450** | **2,975** | | **2,512** |   [From the Foundation Apprenticeship report 2022](https://www.skillsdevelopmentscotland.co.uk/media/50223/foundation-apprenticeship-report-2022-published-version.pdf)  FAs were introduced in 2016. Since 2021 SDS and the Scottish Funding Council (SFC) have worked together to support FA opportunities, offering 2500 opportunities per year. This review has been developed using the data available to SDS and therefore focuses on the areas SDS directly influences and on data analysis for cohorts 4 and 5 from 2019 and 2020, highlighted in the table above.  This IEIA will focus on an exploration of the achievement rates of apprentices through the lens of those with protected characteristics and those who are care experienced. The FA reporting includes both retention data and then the achievement rate of those who “retain” rather than as a proportion of starts. *(****Enrolments****: The number of new apprentices registered on a FA or pilot FA framework at the beginning of each academic year.* ***Achievement****: those who successfully complete all components of their FA)*  **FA known results at SCQF Level 6, relative to enrolments.**  [From the Foundation Apprenticeship report 2022](https://www.skillsdevelopmentscotland.co.uk/media/50223/foundation-apprenticeship-report-2022-published-version.pdf) (page 21)  The Education Scotland evaluation review of the FA, states that, “…, full programme attainment rates vary significantly between local authorities and providers, and across subject frameworks. Too many young people do not attain the full programme and receive only component or partial elements of the award” (p13, [Report here](https://education.gov.scot/media/yqjpulac/evaluation-of-foundation-apprenticeships-march-22a.pdf)).  The Scottish Government led Foundation Apprenticeship Enhancement Group developed an action plan to address some of the challenges identified in the Education Scotland review. These actions sat across stakeholders including SDS, SFC, SQA and Education Scotland (ES) amongst others. |

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| **2.0 Gathering Evidence and Assessing Impact** |

**It is important to remember our responsibilities regarding the Public Sector Equality Duty when completing this section. The starting point for assessing impact is the three needs of the Public Sector Equality Duty: ensuring that the project does not discriminate unlawfully; considering how the project might better advance equality of opportunity; and considering whether the project will affect good relations between different groups.**

**In Gathering Evidence and Assessing Impact you need to go through each of the characteristics in turn and address the following points.**

* **Provide Context – outlining how your project relates to this protected characteristic, such as population statistics. The** [**Equality Evidence Hub**](https://connect.sds.co.uk/Interact/Pages/Section/Default.aspx?Section=6634) **is a good place to start looking for relevant evidence. The Equality Evidence Hub is a space on Connect to access relevant guidance for the IEIA and a range of equality evidence, both internal and external.**
* **Additional Questions- Some sections have additional questions, please ensure that you answer these appropriately. They are in reference to our reporting responsibilities for Children’s Rights and Wellbeing and Island Communities.**
* **Impact– Outline the potential disadvantage or barriers, as well as positive impacts, faced by this equality group in relation to this project. Cite evidence sources used, including consultation. Where a gap in evidence is observed, please note within this section.**
* **Action– Outline what we have already done to address disadvantage or promote equality, as well as what we’ll do to proactively promote equality and address any potential barriers raised in Evidence, including evidence gaps.**

**Please note that consultation is a requirement of Island Communities Impact Assessment and considered good practice in relation to Equality and Children’s Rights and Wellbeing Impact Assessments.**

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| **2.1 Age** |

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| **Context:**  [The SDS Equality Evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 shows those at the younger and older ends of the labour market are more likely to face barriers in work and potential discrimination. Young people are less likely to be in employment due to high numbers in this age group being in education.    Since 2006, the employment rate for 16 to 24 has been consistently lower than the employment rate for any other age group. This is due to higher numbers of people aged 16-24 being in education.    Gender and ethnicity intersect with age to produce greater labour market disadvantage.  FAs are for senior phase school pupils and are therefore targeted at a younger age group. The purpose of FAs 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. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| FAs have a positive impact on young people. One of the greatest barriers faced by younger people entering the labour market is a lack of relevant work experience and the FA offers senior phase pupils the opportunity to gain work experience. | **We have:**   * Worked with Local Authorities (LA) to develop FA delivery which maximises access for all young people. * Run advertising and promotion campaigns to inform young people and parents/carers about FAs. * Worked with employers to promote the benefits of working more closely with schools, offering meaningful work placements and employment opportunities to young people. * Held 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) * Developed Scottish Apprenticeship Continuous Professional Development (CPD) e learning module updated for all careers advisers highlighting the benefits of FAs and pathways from them to advise pupils making subject choices for senior phase. * Developed teachers and DYW Co-ordinators version of Scottish Apprenticeships CPD Module promoted via all SDS and relevant external stakeholders.   **We will:**   * Continue to promote the FA to pupils, teachers, parents, and carers. * Develop further webinars to inform parents, carers and teachers of the support available for pupils requiring support for learning undertake FAs. * Continue to promote the FA delivery toolkit containing all resources relevant to supporting providers to maximise learner attainment. * Continue to support learners through our CIAG services, at key points of transition including FAs. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |

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| **2.2 Children's Rights and Wellbeing** |

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| **Context:**  During the development of Foundation Apprenticeships young people are included in the processes.   * Development   As part of the initial phase of development SDS would seek to engage with current and recently completed apprentices to seek their input in understand the occupation/role being developed and ensuring that the realities of that job/occupation e.g. functions, location, knowledge requirements, etc. are understood and form the basis of evidence upon which all apprenticeships are built. For new developments young people are engaged as part of the design and development process, ideally including focus groups with young people at similar ages and stages to the target participant groups for the programme, working through relevant local authorities, schools, and colleges.  Young learners also contribute to evaluation exercises to ensure their views inform programme improvements as well as new developments.   * Governance/Approval   The Apprenticeship Approval Group (AAG) is made up of a range of representatives from industry (employers, trade unions, sector skills bodies) and skills system bodies (SQA, SCQF, ES, Quality Assurance Agency for higher education (QAA), etc.). In addition to this a representative from each of the SAAB groups (Scottish Apprenticeship Advisory Board) have membership; this includes the Apprenticeship Engagement Group (AEG). This may or may not be a young person (18 or under) as the group (AEG) selects it’s own representative. |

**Additional Questions**:

**Does this project impact on children and young people up to the age of 18?**

**Yes  No ☐ Don’t Know**

**If you have answered no to the question above, you do not need to complete the Children’s Rights and Wellbeing section of this form but please provide some justification for your decision below.**

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| n/a - see statement |

**Which articles of the United Nations Convention on the Rights of the Child (UNCRC) (an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rightsdoes this project impact on? See** [**further guidance**](https://skillsdevelopmentscotland.sharepoint.com/:w:/r/sites/IShare/Connectcontent/_layouts/15/Doc.aspx?sourcedoc=%7B173332DE-79D0-45C0-BDE7-29A9622F1787%7D&file=UNCRC%20guidance%20FINAL.docx&wdOrigin=TEAMS-ELECTRON.p2p.bim&action=default&mobileredirect=true&cid=57127dcb-c2e3-41fc-9e83-901d72aea588) **for this question**

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| Learners undertaking an FA must be a school pupil. As a result of being in school, the Local Authority has ultimate responsibility for them, both in school and on placement. Whilst SDS recognises this obligation placed on the authority, we feel we can contribute to the UNCRC through the following articles:    Article 1 – Everyone under the age of 18 has all the rights in the Convention. We understand and respect your other rights as a child.  Article 2 – The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities, or any other status, whatever they think or say, whatever their family background. We treat everyone equally.  Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children.  Article 12 – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.  Article 13 – Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.  Article 23 – A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.  Article 29 – Education must develop every child’s personality, talents, and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| N/A |  |

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| **2.3 Care Experience** |

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| **Context:**  [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 shows that care experienced young people are more likely to leave school at the age of 16 or younger and consistently obtain fewer qualifications.    Care experienced young people are more likely to be unemployed after leaving school and be in low paid, low-skilled, and part-time jobs. Main reasons include, having poor support networks, mental ill-health, unstable living arrangements and other institutional barriers.    In Scotland, 30% of care experienced school leavers were unemployed 9 months after they left, in comparison to 5% of their non-care experienced peers.    Care experienced children have poorer educational outcomes, in comparison to their peers. Data highlights that looked after children’s outcomes have improved over the last ten years, but there is still a significant gap compared to all pupils. Care experienced school leavers are less likely to go into positive destinations than school leavers in general – 86% compared with 95% of all pupils. The lower proportion of care experienced children going into positive destinations may be due to them leaving school at a younger age. In 2020/21, 37% of school leavers who were looked after within the year, departed school in (or before) S4, in comparison with 11% of all school leavers. (p8)  Care experienced children obtain lower qualification levels on average than all school leavers, partly explained by the lower school leaving age. At higher level in 2020/21, only 15% of looked after school leavers obtained at least one qualification at level 6 or better, in comparison with 66% of all school leavers. The exclusion rate for looked after pupils, was more than six times that of all pupils in 2020/21. They also have lower attendance rates than their peers. For secondary school, the attendance rate for looked after young people was 83.4%, whereas the rate for all pupils was 89.3%. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?) |
| FAs have a positive impact as some care experienced young people have a disrupted education through moving schools and often have lower level qualifications. FA, particularly the one year model, affords care experienced to gain qualifications at SCQF 6 and work experience.  In 2019/20, 2.4% of all FAs identified as being care experienced | **We have:**   * As a Corporate Parent, SDS’s CIAG services provided supplementary and targeted assistance for care experienced young people, by offering one-to-one meetings and CIAG helpline support. This includes young care experienced people applying for and sustaining an FA working with school staff. * Ensured providers have had the opportunity to attend training on Poverty and to access resources created by Who Cares? Scotland for care experienced Apprentices and Providers. |
| Data available shows that achievement rates for those self-identifying as care experienced are the same as for the whole cohort. | **We have:**   * Put in place robust equality monitoring processes and record management systems to enable us to monitor the retention and achievement of SDS funded Foundation Apprentices at framework, provider, regional and school level. * Promoted positive role models from this group in our marketing and via our digital services. * Raised awareness with providers and employers of the needs of care experienced young people and how to support them more effectively. * Provided opportunities for providers and employers to share good practice in supporting care experienced young people, such as offering mentoring support and providing flexibility to allow the individual to deal with other issues that they may have in their personal life. * Provided opportunities for providers and employers to network with equality organisations who support this customer group. * Considered options to support pupils participating in FAs who may move from one Local Authority (LA) to another during their learning or placement.   **We will:**   * Review disaggregated achievement rate data annually, by protected group and by framework and/or LA, through our contracts and performance team. Any variances from national benchmarks to be discussed with providers and actions agreed to redress any issues. * Work with appropriate stakeholders to support them in collaborating with providers to address challenges Successful practise will continue to be shared through work with providers by SDS teams as well as delivery toolkits, communities of practise sectoral groups. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |

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| **2.4 Disability** |

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| **Context:**  Disabled people are less likely to be in work and more likely to be in insecure, low paid employment and less likely to be promoted. They also have lower levels of educational attainment. Labour market outcomes vary according to the type of disability recorded. Employment rates decline with the number of health conditions reported. Less than a third of disabled people with five or more heath conditions are in employment, whereas nearly two-thirds of people in the UK with one health condition are in employment.    One in 5 of the UK working population reported having a disability. Disabled people face multiple disadvantages in the labour market. This includes lower levels of employment, lower wages, fewer hours, precarious contracts, and negative attitudes in the workplace. Attitudes towards disabled workers continues to place limitations on their position in the workplace, with attitudes towards those with mental health conditions at work (especially where these are more severe or less common), tending to be more negative than those towards people with physical disabilities.    The employment rate for those classed as disabled under the Equality Act 2010 was 50% compared to 81% for non-disabled people, giving an employment rate gap of 31%. The disability employment gap is higher for men (37%) compared to women (26%).  In terms of age, the disability employment gap is lowest for disabled people aged 16-24 and highest for those aged 36 to 49. (Source [Equality evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) )  [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 states that according to the 2021 Pupil Census, 33% of pupils across special schools and mainstream schools have a recorded additional support needs (ASN) (27.7% of all primary pupils and 38.2% of all secondary school pupils). Of those with ASN, 57% are male and 42% female. Almost half of pupils with recorded ASN, live in areas of Scotland classified as some of the most deprived (the four highest ranked areas using the Scottish Index of Multiple Deprivation).  SDS has specific actions to support disabled people in relation to Apprenticeships in the [Fair Work Action plan](https://www.gov.scot/publications/fair-work-action-plan-becoming-leading-fair-work-nation-2025/pages/6/) -Section 6, Support for people to prepare for, access and sustain Fair work: Headline Action 4, “We will work collaboratively to develop resources to support workers to access, remain and progress in fair work”. (pp 52-53)  4.4 Skills Development Scotland (SDS) and Scottish Funding Council (SFC) will, on an annual basis, review disaggregated management information including the newly disaggregated Learning Disability statistics and take action where required where poorer outcomes or underrepresented groups are identified.   * For FA, for Cohort 5 (20/21) we reported no Learning Disabled individuals.  However, in Cohort 6 21/22, 35 Learning Disabled people were recorded by SDS and a further 27 people recorded by SFC (62 in total). This split between SDS and SFC was a result of funding and statistical recording changes across FA between SDS and SFC   4.4.2 Review learning from pilot projects for FAs for disabled pupils and mainstream lessons learned by October 2023.   * Learning from previous pilots has been fed into the continuous improvement approach to delivery of FAs.  The learning will also be used to support any future development work undertaken.   4.4.3 Use intelligence from training and learning providers and participants to develop and deliver disability equality-focused continuous professional development to build the capacity of learning providers to support disabled individuals and ensure a continuous development cycle is implemented by 2023.   * Providers were recently surveyed regarding the impact of CPD delivered in the last two years and to identify future requirements. Analysis showed more training required on mental health and dyslexia or other neuro diverse conditions. We have moved delivery to being on-line live sessions or other resources such as e -learning making them accessible to all our Providers, with a 100% satisfaction rate with the training from providers. * In the past two years there has been a focus on building provider capacity to support the most often self-declared conditions of Apprentices particularly mental health, dyslexia, AD(H)D and autism. There has been regular training delivered by specialist organisations, free to Providers such as the Scottish Association for Mental Health (SAMH) training, and resources to support Apprentices and Providers/employers created by Penumbra including [mental health wellbeing guide](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.apprenticeships.scot%2Fbecome-an-apprentice%2Fmental-health-introduction%2F&data=05%7C01%7Capril.robertson%40sds.co.uk%7Cab810cd908784440b01708dbbe9bad53%7C33ca6d475e4f477484f1696cbb508cbe%7C0%7C0%7C638313348060806467%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Au%2B8imu9PwKet0OyLwm9F9Jncd%2BKTu%2B8Rtp%2ByYwFGVU%3D&reserved=0)and**,** [Employer mental health resource](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.apprenticeships.scot%2Ffor-employers%2Fmental-health-introduction%2F&data=05%7C01%7Capril.robertson%40sds.co.uk%7Cab810cd908784440b01708dbbe9bad53%7C33ca6d475e4f477484f1696cbb508cbe%7C0%7C0%7C638313348060806467%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ZfsqUOsHnmsqMTfKDPhiyIgnB1wUMGMPVG4p5C8KlJ0%3D&reserved=0). * Fife College were recently commissioned to create an e-learning module for our Providers on dyslexia, autism and AD(H)D, this can be found on our [Provider resources](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.skillsdevelopmentscotland.co.uk%2Ffor-learning-providers%2Fequality-and-diversity%2Ffunding-forms-and-&data=05%7C01%7Capril.robertson%40sds.co.uk%7Cab810cd908784440b01708dbbe9bad53%7C33ca6d475e4f477484f1696cbb508cbe%7C0%7C0%7C638313348060962697%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=53WUI7YWmn7ZJ1yoIfug27gRrCDq%2FNaqKYHb8%2BnoYic%3D&reserved=0) pages. There is a focus on enabling Providers to access free support for their apprentices and to encourage their employers to make reasonable adjustments. Therefore, we have training on Access to Work and on assistive technologies and helplines with free support to those with mental health problems. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| FA has a positive impact for this group.  FA starts for SCQF L6 saw a slight rise to 17.5% self-identifying as having an impairment, health condition or learning difficulty for 2020 compared to 2019.  For Apprentices in cohorts 4 and 5 show **the retention and achievement rates of Foundation Apprentices self-declaring a disability are very much in alignment with the overall programme rate.** | **We have:**   * SDS has in place robust equality monitoring processes and record management systems to enable us to monitor the retention and achievement of Foundation Apprentices at framework, provider, regional and school level.   **What we will do: -**   * SDS contracts and performance team to review disaggregated achievement rate data annually, by protected group and by framework and/or LA. Any variances from national benchmarks to be discussed with providers and actions agreed to redress any issues. * Work with colleagues and appropriate stakeholders to address any issues identified and to share best practice through relevant forums. * Consider offering further CPD for Providers delivered by specialist organisations on mental health and neurodiverse conditions in the coming year. * Work with appropriate stakeholders to support them in collaborating with providers to address challenges Successful practise will continue to be shared through work with providers by SDS teams as well as delivery toolkits, communities of practise sectoral groups. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |
| The ES review of FA noted that whilst there were many examples of partners working collaboratively to ensure the needs of individual young people are met, they observed this was not always the case stating, “However, this is not consistent and there are examples of providers not receiving appropriate information to coordinate the additional support required for new learners prior to the start of FA programmes.” ([Report here](https://education.gov.scot/media/yqjpulac/evaluation-of-foundation-apprenticeships-march-22a.pdf) p5) | The Scottish Government led Foundation Apprenticeship Enhancement Group supports the work of key stakeholders including SDS, SFC, ADES and Education Scotland amongst others to address such challenges.  This has included strengthening guidance for providers and schools as well as promotion of successful practise via a delivery toolkit. |

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| **2.5 Gender Reassignment** |

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| **Context:**  Research carried out by LGBT Health and Wellbeing, suggests that trans people may experience unique barriers when applying for and staying in work in Scotland, including lack of awareness or transphobia in interviews, difficulty obtaining references that match gender identity and name, application forms not including non-binary options, and feeling unable to apply to jobs because of fear of discrimination.  [Source Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| This data was not collected with the period of the review | **We will:**  Work with stakeholders to review current agreements on equality monitoring data collection and analysis. |

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| **2.6 Marriage/Civil Partnership** |

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| **Context:**  Not applicable |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| n/a |  |

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| **2.7 Pregnancy and Maternity** |

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| **Context:**  Pregnancies in women aged under 20 in Scotland are at their lowest level since reporting began in 1994.  A strong correlation exists between deprivation and teenage pregnancy. Rates of pregnancy have reduced across all levels of deprivation in recent years, with rates in the most deprived areas falling more over time. However, young women living in areas of highest deprivation have pregnancy rates five times higher than those in the least deprived.  Evidence suggests teenage pregnancy can have a severe impact on the education of mothers attending school, by interrupting schooling and possibly hindering the return to school, with teenage mothers being less likely to finish their education. Low educational attainment and school engagement are both risk factors and a consequence of teenage pregnancy. Many young mothers continue to be excluded from schools for a range of reasons, including discriminatory attitudes, lack of access to childcare and appropriate facilities in schools. More evidence is needed on the wide-ranging impact of teenage pregnancy on school education. [Source Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| This data was not collected within the period of the review | Further analysis of information we hold in relation to achievement levels for those who pause their apprenticeships due to pregnancy to be undertaken**.** |

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| **2.8 Race** |

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| **Context:**  The Scottish Government Race Equality Framework states that despite high attainment at school and rates of entry into further and higher education after school, statistically, ethnic minority people are not receiving the labour market advantages which should be expected from their positive educational outcomes. (Equality Evidence review 2023)     The Scottish Government’s [Anti-](https://www.gov.scot/publications/fairer-scotland-anti-racist-employment-strategy/)racist Employment Strategy- A Fairer Scotland for All (Dec 2022) highlights:  “Bias in recruitment processes are apparent where a study by the Department of Work and Pensions has shown that 74% more applications needed to be sent from racialised minority applicants in order to generate the same success rate as applicants with a white-sounding name” (p6)    “The disadvantages and barriers that affect racialised minorities are so entrenched that we need to take an anti-racist approach. This means proactively challenging the systems and processes that create racial inequality in the workforce. Labour market data shows that:    • The employment rate for the minority ethnic group aged 16 to 64 was estimated at 62.1 per cent in 2021, lower than the rate for the white group (73.9 per cent), resulting in an employment rate gap of 11.7 percentage points.    • Racial inequality affects some racially minoritised groups more than others. Disaggregated data from the 2011 Census showed higher rates of unemployment among African, Gypsy/Traveller, Arab and Caribbean or Black ethnic groups. 4 Levels of pay are lower too, with minority ethnic workers earning less on average than white workers, as reflected in the ‘ethnicity pay gap’.    The ethnicity pay gap represents the difference between the average hourly earnings of white workers and minority ethnic workers as a proportion of white workers average hourly pay. Estimates from the Office for National Statistics show that Scotland’s ethnicity pay gap was 10.3% in 2019 and 10.2% in 2018.” (p5)  [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 states that according to the Pupil Census 2021,147 82.6% of pupils in Scotland were recorded as being White-Scottish or White-other British. The next largest proportions of ethnic backgrounds were White-Other (3.3%), White-Polish (2.4%), Asian Pakistani (2.1%) and mixed (1.6%). Figures from the participation measure demonstrate the dominance of education as a post 16+ choice for those from Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic groups. Pupils from ethnic minority backgrounds tend to have higher levels of attainment (p 31-32)    Note on terminology-  SDS recognises that using umbrella terms such as Black and Minority Ethnic (BME or BAME) can cause issues. The terms BAME or BME don’t always include White ethnic minority groups. SDS further recognises that there are distinct and unique identities and different barriers facing different ethnic minority communities. These differences and challenges can be obscured when research aggregates all ethnic minority groups together under the terms BAME or BME. In this context, and more broadly, we remain committed to understanding and addressing discrimination and acknowledge that people may find the terms do not accurately describe their identity and we support everyone's right to define themselves. A range of definitions of ethnicity are used in administrative data, surveys, and research reports. In this document the terms ethnic minority, BAME, and BME are used – depending on the definition used in the source data or research. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| FA has a positive impact. It affords people of BME heritage to gain work experience in sectors outside their networks and better understanding of Apprenticeships which are a less well known option or seen as a less desirable option in many BME communities.  The FA had a participation rate from minority ethnic young people of 6.4% in 2020 above the Scottish population share. (p26), [FA progress report](https://www.skillsdevelopmentscotland.co.uk/media/47943/fa-progress-report-july-2021.pdf) | **We have:**   * Undertaken on going activity to ensure both pupils and parents and carers understand the benefits of this option will continue through: * Delivered advertising and promotion campaigns to inform young people and parents/carers about Foundation Apprenticeships * Held 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)   **We will:**   * Review disaggregated achievement rate data annually, by race and ethnicity and by framework and/or LA through our contracts and performance team. Any variances from national benchmarks to be discussed with providers and actions agreed to redress any issues. * Offer access to anti-racist training and any resources developed to FA Providers * Work with appropriate stakeholders to support them in collaborating with providers to address challenges. * Share successful practise with providers as well as deliver toolkits, communities of practise sectoral groups. |
| For Apprentices in cohorts 4 and 5 those identifying as BME have retention rates above the overall programme retention level however the achievement rate for the group varies with those identifying as Asian having a higher achievement rate than overall whilst those identifying as African, Caribbean or Black have a rate lower than the overall rate. | **We will:**   * Investigate whether these trends have continued with later cohorts in 2021 and 2022 and if so, agree with stakeholders how to investigate what factors are contributing to these variances at a more granular level to determine what action, if any, is required from SDS and our partners. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |

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| **2.9 Religion or Belief** |

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| **Context:**  [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 states young Muslims encounter many barriers in the education system such as, stereotyping and having low expectations of them, lack of role models, and inadequate support for them in school. Limited evidence exists in relation to religion or belief at school. Information is available on denomination but no detailed information on the religion or belief of school pupils exists. (p.37) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| It is difficult to determine if the FA has any impact in relation to religious belief as around two thirds of those undertaking the FA in cohorts 4 and 5 identified as having no religion. There were small numbers of the different faiths.  Foundation Apprentices identifying as being Muslim had a retention rate and an achievement rate below the overall programme rates. | **We will:**   * Investigate whether these trends have continued with later cohorts in 2021 and 2022 and if so, agree with stakeholders how to investigate what factors are contributing to these variances at a more granular level to determine what action, if any, is required from SDS and/or partners. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |

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| **2.10 Sex** |

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| **Context**  The impact of young women continuing to make stereotypical subject and career choices affects their wages and employment opportunities.    [The SDS Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) shows that occupational segregation of men and women in certain kinds of jobs and in different levels of employment remains a key labour market issue. Women tend to be disproportionately affected by occupational segregation, impacting on their potential pay and career progression. Women are also more likely than men to be on zero-hours contracts across the UK, adding to issues of precarity in employment.    Women are affected by low pay and the continuing gender pay gap, meaning they will earn significantly less than men over their entire careers:   * The current gender pay gap in Scotland across all employment is 10.1%. The gender pay gap for full-time employees in Scotland increased from 3% in 2021 to 3.7% in 2022, although this remains below the gap of 7.2% pre-pandemic and less than the gender pay gap across the whole of the UK of 14.9% * The median gross weekly earnings for women working full-time is £604.50 compared to £678.40 for men * The gender pay gap is highest for older women aged 50-64 * Despite making up 51% of all employees in Scotland, women account for 61% of workers earning below the real living wage. Women’s low pay reflects the interplay of a number of complex factors including overrepresentation in low paid and low skilled sectors (the five C: catering, cleaning, cashiering, clerical and caring); underrepresentation in senior management and leadership roles overrepresentation in part time work; underrepresentation in higher paid STEM sectors; being more likely to take on caring responsibilities impacting on the type of work women can undertake; and being less likely to work overtime. Regardless of whether women and men study at FE or HE, a clear pay gap exists after course completion (three years post-study). (P 19-20)   The barriers to young women opting for Science Technology, Engineering and Maths (STEM) subjects are well known and well documented and FA is one, new, subject choice in the curriculum, option choices have to be set in the context of the schools they are available in. The recently published [Structural Barriers to STEM Engagement Final Report for Education Scotland](https://education.gov.scot/media/co2dniov/ekosgen-structural-barriers-to-stem-engagement-year-3-report-nov-2022_.pd) states that, “There is a mixed level of commitment to the promotion of a STEM agenda in schools in Scotland”. They identify challenges posed by school process such as timetabling and heavy emphasis on assessment in the senior phase, and the difficulty recruiting STEM subject teachers. In relation to improving equity they observe, “Many barriers in terms of equity and equality of access to STEM education still exist. Geographical inequality continues to reinforce inequity in STEM take-up, which is compounded by lack of equity to STEM teaching support, particularly in rural areas. Well-documented cultural and perceptual barriers also persist. Evidence suggests that tackling inequity and inequality is piecemeal, and change is slow.” (p.ii) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| FA has a positive impact as there is evidence that where young women are given the opportunity to try atypical roles they are more likely to apply to work in these roles in the labour market. Women accessing STEM careers could lead to a reduction in the gender pay gap.  Analysing the data from cohorts 4 and 5 (2019 and 2020) across frameworks with larger numbers of Apprentices we see that the overall achievement rates vary from framework to framework, and they also vary by sex within the frameworks. It appears that where there is a very large imbalance the underrepresented sex has significantly lower achievement rates.   * Two frameworks accounted for 44% of all Cohort 5 FA starts: **Social services and Healthcare Level 6** and **Social Services Children and Young People Level 6**. Young women account for 92% and 95% of starts respectively and have better achievement rates than young men in both cohort 4, 7pp higher and cohort 5, 12pp higher. * In **Engineering** where young men predominate, they have the better achievement rate in both cohort 4, 9pp higher, and cohort 5, 9pp higher*.* * In **Creative and Digital Media** where there are very similar numbers of young men and young women the achievement rates are very similar across the two cohorts. Cohort 4 young men had an achievement rate 1pp higher than young women and in cohort 5 young women had an achievement rate 4pp higher than young men. | **We have:**  Supported the SAAB (Scottish Apprenticeship Advisory Board) [Gender Commission](https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/the-scottish-apprenticeship-advisory-board/gender-commission/).  The recommendations developed have been presented to the Scottish government and work is underway to encourage partners and stakeholders to take action.  In relation to the FA there are several recommendations that are especially pertinent but require concerted action across organisations such as: -  **Recommendation Six Develop a long-term partnership approach**. Scottish Government should work with employers, trade unions and professional bodies to develop a long-term partnership approach to address gender stereotypes in the world of work. This approach should focus on key influencers, as well as children and young people themselves, and should include working with early years settings and schools. To deliver this recommendation:   * The approach should be integrated within the curriculum and school performance and business partnership priorities and measures, including through the uptake of Foundation Apprenticeships (FA). * Businesses from sectors with significant gender diversity challenges should ensure their strategy for engagement includes the tackling of gender stereotypes and aims to break down the barriers to gendered subject and job choices. Larger employers have a role in involving Small, Medium Enterprises (SMEs) in this type of activity. * Equal focus should be placed on engaging parents and education practitioners, who between them have the greatest impact on a young person’s perceptions of the world of work, as well as directly with children and young people. * Careers events can be immediately impactful but may have limited long-term impact. Such events should be part of a long term engagement strategy.   **Recommendation Eight: Develop a National Campaign**. Scottish Government should create a sustained national campaign for parents and carers of young children highlighting the impact of gender stereotypes on choices and chances in later life.  [The Report](https://www.skillsdevelopmentscotland.co.uk/media/49618/gender-commission-report-and-recommendations.pdf) highlights several inspiring case studies which exemplify the approaches required to challenge stereotypical views and transform workplace cultures.  **We will:**   * Discuss undertaking further exploration at a granular level with our partners and stakeholders is required to understand: * if achievement is affected by balance of participants * what actions might be impactful in improving the achievement rates for the under-represented sex. * Why some frameworks have higher achievement rates than others * Work with our partners and stakeholders to agree a protocol to undertake this granular investigation including inclusion of data from subsequent years. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme |

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| **2.11 Sexual Orientation** |

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| **Context:**  [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 shows that at school available evidence highlights the impact of bullying and the negative outcomes this has on future education and career plans. Research by LGBT Youth Scotland, 216 reported that 50% of bisexual and 70% of gay and lesbian participants experienced homophobic bullying at school. This survey also found that 70% of participants felt that homophobia/biphobia and transphobia had a negative impact on their educational experiences and 36% reported a negative impact on their educational attainment. Only 10% of respondents rated the experience of school as ‘good’.  UK research found that many LGBT+ young people encountered challenges in school which led to them being unable to engage in education. These included: homophobic and biphobic bullying, feelings of isolation and fears surrounding the exploration of their LGBT+ identity and coming out. Nearly all the LGBT+ young people interviewed for this research experienced difficulties when coming out. Many also mentioned that there was a lack of LGBT+ inclusion and inadequate LGBT+ support. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| This data was not collected with the period of the review | **We will:**  Work with stakeholders to review current agreements on equality monitoring data collection and analysis. |

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| **2.12 Poverty** |

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| **Context:**  Whilst there is no single definition of poverty use of SIMD data as a proxy enables SDS to analyse impact on Poverty. It is important to note that the SIMD focuses on deprived areas and that it does not directly relate to individuals. Not all individuals who live in a deprived area will be deprived and vice versa.  We know from [The SDS equality evidence review](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) 2023 that pupils from the most deprived areas consistently have lower levels of attainment, than those in the least deprived areas. As pupils progress through the school system, the attainment gap widens and becomes more severe at SCQF Level 5 and above. In 2020/21, the gap was 18.2 percentage points between pupils from the most and least deprived areas, achieving at least one or more passes at SCQF Level 5. At the end of secondary school, this gap equates to roughly four ‘A’ grades at Higher level. This means that positive leaver destination options are more restricted for those from deprived areas.  **FA enrolments by SIMD area Cohort 5**   |  |  |  | | --- | --- | --- | |  | **Cohort 5 L6** | | | SIMD area | **No. of FAs** | **% of total known** | | 1 – most deprived | 259 | 8.70% | | 2 | 261 | 8.80% | | 3 | 292 | 9.80% | | 4 | 285 | 9.60% | | 5 | 318 | 10.70% | | 6 | 315 | 10.60% | | 7 | 305 | 10.30% | | 8 | 366 | 12.30% | | 9 | 325 | 10.90% | | 10 – least deprived | 243 | 8.20% | | Unknown | 6 | - | | **Total** | **2,975** |  |   [From the Foundation Apprenticeship report 2022](https://www.skillsdevelopmentscotland.co.uk/media/50223/foundation-apprenticeship-report-2022-published-version.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Both cohorts 4 and 5Foundation Apprentices in SIMD 1 have an achievement rate lower than those in the SIMD 10. | **We have:**   * Enabled providers to have the opportunity to undertake poverty awareness training. * SDS careers advisers working in secondary schools provide supplementary and targeted assistance for young people who are identified in partnership with school staff as requiring additional assistance which could include those from disadvantaged backgrounds, by offering one-to-one meetings and CIAG helpline. Details of our school offer can be found [here](file:///C:/Users/Bruceia/Downloads/SDS’s%20CIAG%20services%20provide%20supplementary%20and%20targeted%20assistance%20for%20care%20experienced%20young%20people,%20by%20offering%20one-to-one%20meetings%20and%20CIAG%20helpline%20support).   **We will:**   * Work to maximise FA opportunities across all areas. * Ensure resources are prioritised to support areas with the greatest challenges in attainment. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme |

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| **2.13 Island Communities** |

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| **Context:**  Foundation Apprentice opportunities are offered across Scotland’s islands and pupils have the same opportunity to undertake them as on the mainland. In recognition of the additional challenges and costs associated with deliver on the Islands and rural communities SDS pays a rural uplift to providers for learners from qualifying postcodes.  This supports the additional costs for delivery in rural areas.  SFC also provide a rural uplift to providers.  SDS provides travel expenses to providers to support L6 FA learners who cannot use their bus pass to support travel.  A rural uplift will be added to this going forward for learners unable to use their Scottish government bus pass to support travel.  The development of on-line delivery during covid has been very helpful in increasing access and has continued post-covid.  Opportunities and numbers for Shetland, Orkney and Western Isles vary.  The Western Isles.  Are well served for FA opportunities: they offer seven level 6 frameworks and three at levels 4 or 5. They have offered 326 starts in their time and provide equity of opportunity through their online delivery through e-sgoil.  Retention and achievement are similar to elsewhere in the country.  Orkney  Orkney UHI offers four level 6 FAs and (for the first time in 2022) Hospitality at level 4.  Retention and achievement are similar to elsewhere in the country.  Travel is not an issue as the majority of pupils are in close proximity to Kirkwall or Stromness where UHI is.  Shetland  Shetland UHI offers four level 6 FAs and Hospitality at level 4.  Retention and achievement are similar to elsewhere in the country.  Travel is not an issue as the majority of pupils are in close proximity to Lerwick where the college is, or Brae about an hour away. |

**Additional Questions:**

**Does this project include, deliver or impact on Island Communities** community which consists of two or more individuals, all of whom permanently inhabit an island and is based on common interest, identity or geography)**?**

**Yes  No**

**Is this a project, which is likely to have an impact an island community which is significantly different from its effect on other communities (including other island communities) in the area?**

**Yes  No  Don’t know**

**If you have answered no to the two questions above, you do not need to complete any further questions in the Island Communities section of this form but please provide some justification for your decision below.**

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| A full Island Impact Assessment is not required as there is no significant difference in achievement rates on the Islands compared to the mainland. |

**What island community concerns are you already aware of?**

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| Achievement rates do not markedly differ between islands and providers.  Western Isles are well served for FA framework range, reflected in their numbers. |

**Does the existing data for Island Communities differ between islands?**

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| Achievement rates do not markedly differ between islands and providers.  There has been no analysis of protected groups undertaken in relation to the Island communities due to the small numbers in the cohorts. |

**Are there any existing design features or mitigations in place? If yes, please describe.**

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| The use of online delivery is essential to the degree of success in The Western Isles. It offers equity of opportunity across the four island High Schools. |

**If you are consulting, is your consultation robust, meaningful, and demonstrating that SDS has regard for island communities when carrying out its functions?**

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| Consulted SDS staff who live, work and/or deliver on Islands from NTP, CSO and CIAG to better understand if there are any specific issues that adversely affect retention and achievement on the Islands compared to the mainland. For the FA no issues were identified. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Availability of the FA has a positive impact. Evidence suggests that the most successful education and skills systems provide work-based learning within a broader career pathway. These systems engage young people with the world of work earlier and better prepare them to make effective transitions from education to employment.  *Also see Age section, 2.1, above.* | **We have:**   * Worked with stakeholders across the islands to support FA delivery. This is supported through local flexibility and rural uplift in funding to meet local needs.   **We will:**   * Continue to monitor performance on the Islands and to work with partners to promote FA opportunities to pupils, teacher, parents and carers. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |

**Please complete the following questions after the impact assessment above.**

**Does the evidence show any different circumstances, expectations, needs, experiences or outcomes (such as levels of satisfaction or participation)?**

**Yes  No**

**Are these different effects likely?**

**Yes  No**

**Are these effects significantly different?**

**Yes  No**

**Could the effect amount to disadvantage for an island community compared to the mainland or between other groups?**

**Yes  No**

**If the answer is no to all of the above, please provide justification for not completing the full ICIA below.**

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| A full Island Impact Assessment is not required as there is no significant difference in achievement rates on the Islands compared to the mainland. |

**If the answer is yes to any of the above, complete the Full Island Community Impact Assessment below before submitting the form for publication.**

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| **Full Island Community Impact Assessment** |

**Assess the extent to which you consider that the project can be developed or delivered in such a manner as to improve or mitigate any resulting outcomes for island communities.**

**Consider alternative delivery mechanisms and whether further consultation is required.**

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| **n/a** |

**Describe how these delivery mechanisms will improve/mitigate outcomes for island communities?**

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**Identify resources required to improve/mitigate outcomes for island communities.**

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**Should delivery mechanisms/mitigations vary in different communities?**

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**Do you need to consult with island communities in respect of mechanisms or mitigations?**

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**Have island circumstances been factored into the evaluation process?**

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**Have any island-specific indicators/targets been identified that require monitoring?**

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**How will outcomes be measured on the islands?**

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**How has the project affected island communities?**

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**How will lessons learned in this ICIA inform future project making and service delivery?**

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| **2.14 Rural Communities** |

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| **Context:**  Foundation Apprenticeships opportunities are offered across Scotland with uptake in all LA areas. Whilst the Education Scotland evaluation review of the FA, found that, “…, full programme attainment rates vary significantly between local authorities and providers, and across subject frameworks. Too many young people do not attain the full programme and receive only component or partial elements of the award” (p13, [Report here](https://education.gov.scot/media/yqjpulac/evaluation-of-foundation-apprenticeships-march-22a.pdf)). The report highlights a number of reasons why learners leave early including: prelims starting; lack of suitable work experience; support needs. There is insufficient data to identify whether rurality is a factor.  Evidence suggests that actions at local authority level can have a significant impact. “One local authority increased support for young people on FA programmes, which resulted in much lower rates of withdrawal. In this local authority, support is provided through a central team that offers candidates help in completing their portfolio of evidence and conducts follow-up meetings with pupils, parents, or carers. These facilities made a notable difference in improving retention rates of young people”. (p11) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Impact is positive.  Young people have the opportunity to gain work insight and study in a different way. | **We have:**   * Paid a rural uplift to providers for learners from qualifying postcodes.  This supports the additional costs for delivery in rural areas. * Provided travel expenses to providers to support L6 FA learners who cannot use their bus pass to support travel.   **We will:**   * Add a rural uplift going forward for learners unable to use their Scottish government bus pass to support travel. * Review disaggregated achievement rate data annually, by framework and/or LA to ascertain if rurality is a significant factor in the variation of rates. Any variances from national benchmarks to be discussed with providers and actions agreed to redress any issues. |

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| **2.15 Other** |

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| **Context:**  n/a |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
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| **2.16 Consultation Recording** |

**Consultation is an excellent source of evidence and can offer insight that cannot be gathered in any other way. It is important to be well prepared when consulting with partners, ensuring you do not take too much of their time and that you efficiently gather the information you need. However, it is also easy to over consult with our partners, so sharing key learning is important to mitigate that risk. It is also important to inform your consultees about changes that have been made (or not made) based on their input. Please use this space to share key learning from your consultations and how you have fed back to the consultees.**

**Further information on our National Approach to Equality Stakeholders can be found** [**here**](https://skillsdevelopmentscotland.sharepoint.com/sites/IShare/Connectcontent/Resource%20Library/Forms/NotArchived.aspx?id=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FStakeholder%20Engagement%2FNational%20Approach%20to%20Equality%20Stakeholder%20Engagement%2Epdf&parent=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FStakeholder%20Engagement&p=true&wdLOR=c01445F43%2DF2E8%2D4B61%2DA36E%2D26AF5BD290DF&ct=1673439461424&or=Outlook%2DBody&cid=A4E46CE1%2D78DB%2D405E%2D9196%2D556D1E52BAE2&ga=1)**.**

**Focal Point Groups can also be useful for consultations, further information can be found** [**here**](https://connect.sds.co.uk/Interact/Pages/Content/Document.aspx?id=9279&utm_source=interact&utm_medium=side_menu_category)**.**

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| **Stakeholder(s) consulted** | **Key feedback from stakeholder(s)** | **What changes were made based on the feedback?** (if none, explain why) | **How was this fed back to stakeholders?** (including date provided) |
| **SDS Islands Consultation group** | This is covered in the Island Consultation area within this document | This forms part of the action plan below | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed. |
| **8 Specialist equality organisations**  Representing disability and care experienced including the Focal Point Group members. The Focal Point groups are consultation groups consisting of national organisations representing the lived experience of these groups. | Key to the success for disabled people is that communication between the Apprentice, School and the employer is put in place support as early as possible. | See action plan below | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed. |
| Grace Barrett**PhD topic:** Economic and social outcomes of foundation apprenticeships, University of Glasgow | SDS is funding this PHD student to gather further insight into FA’s which currently does not exist across Scotland, to enable better understanding of the journey into and through FAs. | PHD has just started this year so no insight yet | We will look to incorporate any future insight into considerations moving forward. |
| Real Time Apprenticeship Insight | This is a live survey that is being sent to FA participants to better understand qualitative information in relation to their experience of the FA | This has just started this year so no insight yet | We will look to incorporate any future insight into considerations moving forward. |

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| **3.0 Action Plan** |

**A key part of every impact assessment is the action plan. This is where you state the actions that you will take in response to the impact assessment you have completed. The actions should be specific, measurable, achievable, relevant and timebound (SMART).**

**Once the IEIA has been signed off by the SRO, actions within the Action Plan should be added to the relevant team’s Continuous Improvement Action Plan.**

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| **What is the action you will take in response to the impact assessment?** | **Which characteristics/groups does it apply to?** | **What is the intended impact?** | **When will this be completed?** |
| SDS will review disaggregated achievement rate data annually, by protected group and by framework and/or LA. Any variances from national benchmarks to be discussed with providers and actions agreed to redress any issues in the following delivery year. | All protected groups plus care experienced | To ensure actions are identified to address any emerging issues | Annually |
| SDS will develop webinars to inform parents, carers and teachers of the support available for pupils requiring support for learning to undertake FAs. Evaluate the impact. | Disabled | Increase uptake retention and achievement by pupils self-declaring a disability in the FA. | 30th April 2024 |
| SDS will ensure CPD offer to Providers and supporting resources align to Provider needs. Upcoming training will include needs assessment and anti-racist training. | All protected groups plus care experienced | Improved capacity to support those with protected characteristics to sustain and achieve in the FA | 31st March 2024 |
| SDS will work with our partners and stakeholders to agree a protocol to undertake a granular investigation into whether there is an achievement rate gap for the underrepresented sex in frameworks with a sex imbalance of 75:25 or worse. | Sex | If there is to understand what actions could be taken to address this and to identify any impactful approaches to share | 30th September 2024 |
| SDS will prioritise actions to improve retention and achievement rates amongst pupils undertaking FA who live in lowest decile SIMD areas.   * Work to maximise FA opportunities across all areas. * Ensure resources are prioritised to support areas with the greatest challenges in attainment. * Review learning from raising attainment pilots to identify impactful approaches and share with schools and Providers. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme | Poverty | Improved retention and achievement amongst those in the lowest decile SIMD areas | 31st March 2025 |
| SDS, with stakeholders will review current agreement on equality monitoring data collection and analysis to explore inclusion of groups not currently monitored | Sexual orientation and gender reassignment | To ascertain if there is any discrepancies in access, retention and achievement of FAs | September 2025 |
| SDS will introduce a rural uplift introduced for learners unable to use their Scottish government bus pass to support travel. | Island communities and rural areas | Improved retention and achievement | For 2024 starts. |
| SDS will continue to embed equality themes within COPs, for Providers to share impactful practice. Continue to develop case studies and information to add to provider resources. | All protected groups plus care experienced | Improved retention and achievement thorough building of Provider capacity. | On- going |
| SDS will undertake further analysis of information we hold in relation to achievement levels for those who pause their apprenticeships due to pregnancy to be undertaken**.** | Pregnancy | Better understanding of impact of pregnancy on FA achievement, with appropriate interventions being developed | December 2025 |

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| **4.0 Approval and Publication** |

* **Will you be making this IEIA available in different formats/languages?**

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| **SRO (Print)** | **SRO Signature** | **Date** | **Review Date** |
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| **5.0 Review (To be completed at the review date, not at the same time it is submitted)** |

**This section should be completed as part of the review on the date listed above under the sign off.**

**Were the actions taken completed? If not, why not?**

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**Did the actions achieve what they intended? If not, why not?**

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**What actions would you continue/stop or reconsider for future projects?**

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**Has any evidence been identified that may be useful for similar future projects?**

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**If this is a review for an ongoing project, are there any additional actions to add to the project going forward?**

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**Integrated Equality Impact Assessment (IEIA)**

**Equality Impact Assessment, Island Community Impact Assessment and Children’s Rights and Wellbeing Impact Assessment**

**Prior to starting the Integrated Equality Impact Assessment (IEIA) we highly recommend that you complete (or review) the Integrated Equality Impact Assessment learning on the Academy. This provides a general overview of the IEIA process, as well as important information on our responsibilities regarding the completion and publication of IEIAs.**

**Other sources of guidance, general evidence, support and learning are available on the** [**Equality Evidence Hub**](https://connect.sds.co.uk/Interact/Pages/Section/Default.aspx?Section=6634) **on Connect, which includes the Equality Evidence Review created by Evaluation and Research. This also includes a Frequently Asked Questions, which addresses initial questions about the IEIA. If something is underlined, but not a link, you can hover over the wording for a definition or additional information.**

**Please note, that while the IEIA form is long, it does include three previously separate impact assessments and significantly more guidance. You may not need to complete every impact assessment within the IEIA. If you have any questions, please email** [**ieia@sds.co.uk**](mailto:ieia@sds.co.uk)**.**

More detailed external guidance for each of the individual impact assessments can be found below:

[Equality and Human Rights Commission Guidance for Equality Impact Assessments in Scotland](https://www.equalityhumanrights.com/sites/default/files/assessing-impact-public-sectory-equality-duty-scotland.pdf)

[Scottish Government Guidance for Children's Rights and Wellbeing Impact Assessments](https://www.gov.scot/publications/childrens-rights-wellbeing-impact-assessment-guidance/)

[Scottish Government Guidance for Island Community Impact Assessments](https://www.gov.scot/publications/island-communities-impact-assessments-guidance-toolkit-2/)

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| **1.0 Project Overview** |

**This document uses the term ‘project’ to describe the full range of our policies, provisions, projects, functions, practices and activities including the delivery of services – essentially everything we do that affects people.**

**Title of Impact Assessment (this is generally the name of the project or policy.)**

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| Modern Apprenticeship (MA) Achievement Rates |

**Name of Senior Responsible Officer (this is the person with final responsibility for a project- such as Director or Head of Service)**

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| Diane Greenlees – Director of National Training Programmes (NTP) |

**Does this project relate to any other published EQIAs** (Equality Impact Assessment**) or ICIAs**(Island Community Impact Assessments)**?**

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| This IEIA is part of SDS’ on-going processes of continuous improvement and equality impact assessment, building on [the Work-based Learning impact assessment](https://www.skillsdevelopmentscotland.co.uk/news-events/2020/june/sds-publishes-plan-of-action-to-help-make-apprenticeships-accessible-for-all/) (EQIA) published on July 2020.  **This IEIA focuses specifically on the achievement rates\* of Apprentices with protected characteristics and those who are care experienced.**  Data over the past five years shows that for some groups achievement rates are consistently lower than the programme overall rate, notably care experienced Apprentices, 13% lower and disabled Apprentices 6% lower.  Focussing on achievement rates will enable us to gain a more detailed understanding of what may be the causes of lower achievement rates for groups identified through our on-going monitoring and analysis and to begin exploring what SDS could do itself or in partnership to improve achievement rates for those from protected groups in the MA and to address poverty. Consulting with our stakeholders was vital to understanding the issues from several perspectives including those with lived experience.  Previous Equality Impact Assessments Action Plans for the MA focussed on improving awareness of the MA and increasing participation from under- represented groups. There has been significant progress in increasing participation. More is still required in relation to people of BME heritage aged 16-24 or young women particularly in relation to their participation in STEM occupations; SDS is working to address these issues often in partnership with stakeholders.  (Figure 1: Modern Apprenticeship starts equality rate summary, 2019/20 to 2022/23 from [Modern Apprenticeship Statistics 2022/23](https://www.skillsdevelopmentscotland.co.uk/media/50357/modern-apprenticeship-statistics-quarter-4-2022-23.pdf).)  The Enhanced Funding Contribution (EFC) was introduced in 2017 to improve access and participation of care experienced and disabled people in the MA. Our internal review of EFC suggests that it is not as effective as we would want it to be, especially in relation to care experienced for whom SDS is a corporate parent.  Furthermore, the Scottish Government has developed policies in response to the changes to delivery context of the MA programme which are relevant to the development of SDS services in relation to the MA including the EFC and other equality incentives, enhancements, and approaches. The [National Strategy for Economic Transformation, 2022](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.scot%2Fpublications%2Fscotlands-national-strategy-economic-transformation-delivery-plans-october-2022%2F%23%3A~%3Atext%3DThe%2520National%2520Strategy%2520for%2520Economic%2520Transformation%2520(%2520NSET%2520)%252C%2520published%2520in%2Cto%2520transform%2520the%2520Scottish%2520economy&data=05%7C01%7Capril.robertson%40sds.co.uk%7C068cef0722304a88337f08dad9c1d8b0%7C33ca6d475e4f477484f1696cbb508cbe%7C0%7C0%7C638061723839534059%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=G5m6x51gZT7OjnIbU2E7QmbwMc%2F4tXJuHQdpno1WgbU%3D&reserved=0) which promotes a Team Scotland approach with stakeholders aligning their resources. And the [Fair Work action plan: becoming a leading Fair Work nation by 2025](https://www.gov.scot/publications/fair-work-action-plan-becoming-leading-fair-work-nation-2025/pages/6/)  which has specific actions for SDS in Section 6, Support for people to prepare for, access and sustain Fair Work: - “4.4.1 Review the equality incentives for disabled people in relation to Work Based Learning (WBL) and make recommendations by end March 2024 with regard to impact on participation and achievement rates for disabled people.”  Taking this thematic approach to the IEIA allows detailed focus on this key area with our stakeholders and will enable us to collaborate to improve services.  \****SDS defines achievement rates in the MA as:*** *“Achievements are counted when a claim against the final outcome payment has been made and approved in the financial year. Therefore, the achievement rate is the number of certificated leavers registered in the financial year as a percentage of all MAs registered as leavers on the system in that same year. It is important to realise that some frameworks have an average duration of 1 year and some are longer and this can have an effect on interpretation. For more information on how the achievement rate is calculated please see our User Guide.”* [*See Q4 stats on achievement rates*](https://www.skillsdevelopmentscotland.co.uk/media/50357/modern-apprenticeship-statistics-quarter-4-2022-23.pdf) *for more detail.* |

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| **Please provide an overview of your project including the names of any external partners and whether it is a new project. Consider the key objectives of the project**.  This document covers the IEIA for MA achievement rates. It will look in particular into the achievement rates of people with protected characteristics in modern apprenticeships and any challenges impacting the outcomes for these groups.  **Purpose and objectives of the project:**  MAs are part of work-based learning which also include Foundation Apprenticeships (FA) and Graduate Apprenticeships. MAs offer individuals the opportunity to earn a wage while learning and gaining a recognised qualification.  MAs are designed to boost youth employment and develop Scotland’s workforce. There are over 80 types or frameworks of Modern Apprenticeships available, covering a wide range of industries including chemicals and biotechnology, construction and engineering, food and drink, health and social care, hospitality and tourism and more including related to “green” roles.  New employees or existing members of staff can undertake an MA. MAs are at SCQF Level 5 to 11 (Levels 8-11 may be referred to as Technical or Professional Apprenticeships). For more information on SCQF levels please see <https://scqf.org.uk/about-the-framework/interactive-framework/>.    MAs offer numerous benefits to individuals, employers and businesses in Scotland. Examples of benefits include offering apprentices the practical skills and working experience employers are looking for while earning a salary and working towards a qualification, improving confidence and creating networks and contacts. For employers and businesses, modern apprenticeships can tackle skills gap, boost productivity, and help a business stay competitive.  <https://www.gov.scot/policies/young-people-training-employment/apprenticeships/>  <https://www.skillsdevelopmentscotland.co.uk/media/48622/equality-action-plan-5-year-final-report-december-2021.pdf>  Equality, Diversity and Inclusion (EDI) are integral part of MA delivery. SDS produce quarterly and annual reports on MA starts, in training and achievements by equality groups and protected characterises. These reports and statistics are available on <https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/modern-apprenticeships/?page=1&statisticCategoryId=4&order=date-desc> This helps monitor uptake by underrepresented groups and identify areas of improvement. SDS also produce diverse case studies to promote MAs to underrepresented groups. |
| **2.0 Gathering Evidence and Assessing Impact** | |

**It is important to remember our responsibilities regarding the Public Sector Equality Duty when completing this section. The starting point for assessing impact is the three needs of the Public Sector Equality Duty: ensuring that the project does not discriminate unlawfully; considering how the project might better advance equality of opportunity; and considering whether the project will affect good relations between different groups.**

**In Gathering Evidence and Assessing Impact you need to go through each of the characteristics in turn and address the following points.**

* **Provide Context – outlining how your project relates to this protected characteristic, such as population statistics. The** [**Equality Evidence Hub**](https://connect.sds.co.uk/Interact/Pages/Section/Default.aspx?Section=6634) **is a good place to start looking for relevant evidence. The Equality Evidence Hub is a space on Connect to access relevant guidance for the IEIA and a range of equality evidence, both internal and external.**
* **Additional Questions- Some sections have additional questions, please ensure that you answer these appropriately. They are in reference to our reporting responsibilities for Children’s Rights and Wellbeing and Island Communities.**
* **Impact– Outline the potential disadvantage or barriers, as well as positive impacts, faced by this equality group in relation to this project. Cite evidence sources used, including consultation. Where a gap in evidence is observed, please note within this section.**
* **Action– Outline what we have already done to address disadvantage or promote equality, as well as what we’ll do to proactively promote equality and address any potential barriers raised in Evidence, including evidence gaps.**

**Please note that consultation is a requirement of Island Communities Impact Assessment and considered good practice in relation to Equality and Children’s Rights and Wellbeing Impact Assessments.**

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| **2.1 Age** |

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| **Context:**  Those at the younger and older ends of the labour market are more likely to face barriers in work and potential discrimination. Young people are less likely to be in employment as many young people in this age group choose to be in further and higher education.  Since 2006, the employment rate for 16 to 24 has been consistently lower than the employment rate for any other age group. This is due to higher numbers of people aged 16-24 being in education.  The proportion of those aged 50-64 in Scotland’s labour market has reduced since the pandemic. The rate for workers aged 25 to 49 and 65 plus is steadier over time.  Gender and ethnicity intersect with age to produce greater labour market disadvantage.  **MA starts:**  There was a total of 25,447 MA starts in 2022/23. In terms of starts by age group, the majority of MA starts (58.9%) were aged 16-24 and 41% were aged 25+.  In 2022/23, there was an increase of 4% in the number of starts for those aged 16-19 compared to 2021/22. Overall, there was a positive increase of 0.2% in the number of starts in all age groups.    This evidence was taken from [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) and the [Modern Apprenticeship Statistics 2022/23](https://www.skillsdevelopmentscotland.co.uk/media/50357/modern-apprenticeship-statistics-quarter-4-2022-23.pdf). |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Overall, the MA has a positive impact creating opportunities to assist younger people to move into employment with industry recognised qualifications. We recognise that their achievement rates are lower and have taken steps to mitigate this.  In 22/23, the overall achievement rate in MAs was 72.7%. This was an increase from the previous year 2021/22 (71.8%).  In terms of MAs achievement rate by age group: the age group 16-19 had the lowest achievement rate of 68%. The age group 25+ have the highest achievement rates at 77%.  Completing an MA is a significant time investment for a young person and some frameworks can take four years to achieve, as referenced in [Modern Apprenticeships Q4 report 2022/23.](https://www.skillsdevelopmentscotland.co.uk/media/50357/modern-apprenticeship-statistics-quarter-4-2022-23.pdf)  Evidence suggests that young adults’ experiences of employment have changed in recent years. Young people stay in education longer, start work later and early experiences of work are more likely to be characterised by short term contracts, low paid work and precarious employment.  Those aged 16 to 24 are less likely to be in employment due to higher numbers in this age group being in education. However, the employment rate for those aged 16 to 24 in Scotland in 2022 was 58%, increasing by 6 percentage points from the previous year and higher than the UK as whole (53.7%). Young women are more likely to be employed in this age group than young men (61.2% compared to 54.8%. Source: Equality Evidence Review Briefing paper 2023.  According to the Organisation for Economic Co-Operation and Development (OECD), young people in the UK (15-24) tend to stay in jobs for less time than all employed people.  In 2021, 41.6% of young people stayed in their jobs for one year or less, compared to 13.4% of 25-54 age group.  Similar trend was found in further education. In college courses, younger age groups were less likely to complete successfully compared to older age groups. Source: [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) | **We have:**   * Collected the data on Age in MAs and analysing how each age group are performing in terms of starting, sustaining and achieving in their Apprenticeships. * Administered the funding contribution for training that SDS makes on behalf of the Scottish Government to Providers is weighted toward supporting those aged 16-19. (Some frameworks are not funded at all beyond age 25. Hairdressing is one such framework). This weighting acknowledges that young people are disadvantaged in the labour market as they may not have developed their meta skills nor have relevant work experience nor the experience of the workplace and how to fit in and adapt to working life as well as managing their study, building their portfolio, and undertaking assessments. This additional funding contributes to the additional input required to support them to achieve and develop their skills.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Table showing contribution rates in 2021/22** | | | | | | Framework | SCQF  level | Contribution rates in £ | | | |  |  | **16-19** | **20-24** | **25+** | | Hospitality | 5 | 2 200 | 1 150 | 300 | |  | 6 | 3 200 | 1 750 | 900 | | Automotive | 5 | 5 700 | 4 550 | 3 900 | |  | 6 | 8 700 | 7 100 | 6 500 |   *(There are over 80 MA frameworks these are two examples; the full contribution rate table is available on our* [*website*](https://www.skillsdevelopmentscotland.co.uk/media/49869/2021-22-appendix-1-ma-contribution-table010623.pdf) *)*  This reducing funding contribution as age rises could be a disincentive to Providers to train older people who needed longer to be ready to work or have on-going support needs; or new Scots requiring ESOL support for example. These issues have been mitigated for those aged 20-29 by the introduction of the Enhanced Funding Contribution for disabled and care experienced. If the Apprentice self declares a disability or being care experienced and requires this support the Provider receives the 16-19 contribution rate *(explored in greater detail under disability and care experienced sections)*. The introduction of the recruitment grant, Ethnic Intersectionality Incentive, EII mitigates this for people who are BME, 16+ and have a support need such as ESOL or never having worked whilst bringing up a family. (*Explored in greater detail in the Race section*)   * MA learning providers information and guidance on best practices to recruit and retain young people aged 16-19 in MAs.   Ensured that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement.  **We Will**:   * Share with Providers the good practice identified from SDS Initial Assessment thematic review to help improve support for young people to get the best and right first start in employment to aid successful achievement. * work through our career influencing partnerships to ensure YP that choose the apprenticeship route receive the best advice. * Ensure that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement |

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| **2.2 Children's Rights and Wellbeing** |

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| **Context:**  MAs are open for people aged 16+ and since MAs are employees, this section will focus on the UNCRC Articles that relate to the aim and objectives of MAs.  MAs are open for all people aged 16+. In 2022/23, the number of starts aged 16-19 was at 39% of all starts. The figure below shows the starts split by age group for the year 2022/23.  During the development of MAs young people are included in the processes.   * Development   As part of the initial phase of development SDS would seek to engage with current and recently completed apprentices to seek their input in understand the occupation/role being developed and ensuring that the realities of that job/occupation e.g. functions, location, knowledge requirements, etc. are understood and form the basis of evidence upon which all apprenticeships are built.  Young learners also contribute to evaluation exercises to ensure their views inform programme improvements as well as new developments. Additionally, for new developments young people are engaged as part of the design and development process, ideally including focus groups with young people at similar ages and stages to the target participant groups for the programme, working through relevant local authorities, schools, and colleges.   * Governance/Approval   The Apprenticeship Approval Group (AAG) is made up of a range of representatives from industry (employers, trade unions, sector skills bodies) and skills system bodies (SQA, SCQF, ES, QAA, etc.). In addition to this a representative from each of the SAAB groups (Scottish Apprenticeship Advisory Board) have membership; this includes the Apprenticeship Engagement group -this may or may not be a young person (18 or under) as the group (AEG) selects it’s own representative. |

**Additional Questions**:

**Does this project impact on children and young people up to the age of 18?**

**☒ Yes ☐ No ☐ Don’t Know**

**If you have answered no to the question above, you do not need to complete the Children’s Rights and Wellbeing section of this form but please provide some justification for your decision below.**

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| **n/a** |

**Which articles of the United Nations Convention on the Rights of the Child (UNCRC) (an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights) does this project impact on? See** [**further guidance**](https://skillsdevelopmentscotland.sharepoint.com/:w:/r/sites/IShare/Connectcontent/_layouts/15/Doc.aspx?sourcedoc=%7B173332DE-79D0-45C0-BDE7-29A9622F1787%7D&file=UNCRC%20guidance%20FINAL.docx&wdOrigin=TEAMS-ELECTRON.p2p.bim&action=default&mobileredirect=true&cid=57127dcb-c2e3-41fc-9e83-901d72aea588) **for this question**

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| Since this programme (MAs) are open for all including young people aged 16 to 18, there are some Articles of the UNCRC that are particularly pertinent in this context.   * Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities, or any other status, whatever they think or say, whatever their family background. - Apprenticeships are open to all, we impact assess to ensure the those from protected groups can access and succeed in the MA. * Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children. * Article 5: Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child’s increasing capacity to make their own choices. -Parents/carers engagement, awareness raising of available apprenticeships options. * Article 22: If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them. Refugees with the right to work can access the MA; information provided to Providers on this and how employers can check. * Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families- *see disability section 2.4.* * Article 32: Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development, or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate- as employees MAs are covered not only by employment legislation but SDS actively promotes the five principles of Fair Work and through contract management and quality assurance processes to promote the safety and well-being of young people. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| See sections on:   * Age, 2.1 relates to 16-19 * Care experienced, 2.3. * Disability, 2.4 | **See actions in: -**   * Age 2.1 * Care experienced, 2.3. * Disability, 2.4 |

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| **2.3 Care Experience** |

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| **Context:**  Care Experienced young people are more likely to leave school at the age of 16 or younger, 72% of them; and often obtain fewer qualifications.  Care experienced young people are more likely to be unemployed after leaving school and be in low paid, low-skilled and part-time jobs. Main reasons include, having poor support networks, mental ill-health, unstable living arrangements and other institutional barriers[[1]](#footnote-2).  Although there have been improvements in recent years in the number of care experienced young people progressing onto higher education, there is significant evidence gap in relation to the labour market outcomes of care experienced young people.  Routine data that is collected about the Scottish or UK population, does not traditionally record whether adults are care experienced. In Scotland, 30% of care experienced school leavers were unemployed 9 months after they left, in comparison to 5% of their non-care experienced peers. (Source [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) )  **Care Experienced MA starts:**  In 2022/23, the proportion of care experienced starts in MAs has increased to 2.1%, higher than pre-pandemic figures and the highest it has been since SDS started reporting on this equality group. This is a positive outcome for care experienced starts in MAs.  The highest proportion of starts identifying as care experienced were aged 20 to 24 years.  Most care experienced starts were in: Social Services and Healthcare; followed by Construction & Related; and Hospitality and Tourism.  **Scottish Government encourages the payment of the real living wage.**  In line with the Bute House Agreement, the default position is that all grant recipients awarded a public sector grant on or after 1stJuly 2023 will be required **to pay at least the real Living Wage** and provide appropriate channels for effective workers' voice as a minimum standard.  The real Living Wage is an independently calculated rate based on the cost of living and is paid voluntarily by employers. The **rate is currently £10.90 for people 18+** and is calculated annually by The Resolution Foundation on an analysis of the wage that employees need to earn in order to afford the basket of goods required for a decent standard of living. This basket of goods includes housing, childcare, transport, and heating costs. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Overall, it is difficult to conclude if the MA has a positive impact or not. It should, and for some care experienced Apprentices it does, as it enables people to gain industry recognised qualifications and work experience whilst being paid a wage.  We know from consultations with Care Organisations and care experienced young people, as well as published research that the MA is a less viable and less attractive option for many care experienced young people who could benefit.  Consultees highlighted the interplay of structural barriers such as housing costs, low wages, lack of networks, lack of digital access. Furthermore other options are more appealing due to the additional funding for care experienced young people such as Further Education (FE), [Care experienced bursary in FE in Scotland](http://www.sfc.ac.uk/web/FILES/care-experience-governance-group/Care-Experienced_Students_Bursary_in_Further_Education_info_sheet.pdf). FE offers the opportunity to study, access the bursary and also to have a part time job.  Some employment opportunities, sometimes low skilled with no training nor opportunities to progress but not MAs, will pay the minimum wage of £10.18 if they are aged 21-22, whereas if the young person opted for a skilled trade that is an MA, they could find they are paid just £5.28 per hour in the first year. A disincentive to those living independently to look at the MA.  **Achievement rates for Care Experienced in MAs:**  The achievement rate gap between those identifying as care experienced compared to non-care experienced has slightly narrowed by 0.4% from 2021/22 to 2022/23. In 2022/23, care experienced apprentices still have the lowest achievement rates for MAs and the gap is 13% compared to those who are not care experienced.  The achievement rates for care experienced MAs reflects similar trends in education outcomes. (Source of evidence Modern Apprenticeships Q4 2022/23 report)  Care experienced MAs in the age group 16-19 had the lowest achievement rates amongst care experienced MAs overall.  Frameworks with low achievement rates in 22/23 included Social Services (Children and Young People), Social Services and Healthcare, Hospitality and Construction: Building. | **We have:**   * As a Corporate Parent, SDS’s CIAG services provided supplementary and **targeted assistance for care experienced young people**, by offering one-to-one meetings and CIAG helpline support. This includes young care experienced people applying for and sustaining an MA. * **Enhanced Funding Contribution (EFC**) was introduced in 2017. EFC offers the highest level of MA contribution rates (i.e., that set out for 16-19 year olds) to providers with MA candidates up to and including the age of 29 years who are care experienced and/or disabled in any MA framework. * The award of the 16-19 contribution rate to learning providers in respect of these eligible groups is made in recognition that additional support is usually required to progress these individuals to successful achievement of their Apprenticeship. * Data analysis shows that very few MAs who declare themselves to be care experienced are supported by EFC, just 2.4% of the MA starts who declare themselves to be care experienced in 22/23. Evidence shows that where care experienced are in the MA it is a restricted number of occupations often of lower SCQF level where fewer qualifications are required such as hospitality. The achievement rate data suggests those aged 16-19 may require more support. The fact that EFC is paid to the Provider not the MA does not address the more frequently cited structural barriers to achievement related to poverty. * **Who Cares? Scotland** were commissioned to develop [A Welcome Pack](https://www.skillsdevelopmentscotland.co.uk/media/47591/guide-for-care-experienced-apprentices.pdf) for care experienced Apprentices with information and guidance on accessing support during their apprenticeships and including tips and advice from care experienced apprentices. And a pack for Providers to raise their awareness of how to support care experienced apprentices and encourage disclosure. Both packs are in place * **Capacity Building CPD for Providers** - care experienced support organisations delivered training that raised awareness of the issues and what support could work. Networking sessions between Apprenticeships learning providers and care experienced support organisations were also facilitated. * **Supplying bespoke data to providers –** Skills Investment Advisers (SIAs) issue Providers quarterly equality reports which includes information on care experienced Apprentices. As part of the annual quality assurance Self-Assessment exercise the NTP Quality Assurance team supply each provider with a 3-year data set which benchmarks their own performance against national standards. This allows for more focussed analysis and supports identification of clear improvement actions where required. * Ensured that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement. |
| **Barriers to accessing and sustaining apprenticeships:**  Care leavers can face more challenges and need additional support to gain and sustain employment.  The research indicates that while apprenticeships are seen as good employment option for young people, care leavers can often be put off by the low levels of pay and entry requirements. Taking an apprenticeship can leave them financially worse off than being unemployed.  The low pay can be a barrier to sustain apprenticeships because they cannot earn enough to support themselves independently, while becoming eligible for council tax and other bills, and having benefits reduced.  Feedback from care experienced young people, “Financial considerations: wages for some MAs are too low, care experienced people have to support themselves on that income,”  (Appendix 1 of The Scottish Apprenticeship Advisory board (SAAB), Employer Equalities Group (EEQ) report) this is corroborated by evidence from Wales and Glasgow City Council).  The low pay barrier can also impact other young people who are not care experienced, however, due to the lack of support system and social networks, care leavers can be more affected by this barrier.  The Scottish Apprenticeship Advisory board (SAAB), Employer Equalities Group (EEQ) hosted a short-life working group: “How do we make apprenticeships more accessible and attractive to care experienced young people?” The report is due to be published imminently. It recommended the following:  **Recommendations**  **Roll out the “**[**Care Experienced Apprenticeship Bursary” in Scotland** – as seen in England and Wales where](https://www.gov.uk/government/publications/apprenticeships-bursary-for-care-leavers/apprenticeships-care-leavers-bursary-policy-summary#eligible-apprentices) £3000 is available to those care experienced young people who are in apprenticeships. This is paid directly to the individual, not the learning provider of the modern apprenticeship. This would support accommodation costs and other living costs. Given that around 2% of apprentices identify as care experienced, the variation in cost to the public purse would be small. This could be costed out and over a longer apprenticeship, have tailored support as apprenticeship wages increase year-on-year.  **Lobby the UK government to adjust apprenticeship wages** for care experienced individuals. Although many employers pay an improved rate, this is often restricted due to employer’s current wage structure and sits outside Fair Work. Often the wage received is not sufficient for overall living costs in the first year if the care experienced young person has additional accommodation costs.  **Call for changes to Department of Work and Pensions (DWP) policy -** Scottish Government could stand with the Welsh government to lobby support for care experienced people starting work. It’s especially important to support housing benefit for a longer period, particularly in year 1 and 2. We would propose a tail-off period - at a minimum - or preferably, continue housing benefit for the whole duration of an apprenticeship.  **Bend the spend – through the apprenticeship levy.** The Scottish Government could assess the current Flexible Workforce Development Fund and allocate a proportion of this funding for apprentices’ additional costs.  **What Skills Development Scotland (SDS) can do**   1. **Seek** **Scottish Government funding to create** **a “starting work fund”** so that care experienced young people, aged 16-29, can get the equipment they need to start work. This could include, purchasing tools, uniforms, lunches, work wear (not PPE) and any additional transport costs. This should be ring-fenced to individuals rather than going to a learning provider. As part of any start up fund, consideration should be given to a contingency funds for delays affecting income between the end of any DWP support (universal credit) and 1st salary/wage when starting an apprenticeship. 2. **Require that provider can facilitate mentoring support for care experienced young people in the workforce** to assist them in sustaining their apprenticeship. SDS can ensure that mentoring is included in all training opportunities, initiatives, including apprenticeships. 3. **Develop mentoring guidelines/best practice.** Support a mentoring key standards approach, facilitate or commission organisations to deliver mentoring training and establish qualifications for employers’ staff. 4. **Monitor apprenticeship providers** and report on support for care experienced Modern and Graduate Apprentices. Contract decisions should consider the quality of support to help build an effective long-term mentoring culture around apprenticeships. One idea is for apprentice satisfaction surveys to include a question about mentoring support. | **We will:**   * Continue to support young care experienced MAs sustain and achieve their apprenticeship by delivering the following CPD:   + Care experienced Mentoring training for MA providers.   + Mental health awareness sessions for MA providers; including free support helplines.   **Financial support** to care experienced **apprentices**. The current minimum wage that an employer in Scotland can pay to an Apprentice in their first year is £5.28. If the apprentice is over 19 and in their second year, they must pay the current minimum wage. It should be noted that many employers in Scotland do pay much more but some do not, limiting the opportunities for care experienced and others living independently or in households where these rates are insufficient.  From the Gov.UK website, “[These rates are for the National Living Wage](https://www.gov.uk/national-minimum-wage-rates) (for those aged 23 and over) and the National Minimum Wage (for those of at least school leaving age). The rates change on 1 April every year.   |  | **23 and over** | **21 to 22** | **18 to 20** | **Under 18** | **Apprentice** | | --- | --- | --- | --- | --- | --- | | **April 2023** | £10.42 | £10.18 | £7.49 | £5.28 | £5.28 |   **(The Real Living Wage in 2023 is £10.90 for people 18+,** independently calculated by The Resolution Foundation)  **Apprentices**  Apprentices are entitled to the apprentice rate if they’re either:   * aged under 19, * aged 19 or over and in the first year of their apprenticeship.”   **We will:**   * continue to promote Fair Work principles to employers through capacity building of our Providers to encourage adoption of the five principles. A new e-learning module is being developed on Fair Work for Providers and will be available in the Provider resource area. * continue with the Enhanced Funding Contribution process for Care Experienced individuals. Following a stakeholder informed approach review, Scottish Government have asked for a continuation whilst introducing a process to ensure that resources are being utilised appropriately. * highlight the apprentice rates to Scottish Government as a significant factor that leads care experienced to accept better paying roles but not Apprenticeships. Contrasting this with the Care Experienced FE bursary where the care experienced student can work part time and keep the bursary to gain qualifications. [Care experienced bursary in FE in Scotland](http://www.sfc.ac.uk/web/FILES/care-experience-governance-group/Care-Experienced_Students_Bursary_in_Further_Education_info_sheet.pdf), * highlight to Scottish Government the [Apprenticeship Care Leavers’ Bursary in England](https://www.gov.uk/government/publications/apprenticeships-bursary-for-care-leavers/apprenticeships-care-leavers-bursary-policy-summary) where the individual had to have been in care since the age of 14 for a specified period to qualify. That fund provides £3K to the Apprentice and £1.5K to Provider and £1.5K to the employer. * ask the Scottish Government to review support to ensure care experienced Apprentices have appropriate financial support to be able to complete an MA**.** * Ensure that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement |
| **Consultation Evidence**  Evidence from consultation with specialist organisations that work with care experienced young people highlighted that care experienced young people on the MA or seeking to access the MA are affected by the now well documented structural barriers of: issues related to independent living such as high housing costs; lack of support networks; lower wages in the sectors accessible to many care experienced initially; together with the disrupted education leading to these young people leaving school earlier with few or lower qualifications. It was also noted that the support available to prepare young care experienced for work and across the transition varied hugely as each LA is now responsible for this and there is no national consistency.    Mentoring was suggested as being something which SDS could support that would ameliorate some of the barriers identified. There was agreement in consultations that mentoring delivered by the employer in the workplace and available throughout the apprenticeship would be the best option. It was also noted that to be effective the mentors needed to be trained and also that they themselves may need support from a care organisation who understand the need of care experienced and experience offering solutions and support.  There were some concerns expressed that offering this only to care experienced Apprentices could undermine uptake and enthusiasm for it.  **Consultation on this with Providers** echoed that there is often a reluctance to disclose being care experienced and that would make it hard to identify the target group to offer mentoring. Providers also felt that perhaps initially they could undertake a mentoring role and work to encourage the Apprentice to disclose to the employer and put in place support. | **We will:**   * Explore further the potential models of mentoring and scope out potential to pilot model(s) to better understand if this could make a difference. * Explore mandating mentors for all care experience apprentices. * Encourage all providers to review the Who Cares? Scotland information for Providers and welcome pack for Apprentices and to share the information with their employers. * Offer support to encourage the MAs who are care experienced to feel comfortable to disclose this at the outset to Providers. Through the CPD and resources offer further support to Providers to encourage disclosure. |

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| **2.4 Disability** |

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| **Context:**  Disabled people are less likely to be in work and more likely to be in insecure, low paid employment and less likely to be promoted. They also have lower levels of educational attainment. Labour market outcomes vary according to the type of disability recorded. Employment rates decline with the number of health conditions reported. Less than a third of disabled people with five or more heath conditions are in employment, whereas nearly two-thirds of people in the UK with one health condition are in employment.  One in five of the UK working population reported having a disability. Disabled people face multiple disadvantages in the labour market including, lower levels of employment, lower wages, fewer hours, precarious contracts, and negative attitudes in the workplace. Attitudes towards disabled workers continues to place limitations on their position in the workplace, with attitudes towards those with mental health conditions at work (especially where these are more severe or less common), tending to be more negative than those towards people with physical disabilities.  The employment rate for those classed as disabled under the Equality Act 2010 was 50% compared to 81% for non-disabled people, giving an employment rate gap of 31%. The disability employment gap is higher for men 37% compared to women 26%. In terms of age, the disability employment gap is lowest for disabled people aged 16-24 and highest for those aged 36 to 49. (Source [[Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf))](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf%20))  **Disability starts in the MA:**  The disability start rate was at 15.3% in 2022/23, 2% higher than 2021/22. The most common disability types self-declared by Apprentices were Learning Difficulty and Mental Health.  In terms of disability and age, the majority (67.3%) of MAs who identified as having a disability were aged 16-24.  A higher proportion of starts self-identifying as having a disability started their apprenticeship at lower SCQF levels than those not declaring a disability. Most of these starts were in the social Care, Construction and Hospitality frameworks. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Overall, the MA has a positive impact for disabled people though there is more to do to broaden the appeal of the MA career pathway and to improve further achievement.  **Achievement rates for disability MAs.**  In 2022/23 the achievement rate of disabled MAs was 67.0% compared to 73.7% achievement rate for MAs who were not disabled.  The achievement gap between disabled MAs and non-disabled MAs was at 6.7% in 2022/23, a widening of 1% from the 5.7% the year before.  In 2022/23, frameworks with lower achievement rates for MAs self-declaring a disability were social services (Children and young people), Social services and health care, Construction and Engineering. | **We have:**   * Promoted self-disclosure- through redesign of the Equality Monitoring form and guidance together with training delivered nationally to Providers. Providers were asked to work with apprentices to ensure they understood why data was being collected and how it would be used, to give individuals more confidence to disclose. Outside of the equality monitoring form, Induction conversations would separately address any support needs and most importantly that if they were to ask a Provider for assistance in relation to a support then steps would be taken to put support in place and/or work with the employer to do so. * Built provider capacity through CPD programme and resources- every year training from expert organisations was made available to Providers on some of the most reported disabilities or also policy priority groups such as British Sign Language (BSL) users to ensure they understood how to needs assess and support apprentices, or which organisations could offer training and support. They were also encouraged to work with their employers to make adjustments in the workplace. Who Cares? Scotland also delivered training and created a resource pack for care experienced Apprentices and Providers. * Supported an Enhanced Funding Contribution (EFC) was introduced in 2017. EFC offers the highest level of Modern Apprenticeship (MA) contribution rates (i.e., that set out for 16-19 year olds) to providers with MA candidates up to and including the age of 29 years who are care experienced and/or disabled in any MA framework. The award of the 16-19 contribution rate to learning providers in respect of these eligible groups is made in recognition that additional support is usually required to progress these individuals to successful achievement of their Apprenticeship. In line with the social model, Apprentices self-declare their eligibility for EFC. * Ensured that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement.   Since the above measures were introduced, there has been a rise in MAs self-declaring a disability to over 15% of starts each year and the achievement rate gap between these MAs and the overall programme rate has reduced to 7%. It should be noted though that the percentage of MAs self-declaring, supported by EFC is falling each year. In 22/23 EFC was supporting just 14% of those MAs self-declaring. (That is 538 of 3828 apprentices).   * Delivered the Skills Development Scotland’s annual Scottish Apprenticeship Awards help to profile equality and diversity through showcasing a diverse range of apprentices from a variety of backgrounds. The awards also recognise the efforts of employers working to drive equality and diversity in apprenticeships through a Promoting Diversity category for SMEs and Large businesses.   **We will:**   * continue to deliver CPD and make support resources available to Providers on the most reported conditions including further inputs on Access to Work, supporting neurodiverse Apprentices and mental health support. * explore the best way to mainstream support for the most reported conditions across the MA. * continue with the Enhanced Funding Contribution process for disabled individuals. Following a stakeholder informed approach review, Scottish Government have asked for a continuation whilst introducing a process to ensure that resources are being utilised appropriately. * continue to work with providers to better understand the factors that contribute to lower achievement rates and what steps would be required to address them whilst recognising that workplace culture and employer practices are likely to have the greatest impact on apprentice achievement rates. We will continue to provide a 3-year data set to every provider as part of the annual self-assessment process which benchmarks their performance against national averages and signposts potential areas for improvement. SIAs will issue Providers a quarterly equality report. * ensure that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement. |
| Some research suggested that post-pandemic hybrid shift has the potential to enable disabled people to manage their health and wellbeing more easily and offers increasing possibilities of securing work, staying on and progressing in their career.  Greater flexibility could be one way to reduce the disability employment gap, if remote/hybrid working is well managed to prevent further inequalities emerging. ([Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)).  MAs have been designed to allow flexibility of delivery model to meet apprentice needs. It has no minimum hours specified**.** SDS encourages employers and Providers to offer flexible working. | **We have:**   * Developed Mental health resources.   We have worked with several partners to develop and deliver mental health resources to Modern Apprenticeships learning providers and apprentices. This included: [Mental health and wellbeing support guidance](https://www.skillsdevelopmentscotland.co.uk/media/47793/mental-health-and-wellbeing-support-for-apprentices.pdf) and looking after mental health at work developed by Penumbra for MA LPs and apprentices.   * Developed a Project Search pathway.   We have also developed guidance on supporting disabled people looking to become an Apprentice. The guide is available to Providers. [Funded Modern Apprenticeships and DFN Project Search](https://www.skillsdevelopmentscotland.co.uk/media/50166/1792_project-search-and-apprenticeships-guide_ibruce_1222-v5.pdf)   * Worked with British Deaf Association (BDA) to promote apprenticeships to deaf people.   We have worked with BDA to promote MAs to the deaf community. We held a live stream event with four deaf apprentices sharing their experience of being an MA. We held a networking session with deaf support organisations and apprenticeship Providers to share impactful practice and raise awareness of services available to support deaf apprentices.   * Ensured that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement.   **We will:**   * Support a process of continuous improvement of provider delivery. As part of the annual cycle of formal quality reviews we undertake thematic reviews such as the recent [Initial Assessment thematic review](https://www.skillsdevelopmentscotland.co.uk/media/50408/iinitial-assessment-thematic-national-report_22-23.pdf) which includes examples of impactful and/or innovative practice, an example being one provider asking all newly recruited apprentices to do an on-line neuro diversity assessment to identify learning support needs. This practice is then shared through online provider CPD webinars and Community of Practice meetings to encourage other providers to adopt into their practice. These webinars and other associated development resources are made available to all providers via our [Quality Assurance and Improvement Hub](https://www.skillsdevelopmentscotland.co.uk/learning-providers/work-based-learning-quality-assurance-improvement-hub/). |
| Evidence from consultation with specialist disability support organisations have shown that in order to build trust and encourage disclosure an ongoing gentle and safe conversations are required. Disability support organisations have reiterated the need for a cultural shift in the workplace by focusing on communication and creating safe space for disabled apprentices to feel heard and to bring their authentic selves and disclose any additional support they may require.  The organisations have also mentioned the need for ongoing awareness training for line managers.  Some of the most effective practices identified to support people with complex support needs to achieve and sustain their apprenticeships include being flexible and offering alternative start/finish times, hybrid working, work placement assessments and ensuring the working environment is accessible to everyone in the workplace. | **We will:**   * Undertake Needs Assessment training: we are working with a specialist organisation to develop and deliver a needs assessment training for apprenticeship Providers. This training will support Providers to understand how to make reasonable adjustments and encouraging disclosure. * Support Mental health awareness, working with Able Futures to deliver a training session for providers on their services and how providers can access and signpost apprentices to access support. * Ensure that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement. |

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| **2.5 Gender Reassignment** |

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| **Context:**  Evidence is limited on the experience of work for trans workers although some research indicates that trans workers face distinct challenges at work differ significantly from LGB+ workers experience. Evidence highlights that bullying, discrimination and harassment are key issues.  Research carried out by LGBT health and wellbeing, suggests that trans people may experience unique barriers when applying for and staying in work in Scotland, including lack of awareness or transphobia in interviews, difficulty obtaining references that match gender identity and name, application forms not including non-binary options, and feeling unable to apply to jobs because of fear of discrimination.  Source [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| SDS continues to promote Fair Work principles and inclusive recruitment practices. As Apprentices are in employment, workplace culture and practice will impact on recruitment and achievement of MAs.  Research finds that once in work trans people were more likely to experience harassment and discrimination than the wider LGB people.   * 39% reported negative comments or conducts from colleagues. * 12 % of transgender respondents had been physically attacked by customers or colleagues in the past year because of their gender identity. * 21% of trans people said they would not report transphobic harassment or bullying in the workplace. * 18% of trans respondents reported not being called by the correct name and pronoun at work.   Survey research from the Chartered Institute of Personnel Development (CIPD) of 193 trans workers highlighted poor wellbeing at work, with 55% of trans workers saying they had experienced conflict at work in the last 12 months, higher than heterosexual and LGB+ and 26% were not open about their gender identity at work.  Similar research found that trans workers face more barriers to progression at work and at the recruitment and interviews stages of the job search process. (Source [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)) | **We have:-**   * Delivered Trans awareness training to learning providers to raise awareness of challenges faced by trans people in employment. * Offered Transgender awareness e-learning was offered to all apprenticeship Providers. * Offered online guidance on updating names and gender. * Offered SDS staff who work with young people Trans awareness training. * Ensured that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement.   **We will:**   * Review every two years and update our trans awareness resources with our equality partners. Send out reminders to apprenticeship providers of the resources we have on trans awareness. * Ensure that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement. |

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| **2.6 Marriage/Civil Partnership** |

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| **Context:**  Not applicable |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| **n/a** |  |

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| **2.7 Pregnancy and Maternity** |

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| **Context:**  Discriminatory practice in relation to pregnancy can have a negative impact on labour market participation, manifest as, loss of pay, loss of status and a lack of career progression. Women with children are more likely to experience significant pay penalties; have their career progression halted; withdraw from full-time work to care for children; stay at the same level of job for several years; and choose more flexible working pattern.  Research shows that in the first year after returning to work from maternity leave, UK women earn 28% less on average than before, primarily due to reducing working hours to fit around children, known as the motherhood pay penalty. The most important source of the gender pay gap is therefore suggested to be motherhood.  Research finds that working mothers under 25 are more likely to be in in-work poverty and more likely to be lone parents. Two in five mothers under 25 in paid work are in relative poverty, with average hourly pay for low-income households with a mother under 25 at £ 7.20 compared to £8.20 for all low-income families.  Equality and Human Rights Commission (EHRC) research found that discrimination around pregnancy and maternity in the workplace were commonplace, with around one in nine mothers believing they were targeted for dismissal or redundancy where their colleagues were not. Employer attitudes revealed in the survey highlighted negative attitudes towards pregnancy and maternity leave with a third of private sector employers agreeing that it is reasonable to ask women about their plans to have children in the recruitment process and four in ten agreeing that pregnancy puts an unnecessary cost burden on the workplace.  Source [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Overall the MA has a positive impact providing opportunities for women to gain employment and industry recognised qualifications. Employer attitudes and maternity policies together with the availability and affordability of childcare will impact on the career development of MAs who have young children however SDS policies ensure MAs have the opportunity to complete their MA as they can pause it and restart in the future.  MAs are employees, and therefore apprentices have the same employment rights as other employees during pregnancy and maternity.  No data is currently available on MAs and pregnancy and maternity. | **We have:**   * Developed the[Maternity, paternity, Adoption and shared parental guidance](file://C:\Users\Bruceia\Desktop\Working%20mothers%20under%2025%20are%20more%20likely%20to%20be%20in%20in-work%20poverty%20and%20more%20likely%20to%20be%20lone%20parents.%20Two%20in%20five%20mothers%20under%2025%20in%20paid%20work%20are%20in%20relative%20poverty,%20with%20average%20hourly%20pay%20for%20low-income%20households%20with%20a%20mother%20under%2025%20at%20£7.20%20compared%20to%20£8.20%20for%20all%20low-income%20families.%20The%20impact%20of%20the%20pandemic%20on%20employment%20for%20this%20group%20has%20hit%20hard%20and%20young%20mothers%20are%20more%20likely%20to%20have%20precarious%20employment%20with%20fluctuating%20incomes,%20making%20it%20harder%20to%20plan%20and%20arrange%20childcare%20which%20could%20improve%20job%20security%20and%20prospects.14)for learning providers and apprentices. * Enabled MAs taking maternity leave can pause their apprenticeship resuming their apprenticeship when they return to employment. * Designed the MA so MAs are not required to work a specific number of hours. There is also flexibility on the length of time that an MA is allowed to complete the MA, this flexibility could benefit those with childcare responsibilities where the employer also agrees to flexible working practices such as flexible start and finish times. * Ensured that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement of apprentices. * Ensure that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement. |

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| **2.8 Race** |

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| Context:  The Scottish Government Race Equality Framework states that despite high attainment at school and rates of entry into further and higher education after school, statistically, ethnic minority people are not receiving the labour market advantages which should be expected from their positive educational outcomes. ([Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf))   The Scottish Government’s [A Fairer Scotland For All: An Anti-Racist employment strategy](https://skillsdevelopmentscotland.sharepoint.com/:w:/r/sites/IShare/NationalTrainingProgramme/SDDEquality/Strat/_layouts/15/Doc.aspx?sourcedoc=%7B64EB5610-A04E-44F6-A0DE-0D49EB576B9E%7D&file=BME%20engagment%20in%20wbl%20%20V1%20Nov%2022.docx&action=default&mobileredirect=true) (Dec 2022) highlights:  “Bias in recruitment processes are apparent where a study by the Department of Work and Pensions has shown that 74% more applications needed to be sent from racialised minority applicants in order to generate the same success rate as applicants with a white-sounding name” (p6)  “The disadvantages and barriers that affect racialised minorities\* are so entrenched that we need to take an anti-racist approach. This means proactively challenging the systems and processes that create racial inequality in the workforce. Labour market data shows that:  • The employment rate for the minority ethnic group aged 16 to 64 was estimated at 62.1 per cent in 2021, lower than the rate for the white group (73.9 per cent), resulting in an employment rate gap of 11.7 percentage points.  • Racial inequality affects some racially minoritised groups more than others. Disaggregated data from the 2011 Census showed higher rates of unemployment among African, Gypsy/Traveller, Arab and Caribbean or Black ethnic groups. 4 Levels of pay are lower too, with minority ethnic workers earning less on average than white workers, as reflected in the ‘ethnicity pay gap’.  The ethnicity pay gap represents the difference between the average hourly earnings of white workers and minority ethnic workers as a proportion of white workers’ average hourly pay. Estimates from the Office for National Statistics show that Scotland’s ethnicity pay gap was 10.3% in 2019 and 10.2% in 2018.” (p5)  **Ethnic minority starts in the Modern Apprenticeship-** that is, those self-identifying as Mixed or multiple; Asian; African; Caribbean or black; and Other ethnic group  The number of starts has increased from 1.7% of starts in 2016/17 to 3.3% in 2022/23 however it remains below the population share and SDS continues to work with partners and stakeholders to raise awareness and ensure accessibility of the MA especially to those aged 16-24 and their key influencers  More than 50% of the starts were aged 25 years and over  More female starts (4.2%) than male (2.7%)  *Note on the use of the term BME*  *SDS recognises that using umbrella terms such as Black and Minority Ethnic (BME or BAME) can cause issues. The terms BAME or BME don’t always include White ethnic minority groups. SDS further recognises that there are distinct and unique identities and different barriers facing different ethnic minority communities. These differences and challenges can be obscured when research aggregates all ethnic minority groups together under the terms BAME or BME. In this context, and more broadly, we remain committed to understanding and addressing discrimination and acknowledge that people may find the terms do not accurately describe their identity and we support everyone's right to define themselves. A range of definitions of ethnicity are used in administrative data, surveys, and research reports. In this document the terms ethnic minority, BAME, and BME are used – depending on the definition used in the source data or research.*  \*Racialised minorities is the term used in Scottish Government documents. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Overall, the MA has a positive impact providing a career pathway into many different careers however it is a pathway that is less appealing than more traditional career pathways such as further and higher education to those from BME communities aged 16-24 years. The number of starts at 25+ is greater than for those under 25.  In 22/23 the achievement rate of MAs self-identifying as being from a Mixed or multiple; Asian; African; Caribbean or black; and Other ethnic group was 70.4% compared to 72.8% for those self-identifying as ‘white’, and an achievement rate of 72.7% overall.  The achievement rate gap has widened by 2.1 pp relative to the same point last year however achievement rates are very similar to the overall programme achievement rate. | **We have:**   * Procured Intercultural Youth Scotland (IYS), an organisation staffed by people from racialised communities to develop an engagement model for us in 20/21. The first stage was to undertake consultations to better understand the views of young people and their families toward MAs. A report was produced which is being considered by SDS alongside the Career Review as to how to implement the key elements underpinning the approach across a national organisation delivering across Scotland. * Developed SDS Provider pages providers to give access to a number of guides and tools to better engage the different communities of Scotland such as the [Minority Ethnic Recruitment Toolkit (www.gov.scot)](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2020/09/minority-ethnic-recruitment-toolkit/documents/minority-ethnic-recruitment-toolkit/minority-ethnic-recruitment-toolkit/govscot:document/minority-e)   This resource guide has been developed to help training provider partners attract applicants from racialised minority communities and identify the support available to enable entry and progression on MAs.   * Developed an annual Scottish Apprenticeship Awards help to profile equality and diversity through showcasing a diverse range of apprentices from a variety of backgrounds. The awards also recognise the efforts of employers working to drive equality and diversity in apprenticeships through a Promoting Diversity category for SMEs and Large businesses. * Ensured that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement.   **We will:**   * Deliver anti-racist training to Providers delivered by an organisation with staff from racialised minority communities and encourage them to cascade to their related employers, and encourage them to review their recruitment practices. * Support providers through an annual process of Self-Assessment and Quality Action Planning to recognise and benchmark their recruitment and achievement of apprentices from Scotland’s BME communities using local geographic demographic information and sector information. Providers then set themselves improvement actions appropriate to their delivery and circumstances, though in many instances it is the employers they work with who recruit staff, and they would seek to promote to their employer partners inclusive recruitment practices and encourage them to reach out to local communities. We will continue to provide a 3-year data set to every provider as part of the annual self-assessment process which benchmarks their performance against national averages and signposts potential areas for improvement. * Provide quarterly equality monitoring data. Through regular discussions they support Providers to identify and implement continuous improvement actions based on our quality assurance themes with a particular emphasis on equality groups. * Continue work to progress the development and delivery of the engagement model adapting it to Scotland wide delivery by existing SDS staff. * Continue to share contacts, resources and impactful practice through training provider newsletters and resources pages. * Undertake further analysis of existing data in relation to the Gypsy/Roma and Traveller communities. * Ensure that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement. |
| Providers identified to SDS that there were some people seeking to undertake MAs often in areas where employers were having difficulty recruiting such as the care sector however the people applying had additional barriers such as requiring ESOL, especially workplace contextualised ESOL, or they had never worked due to raising families and therefore required significant additional support to be able to undertake the MA. Many were 25+.  The Providers required specialist support and modified training materials to enable these MAs to complete their apprenticeships. | **We have:**  Introduced the Ethnic Intersectionality Incentive (EII) which was launched in October 2018. It is a recruitment incentive of £1000 to Providers who recruit Apprentices aged 16+ who self-report having significant, additional barriers causing cumulative disadvantage and who have identified themselves as being from a Black, Asian and Minority Ethic (BAME) community.  EII has supported 152 Apprentices: 71% were women; 78% were aged 25+. Most undertaking hospitality or care frameworks.  Ethnicity Breakdown.  The table shows the incentive has supported Apprentices from many of Scotland’s minority communities.    Barriers  English as a second language and requiring support is the most commonly cited barrier.      Apprentices supported by EII are in a limited number of frameworks (17 frameworks out of over 80) especially in hospitality and care frameworks.      79% of EII candidates have either achieved or currently in training- a higher rate than for the MA overall achievement rate.  **We will:**  This pilot (which has been extended post covid) has clearly benefitted some of the most disadvantaged and poorest people, women from BME communities and refugees. As part of the Equality Incentive review, we will explore how to embed into the MA delivery the learning from the pilots. |

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| **2.9 Religion or Belief** |

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| **Context:**  Although limited research is available on the relationship between religion/belief and employment, evidence suggests that Muslim workers are at disadvantage. Unemployment rates for Muslims are more than twice that of the general population (13% compared to 5%). The pay gap between Muslims and those of no religion is 19.3%.  The SDS [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) shows that Muslim women are greatly disadvantaged in the labour market in the UK and that this varies according to their household situation and their ethnicity.  For example, White-British Christian women had the highest employment levels at 68% compared to first generation Muslim Bangladeshi women at 15%. Research notes that the disadvantage faced by Muslim women in the labour market varies according to their migration status, ethnic backgrounds as well as the intersectional identities of Muslim women and the stereotypes that are linked to them.  It is suggested the reasons behind this include discrimination and islamophobia, stereotyping, pressure from traditional families, a lack of tailored advice around higher education choices, and insufficient role models across education and employment. ([Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| No data available on achievement rates and religion for the MA. | **We will:**   * Explore whether the record management system could be adapted to report against religion and if so if this could be added into the annual published statistics from 2025. * Explore delivering Islamophobia training to raise awareness of Providers. |

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| **2.10 Sex** |

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| **Context:**  [The SDS [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) shows women’s experiences and participation in the labour market continues to differ from men’s in terms of pay, progression, and conflicts between work and caring responsibilities. Figures for MAs continue to show that more men undertake MAs in Scotland, with Q2 2022/23 showing 38% female starters and 62% male. The Scottish Apprenticeships Advisory Board (SAAB) Gender Commission acknowledges that women remain underrepresented in those apprenticeship frameworks most likely to give the greatest returns in terms of pay, employment opportunities and skills development. Women are less likely to be in employment than men, with an employment rate in 2021 of 71%, compared to 76% for men. Women continue to make up the majority of part-time workers (75%) with 41% of all women in employment working part-time, compared to 13% of men.  Occupational segregation of men and women in certain kinds of jobs and in different levels of employment remains a key labour market issue. Women tend to be disproportionately affected by occupational segregation, impacting on their potential pay and career progression. Women are also more likely than men to be on zero-hours contracts across the UK, adding to issues of precarity in employment.  Women are affected by low pay and the continuing gender pay gap, meaning they will earn significantly less than men over their entire careers:   * The current gender pay gap in Scotland across all employment is 10.1%. The gender pay gap for full-time employees in Scotland increased from 3% in 2021 to 3.7% in 2022, although this remains below the gap of 7.2% pre-pandemic and less than the gender pay gap across the whole of the UK of 14.9% * Women employees in Scotland effectively work for 42 days a year for free due to the gender pay gap. * The median gross weekly earnings for women working full-time is £604.50 compared to £678.40 for men * The gender pay gap is highest for older women aged 50-64 * Pay and employment gaps are wider for disabled women or minority ethnic women with research suggesting that women with multiple inequalities face intersectional barriers that reduce progression and employment prospects. * Despite making up 51% of all employees in Scotland, women account for 61% of workers earning below the real living wage. Women’s low pay reflects the interplay of a number complex factors including overrepresentation in low paid and low skilled sectors (the five C: catering, cleaning, cashiering, clerical and caring);91 underrepresentation in senior management and leadership roles overrepresentation in part time work; underrepresentation in higher paid STEM sectors; being more likely to take on caring responsibilities impacting on the type of work women can undertake; and being less likely to work overtime. Regardless of whether women and men study at FE or HE, a clear pay gap exists after course completion (three years post-study): * Men with Further Education (FE) qualifications from full time courses had median earnings £2,600 more than women with the same qualification. * Men with a Higher National Certificate (HNC) or Higher National Diploma (HND) qualification had median earnings £2,200 more than women with the same qualification. A survey carried out by Equate on intersectional discrimination in STEM, identified multiple discriminations facing women in these sectors and roles. Findings highlighted those women with caring responsibilities, BME women, Lesbian, Gay, Bisexual or Transexual (LGBT), and disabled women felt less confident in reporting discrimination and felt less satisfied with their employers’ efforts on inclusion. (P 19-20) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Women and men have very similar achievement rates in the MA however the issue is that they engage with different frameworks with young women being underrepresented in STEM frameworks and men under-represented in health and social care. | **We have:**   * Reviewed overall achievement rates and though they look very balanced, only exploration at a framework and provider level will give the granular appreciation of any issues for protected groups. Skills Investment Advisers (SIA) have a structured approach to contract management which ensure any issues in relation to those with protected characteristics are identified and monitored, with any major issues becoming areas for improvement which they manage through the quality review process. * Supported a process of continuous improvement of provider delivery. As part of the annual cycle of formal quality reviews we undertake thematic reviews such as the recent [Initial Assessment thematic review](https://www.skillsdevelopmentscotland.co.uk/media/50408/iinitial-assessment-thematic-national-report_22-23.pdf) which includes examples of impactful and/or innovative practice such as one provider asks all newly recruited apprentices to do an on-line neuro diversity assessment to identify learning support needs. This practice is then shared through online provider CPD webinars and Community of Practice meetings to encourage other providers to adopt into their practice. These webinars and other associated development resources are made available to all providers via our [Quality Assurance and Improvement Hub](https://www.skillsdevelopmentscotland.co.uk/learning-providers/work-based-learning-quality-assurance-improvement-hub/). * Developed an annual Scottish Apprenticeship Awards help to profile equality and diversity through showcasing a diverse range of apprentices from a variety of backgrounds. The awards also recognise the efforts of employers working to drive equality and diversity in apprenticeships through a Promoting Diversity category for SMEs and Large businesses. * Ensured that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement.   **We will:**   * Through contract monitoring processes and Skills Investment Advisers, continue to review at framework and Provider level to ensure best practice is promoted and to assist any Providers where there is a significant difference to the overall performance for that framework in relation to underrepresented groups. * Encourage employers and Providers to consider and implement pertinent recommendations from the SAAB (Scottish Apprenticeship Advisory Board) [Gender Commission](https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/the-scottish-apprenticeship-advisory-board/gender-commission/).   For employers recommendations such as: “Recommendation One: Apprenticeship employers should work proactively to ensure they have the right culture and conditions in place to create opportunities and give confidence to employees of all genders and backgrounds. Only then will apprentices, and all employees, view them as places where they want to work.”  Workplace culture and whether flexible working and quality part time opportunities are offered impact especially on women remaining in those roles in industries where they are underrepresented.   * Ensure that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement. |

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| **2.11 Sexual Orientation** |

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| **Context:**  There is an evidence gap around sexual orientation in the labour market. However, The SDS [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) shows that several challenges facing LGBT+ individuals at work including experiences of anti-LGBT+ abuse and language; gendered and non-LGBT+ inclusive workplaces; and poor mental health support at work. These issues were further compounded by limited job opportunities, which lead to unsatisfying work, and little progression within job roles.  Research by CIPD highlights that LGB+ workers report higher levels of workplace conflict than heterosexual workers – 49% compared with 29%. Findings also highlighted that LGBT+ workers experience less job satisfaction and less psychological safety at work and are more likely to report that work has a negative impact on their health.  Evidence is from the SDS [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| **Data not available** | **We will:**   * Review with performance management team if it would be possible to undertake analysis of achievement rates by this characteristic; and if so, if sample sizes are statistically robust for analysis and publication. |

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| **2.12 Poverty** |

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| **Context:**  Whilst there is no single definition of poverty, use of SIMD data as a proxy enables SDS to analyse impact. It is important to note that the SIMD focuses on deprived areas and that it does not directly relate to individuals. Not all individuals who live in a deprived area will be deprived and vice versa.  The SDS [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) shows that people who live in most deprived areas are less likely to be in employment. In 2018, the employment rate for the 20% most deprived areas in Scotland was 63%, compared to 79% for the least deprived. Over time, the 20% most deprived areas of Scotland have consistently had the lowest employment rates.  In-work poverty, where adults receive a wage but not enough to keep them out of poverty has risen in the last two decades.  In-work poverty is associated with low pay; part time work; self-employment; and temporary and insecure work. Low paid workers are more likely to have lower levels of qualifications; more likely to work part-time; less likely to have a permanent contract; tend to be younger; and more likely to be in elementary, sales and customer service, or caring, leisure and other service occupations.  Those in the hospitality and retail industries are most likely to experience in-work poverty. Groups most likely to be in in-work poverty include women, ethnic minorities, and young people. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| The MA has a positive impact. People from lower socio-economic groups are more likely to access the MA enabling them to gain employment and industry recognised qualifications.  MAs in most deprived areas (Decile 1) had the lowest achievement rate compared to residents in least deprived areas (decile 10). However, it is worth noting that achievement rate gap between the most and least deprived areas has been narrowing down since 2021/22 when the gap was 8% and in 2022/23 it is 5.7%.  The table below gives more detail into the achievement rate of modern apprentices by SIMD decile. | **We have:**   * Delivered Poverty Awareness training to Providers by the Poverty Alliance. * We have shared a wide range of resources with Providers including mental health support resources and sign posting organisations, because poverty intersects with other barriers such as poor mental health. * Ensured that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement.   **We will:**   * Develop and deliver Fair work training for providers. The training will raise awareness of principles of Fair Work such as security of employment and income. * Undertake a review to develop a Community of Practise (COP) with providers to better understand the impact of poverty on apprenticeship completion and share best practise in relation to supporting interventions that have been adopted. * Review relevant leaver codes to understand what impact poverty may be having on achievement levels. * Ensure that our current WBL Quality Assurance and Improvement framework arrangements fully embed the requirement that contracted providers individualise and tailor their service offer for each apprentice, including those from protected groups and this is monitored/reviewed on an ongoing basis which leverages contracted learning provider action to optimise the chances of achievement. |

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| **2.13 Island Communities** |

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| **Context:**  Total employment in the Islands Growth Deal region (measured by people) was estimated to be 32,900 in 2022, 1.3% of Scottish employment. This share of total employment ranks the Islands Growth Deal in the lower third of Regional Skills Assessment (RSA) regions.  In the region, Shetland Islands accounted for the largest share of Scotland’s total employment in 2022 (11,400, 0.4%). Across Scotland, and within the region, more people worked full-time than part-time. In 2022, 22,800 people (69.2 per cent) were in full-time jobs in the Islands Growth Deal region.  This was a lower percentage share compared to Scotland where 74.6% of people were in full-time employment. Part-time employment accounted for a higher percentage share of employment in the region compared to Scotland, 30.8% compared to 25.4%. Overall, there were 10,100 people in parttime employment in the Islands Growth Deal region.  In 2022, the employment rate for males (73.2%) was lower than that for females (82.8%) in the Islands Growth Deal.  The latest data (July 2021 – June 2022) shows that employment (16-64) across the Islands Growth Deal region has increased, compared to the previous year. The employment rate for those aged 16-64 in the region in 2022 was 78%, which was above the rate for Scotland (74.4%). Unemployment rates for those aged 16-24 and 16+ were not available in the latest data for the Islands Growth Deal region, however in 2022, the unemployment rate in Scotland was 3.4%, while the youth unemployment rate for those aged 16-24 was 8.8%.  Evidence from Regional Skills Assessment- Islands Growth Deal <https://www.skillsdevelopmentscotland.co.uk/media/49097/rsa-islands-growth-deal.pdf>  In terms of MA starts in the Islands (compared to other local areas) please see table below.  *Shetland figure is redacted due to very low number of Apprentices.* |

**Additional Questions:**

**Does this project include, deliver or impact on Island Communities(**a community which consists of two or more individuals, all of whom permanently inhabit an island and is based on common interest, identity or geography)**?**

**Yes  No**

**Is this a project, which is likely to have an impact an island community which is significantly different from its effect on other communities (including other island communities) in the area?**

**Yes  No  Don’t know**

**If you have answered no to the two questions above, you do not need to complete any further questions in the Island Communities section of this form but please provide some justification for your decision below.**

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| **n/a** |

**What island community concerns are you already aware of?**

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| As of Q4 2022/23, Na h-Eileanan Siar (Western Isles or Outer Hebrides) has a low overall achievement rate (65%) compared to other islands and mainland Scotland (72.7%). |

**Does the existing data for Island Communities differ between islands.**

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| Yes, most islands have a higher or are in line with the overall achievement rate (72.7%). For example, Orkney Islands have the highest achievement rate of 81.9%, and Shetland Islands have 81.1% achievement rate.  Na h-Eileanan Siar (Western Isles) had the lowest achievement rate in 2022/23 of 65.6%. |

**Are there any existing design features or mitigations in place? If yes, please describe.**

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| **Rural Uplift- funding to Providers.** Rural funding aims to encourage provision of MAs in rural and island area. This funding applies to MAs whose main employment and normal working hours are based in Argyll and Bute; the Isle of Arran; and the Orkney, Shetland, and Western Isles. Or if the employer’s postcode is classed as “Remote Rural” or “Remote Small Towns”.  **Travel and subsistence for Apprentices resident in** Argyll & Bute; Highland; Moray; Orkney; Shetland; Western Isles; Isle of Arran; Isle of Great Cumbrae; and the Isle of Little Cumbrae, to support MAs who, as part of the MA, must attend structured and formal off-the-job training, which may require them to travel and, where appropriate, use overnight accommodation. |

**If you are consulting, is your consultation robust, meaningful, and demonstrating that SDS has regard for island communities when carrying out its functions?**

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| We have conducted a consultation with SDS staff members who work with stakeholders in the islands. Colleagues who participated in the consultation came from different teams in SDS including NTP, Career Advice Information and Guidance (CIAG), CSO.  The consultation looked at themes that are relevant and specific to the islands and questions included whether there are any specific barriers for apprentices to sustain and achieve their apprenticeships in the islands (looking at barriers particularly facing care experienced and/or disabled apprentices), any good practice examples from employers/providers to put adjustments in place for apprentices in the islands, and asked if there are any actions SDS and other organisations can take to address these barriers.  More details from the consultation and the findings are in the table below. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| TheMA has a positive impact on the achievement rates of modern apprentices in the Islands.  Looking at the [Modern Apprenticeships Q4 2022/23 statistics](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/modern-apprenticeships/?page=1&statisticCategoryId=4&order=date-desc) it is evident that most islands had achievement rates in line or higher than the overall achievement rate. In 2022/23, the Orkney Islands had the highest achievement rate at 81.9% (9.2 pp higher than the overall achievement rate). This was the fourth consecutive year that Orkney has had one of the highest achievement rates.  However, Na h-Eileanan Siar (Western lsles) had lowest achievement rate among all Local Authorities in Scotland at 65.6%.  Evidence is from [Modern Apprenticeships Q4 2022/23 statistics](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/modern-apprenticeships/?page=1&statisticCategoryId=4&order=date-desc)  Evidence from the consultation we conducted finds that there are unique barriers in the islands facing apprentices to sustain and achieve their apprenticeships.  Structural barriers relating to the lack of businesses within the islands and apprentices having to travel from the island to mainland was identified as an issue. This was seen causing apprentices to incur additional travel and accommodation costs which can cause financial challenges and subsequently impacting apprentices to sustain and complete their apprenticeships in the islands.  A lack of joined up preparatory programmes such as National Third Sector Fund (NTSF) and the Employability fund was also identified as a barrier. It was mentioned that the new programmes in place do not have the same ease of progression. | **We have:**   * Implemented Rural Uplift   Rural funding aims to encourage provision of MAs in rural and island area. This funding applies to apprentices whose main employment and normal working hours are based in Argyll and Bute; the Isle of Arran; and the Orkney, Shetland, and Western Isles.  Rural funding applies to other areas if the employer’s postcode is classed as “Remote Rural” or “Remote Small Towns”. The funding can only be claimed while the Apprentice is either in training or when the outcome has been achieved.  The rural uplift supplement is additional to the contribution rate.   * Implemented Travel and subsistence for Apprentices resident in specified areas.   To support Apprentices, who, as part of the MA, must attend structured and formal off-the-job training, which may require them to travel and, where appropriate, use overnight accommodation (this only applies to apprentices who are attending formal off-the-job training out with normal daily travel arrangements).  Apprentices’ resident in the following specified areas are eligible: Argyll & Bute; Highland; Moray; Orkney; Shetland; Western Isles; Isle of Arran; Isle of Great Cumbrae; and the Isle of Little Cumbrae.  For more information and detail regarding the Rural uplift and the Travel and subsistence support for Apprentices resident in specified areas please have a look at the guidance [here](https://www.skillsdevelopmentscotland.co.uk/media/49301/2122-ma-programme-specification-v7.pdf)  **We will:**   * Analyse framework achievement information across different island groups. * Investigate with Providers these lower achievement rates in Na-h-Eileanan Siar to identify the reason for this. |
| It was also identified that specific groups such as care experienced and disabled apprentices in the islands can face significant barriers to sustain and achieve their apprenticeships. These barriers include lack of positive networks and role models to get them into apprenticeships and the lack of knowledge of carers/key workers working with care experienced young people of MAs.  Limited support organisations compared to the mainland where there is a wide range of organisations supporting care experienced and disabled apprentices and employers/providers.  Employers/providers not knowing who care experienced is in their workplace due to lack of disclosure was also identified as a barrier.  These barriers are similar to what we found in the Care Experienced section in 2.3. | *See Care experienced section, 2.3* |
| The consultation also found that there are some barriers that can impact disabled apprentices to achieve their MA in the islands including lack transport and travelling off the island can be daunting and difficult for some disabled MAs, especially if relying on public transport which can be very limited in some areas.  Lack of understanding in the workplace as to how employers can support disabled MAs.  These barriers are similar to findings in the disability section 2.4. | *See Disability section, 2.4* |

**Please complete the following questions after the impact assessment above.**

**Does the evidence show any different circumstances, expectations, needs, experiences, or outcomes (such as levels of satisfaction or participation)?**

**Yes  No**

**Are these different effects likely?**

**Yes  No**

**Are these effects significantly different?**

**Yes  No**

**Could the effect amount to disadvantage for an island community compared to the mainland or between other groups?**

**Yes  No**

**If the answer is no to all of the above, please provide justification for not completing the full ICIA below.**

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| Whilst there is variation in achievement rates in the Islands the achievement rates vary similarly across Scotland. There are issues for young people who do not wish to move to the mainland to do block release. It is not necessary to undertake a full impact assessment for the Islands. |

**If the answer is yes to any of the above, complete the Full Island Community Impact Assessment below before submitting the form for publication.**

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| **Full Island Community Impact Assessment** |

**Assess the extent to which you consider that the project can be developed or delivered in such a manner as to improve or mitigate any resulting outcomes for island communities.**

**Consider alternative delivery mechanisms and whether further consultation is required.**

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| **n/a** |

**Describe how these delivery mechanisms will improve/mitigate outcomes for island communities?**

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| **n/a** |

**Identify resources required to improve/mitigate outcomes for island communities.**

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| **n/a** |

**Should delivery mechanisms/mitigations vary in different communities?**

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| **n/a** |

**Do you need to consult with island communities in respect of mechanisms or mitigations?**

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| **n/a** |

**Have island circumstances been factored into the evaluation process?**

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| **n/a** |

**Have any island-specific indicators/targets been identified that require monitoring?**

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| **n/a** |

**How will outcomes be measured on the islands?**

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| **n/a** |

**How has the project affected island communities?**

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| **n/a** |

**How will lessons learned in this ICIA inform future project making and service delivery?**

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| **n/a** |

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| **2.14 Rural Communities** |

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| **Context:**  Please see section 2.13 Islands Communities Impact Assessment. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
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| **2.15 Other** |

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| **Context:**  **n/a** |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
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| **2.16 Consultation Recording** |

**Consultation is an excellent source of evidence and can offer insight that cannot be gathered in any other way. It is important to be well prepared when consulting with partners, ensuring you do not take too much of their time and that you efficiently gather the information you need. However, it is also easy to over consult with our partners, so sharing key learning is important to mitigate that risk. It is also important to inform your consultees about changes that have been made (or not made) based on their input. Please use this space to share key learning from your consultations and how you have fed back to the consultees.**

**Further information on our National Approach to Equality Stakeholders can be found** [**here**](https://skillsdevelopmentscotland.sharepoint.com/sites/IShare/Connectcontent/Resource%20Library/Forms/NotArchived.aspx?id=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FStakeholder%20Engagement%2FNational%20Approach%20to%20Equality%20Stakeholder%20Engagement%2Epdf&parent=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FStakeholder%20Engagement&p=true&wdLOR=c01445F43%2DF2E8%2D4B61%2DA36E%2D26AF5BD290DF&ct=1673439461424&or=Outlook%2DBody&cid=A4E46CE1%2D78DB%2D405E%2D9196%2D556D1E52BAE2&ga=1)**.**

**Focal Point Groups can also be useful for consultations, further information can be found** [**here**](https://connect.sds.co.uk/Interact/Pages/Content/Document.aspx?id=9279&utm_source=interact&utm_medium=side_menu_category)**.**

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| **Stakeholder(s) consulted** | **Key feedback from stakeholder(s)** | **What changes were made based on the feedback?** (if none, explain why) | **How was this fed back to stakeholders?** (including date provided) |
| **8 Specialist equality organisations**  Representing disability and care experienced including the Focal Point Group members - communities of specialist organisations that represent the lived experience across the country. | * Support for disabled people can often be obtained free and that key to success is that communication between the Apprentice, Provider and the employer to put in place support as early as possible * Care experienced – barriers to participation and achievement in the MA are largely structural | **See action plan below** | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed. |
| **13 unique Providers**  Representing a sample who use EFC and those who do not. | * Care experienced- barriers to participation and achievement in the MA are mainly due to structural barriers. Mentoring was identified as a good idea to support care experienced Apprentices in the MA. * Disability- some providers found the training and resources provided by SDS to be useful in supporting disabled apprentices to sustain and achieve their apprenticeships, especially mental health resources. * Some providers highlighted that a particular barrier to mainstreaming support for the most commonly self-declared conditions is the financial and time resource required, in particular for smaller providers. | **See action plan below**  We are reviewing the financial equality incentives to Providers to attract and sustain care experienced, Disabled and those who are BME with intersectional barriers and will make recommendations to the Scottish Government | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed. |
| **SDS staff**  **16 CIAG staff–** for care experienced and Islands impact assessment.  **18 staff from NTP operations** - for care experienced, disability achievement rates and Islands impact assessment. | SDS Staff found thatmainstreaming a lot of the support training providers offer to apprentices was a viable option due to the range of free support available. However, they noted the importance of working in partnership with equality support organisations.  care experienced - mirror findings in other sections of this assessment, however CIAG staff reported that the lack of national consistency of partner offers has made it difficult to know what is available from partners to support care experienced young people. Some CIAG also said that they could be involved post transition to check and signpost | **See action plan below**  We are reviewing the equality incentives and will make recommendations to the Scottish Government  Discuss findings with National CIAG care experienced lead to identify potential options and actions | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed |
| **SDS Islands Consultation group** | This is covered in the Island Consultation area within this document | This forms part of the action plan below | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed. |

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| **3.0 Action Plan** |

**A key part of every impact assessment is the action plan. This is where you state the actions that you will take in response to the impact assessment you have completed. The actions should be specific, measurable, achievable, relevant and timebound (SMART).**

**Once the IEIA has been signed off by the SRO, actions within the Action Plan should be added to the relevant team’s Continuous Improvement Action Plan.**

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| **What is the action you will take in response to the impact assessment?** | **Which characteristics/groups does it apply to?** | **What is the intended impact?** | **When will this be completed?** |
| SDS will ask the Scottish Government to **review holistically all the current financial support available to care experienced Apprentices** to ensure they have appropriate financial support to be able to complete an MA. | Care experienced | Addressed the structural barrier caused by poverty enabling care experienced to be able to choose an MA. | 20th December 2023. |
| Continue with the Enhanced Funding Contribution process for Care Experienced individuals, whilst exploring other models of support for disabled and care experienced individuals. Following a stakeholder informed approach review, Scottish Government have asked for a continuation whilst introducing a process to ensure that resources are being utilised appropriately. | Disabled  Care experienced | Incentives, enhancements and/or activity that improve access and achievement on the MA for those with more complex needs who have on-going support needs that cannot be met through business as usual approaches and adjustments. | By March 2025 |
| **Mentoring**  Scope out a pilot of mentoring models that could support care experienced individuals to increase achievement rates.  Based on the findings of the scoping work, undertake a pilot to test efficacy. Evaluate findings and make costed recommendations. | Care experienced | Improved achievement rates | By 30th March 25  By September 25 |
| **CPD for Providers**   * Continue delivery of equality monitoring disclosure training, to realise better disclosure from learners. * Continue to deliver training on the most common conditions or protected groups that Providers seek support with. * Disseminate best practice through various channels including on-line networking events, case studies, COPs | All protected groups plus care and poverty | Build Provider capacity to better support Apprentices with protected characteristics to sustain and achieve their MAs. | On going |
| **Develop and deliver Fair work training for providers**. The training will focus on the dimensions of Fair work, how providers can implement fair work practices in their workplaces and the benefits of Fair work for businesses and apprentices. | All protected groups plus Poverty and care experienced. | Providers have a better awareness of Fair Work principles and how to implement it in the workplace.  This would also include encouraging providers to influence their partner employer and sub-contractors to adopt Fair Work principles in their workplaces. | By February 2024 |
| Develop learner journey profiles to better understand learners’ journeys and potential barriers, and share Insight with internal and external stakeholders | Care experienced, disabled, BME, women into STEM MAs | To identify where actions can be taken by SDS and partners to improve transitions and sustainability. Including transitions from FE courses. Better alignment of resources. | March 2025 |
| Review procurement processes when inviting bidders to deliver the MA to encourage Providers to consider how they will promote equality, diversity, and Inclusion in delivering their contracts. | All protected groups | Contracts are awarded to Providers who demonstrate an understanding of SDS public sector duty and how they can contribute to assisting us deliver that duty and how they will influence their employers to implement the SAAB gender commission recommendations. | By March 2024. |
| SDS will undertake further analysis of existing data in relation to the Gypsy/Roma and Traveller communities to identify what information we capture and explore learner journey. | Race | By understanding the data, we can gain insight into any issues to take any appropriate steps to better support individuals. | By March 25 |
| Deeper dive into lower than average achievement rates in Na-h-Eileanan Siar to better understanding factors contributing to this. | Island communities | By understanding the data, we can gain insight into any issues to take any appropriate steps to better support individuals. | By March 25 |
| Undertake a review to develop a Community of Practise (COP) with providers to better understand the impact of poverty on apprenticeship completion, and share best practise in relation to supporting interventions that have been adopted | Poverty | By understanding the impact of poverty and sharing insight across providers, we can gain insight into any issues to take any appropriate steps to better support individuals. | By March 25 |
| Review relevant leaver codes to understand what impact poverty may be having on achievement levels | Poverty | By understanding the data, we can gain insight into any issues to take any appropriate steps to better support individuals. | By December 24 |

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| **4.0 Approval and Publication** |

* **Will you be making this IEIA available in different formats/languages?**

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| **SRO (Print)** | **SRO Signature** | **Date** | **Review Date** |
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| **5.0 Review (To be completed at the review date, not at the same time it is submitted)** |

**This section should be completed as part of the review on the date listed above under the sign off.**

**Were the actions taken completed? If not, why not?**

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**Did the actions achieve what they intended? If not, why not?**

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**What actions would you continue/stop or reconsider for future projects?**

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**Has any evidence been identified that may be useful for similar future projects?**

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**If this is a review for an ongoing project, are there any additional actions to add to the project going forward?**

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**Integrated Equality Impact Assessment (IEIA)**

**Equality Impact Assessment, Island Community Impact Assessment and Children’s Rights and Wellbeing Impact Assessment**

**Prior to starting the Integrated Equality Impact Assessment (IEIA) we highly recommend that you complete (or review) the Integrated Equality Impact Assessment learning on the Academy. This provides a general overview of the IEIA process, as well as important information regarding our responsibilities regarding the completion and publication of IEIAs.**

**Other sources of guidance, general evidence, support and learning are available on the** [**Equality Evidence Hub**](https://connect.sds.co.uk/Interact/Pages/Section/Default.aspx?Section=6634) **on Connect, which includes the Equality Evidence Review created by Evaluation and Research. This also includes a Frequently Asked Questions, which addresses initial questions about the IEIA. If something is underlined, but not a link, you can hover over the wording for a definition or additional information.**

**Please note, that while the IEIA form is long, it does include three previously separate impact assessments and significantly more guidance. You may not need to complete every impact assessment within the IEIA. If you have any questions, please email** [**ieia@sds.co.uk**](mailto:ieia@sds.co.uk)**.**

More detailed external guidance for each of the individual impact assessments can be found below:

[Equality and Human Rights Commission Guidance for Equality Impact Assessments in Scotland](https://www.equalityhumanrights.com/sites/default/files/assessing-impact-public-sectory-equality-duty-scotland.pdf)

[Scottish Government Guidance for Children's Rights and Wellbeing Impact Assessments](https://www.gov.scot/publications/childrens-rights-wellbeing-impact-assessment-guidance/)

[Scottish Government Guidance for Island Community Impact Assessments](https://www.gov.scot/publications/island-communities-impact-assessments-guidance-toolkit-2/) ;;+

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| **1.0 Project Overview** |

**This document uses the term ‘project’ to describe the full range of our policies, provisions, projects, functions, practices and activities including the delivery of services – essentially everything we do that affects people.**

**Title of Impact Assessment (this is generally the name of the project or policy.)**

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| Graduate Apprenticeship (GA) Achievement Rates |

**Name of Senior Responsible Officer (this is the person with final responsibility for a project- such as Director or Head of Service)**

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| Diane Greenlees – Director of National Training Programmes (NTP) |

**Does this project relate to any other published EQIAs** (Equality Impact Assessment**) or ICIAs**(Island Community Impact Assessments)**?**

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| This IEIA relates to the Work-based Learning impact assessment (EQIA) published on July 2020 <https://www.skillsdevelopmentscotland.co.uk/news-events/2020/june/sds-publishes-plan-of-action-to-help-make-apprenticeships-accessible-for-all/>  This will be a thematic review focussing on the outcomes for Apprentices with protected characteristics, that is a review of their achievement rates and any issues or challenges in relation to evidence of poorer outcomes for any group. Whilst GAs are relatively new and our focus has been on increasing participation levels, we wanted to ensure that we started to better understand customer journeys in relation to their achievement within the GA, to enable us to take a proactive approach to any required interventions, at an early stage. |

**Please provide an overview of your project including the names of any external partners and whether it is a new project. Consider the key objectives of the project**.

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| This document covers the Integrated Equality Impact Assessment (IEIA) for Graduate Apprenticeship (GA) achievement rates.  It will investigate the achievement rates of people with protected characteristics in Graduate Apprenticeships and any challenges impacting the outcomes for these groups.  **Purpose and objectives of the project:**  GA’s are part of Scottish Apprenticeships which also include Foundation Apprenticeships (FA) and Modern Apprenticeships. (MA). GA’s offer individuals the opportunity to earn a wage while learning and gaining a recognised degree.  Apprenticeships are designed to address both youth employment and develop Scotland’s workforce.  There are currently 12 types or frameworks of GA’s available, covering a wide range of industries including civil engineering, construction, cyber, early learning and IT.  New employees or existing members of staff can undertake a GA which can be at SCQF levels 9- L11 Apprenticeships). For more information on SCQF levels please see [SQA SCQF Ready Reckoner](https://www.sqa.org.uk/sqa/files_ccc/B63338_SQA_A6_ready%20reckoner.pdf).    GAs offer numerous benefits to individuals, employers, and businesses in Scotland. Examples of benefits include offering apprentices the practical skills and working experience employers are looking for while earning a salary and working towards a degree, improving confidence, and creating networks and contacts. For employers and businesses, GAs can tackle skills gap, boost productivity, and help a business stay competitive.  Equality, Diversity, and Inclusion (EDI) are integral part of apprenticeship delivery. SDS produce quarterly and annual reports on GA starts, in training and achievements by equality groups and protected characterises. These reports and statistics are available on <https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/graduate-apprenticeships/?page=1&statisticCategoryId=10&order=date-desc>  This helps monitor uptake by underrepresented groups and identify areas of improvement. SDS also produce diverse case studies to promote apprenticeships to underrepresented groups.  Whilst there are contractual agreements in place to deliver the GA, SDS does not directly deliver these. Delivery is through commissioned learning providers and a key role of SDS in this delivery is about influence, capacity building and knowledge sharing in relation to equality considerations. |

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| **2.0 Gathering Evidence and Assessing Impact** |

**It is important to remember our responsibilities regarding the Public Sector Equality Duty when completing this section. The starting point for assessing impact is the three needs of the Public Sector Equality Duty: ensuring that the project does not discriminate unlawfully; considering how the project might better advance equality of opportunity; and considering whether the project will affect good relations between different groups.**

**In Gathering Evidence and Assessing Impact you need to go through each of the characteristics in turn and address the following points.**

* **Provide Context – outlining how your project relates to this protected characteristic, such as population statistics. The** [**Equality Evidence Hub**](https://connect.sds.co.uk/Interact/Pages/Section/Default.aspx?Section=6634) **is a good place to start looking for relevant evidence. The Equality Evidence Hub is a space on Connect to access relevant guidance for the IEIA and a range of equality evidence, both internal and external.**
* **Additional Questions- Some sections have additional questions, please ensure that you answer these appropriately. They are in reference to our reporting responsibilities for Children’s Rights and Wellbeing and Island Communities.**
* **Impact– Outline the potential disadvantage or barriers, as well as positive impacts, faced by this equality group in relation to this project. Cite evidence sources used, including consultation. Where a gap in evidence is observed, please note within this section.**
* **Action– Outline what we have already done to address disadvantage or promote equality, as well as what we’ll do to proactively promote equality and address any potential barriers raised in Evidence, including evidence gaps.**

**Please note that consultation is a requirement of Island Communities Impact Assessment and considered good practice in relation to Equality and Children’s Rights and Wellbeing Impact Assessments.**

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| **2.1 Age** |

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| **Context:**  Those at the younger and older ends of the labour market are more likely to face barriers in work and potential discrimination. Young people are less likely to be in employment due to high numbers in this age group being in education1.    Since 2006, the employment rate for 16 to 24 has been consistently lower than the employment rate for any other age group. This is due to higher numbers of people aged 16-24 being in education2.    The proportion of those aged 50-64 in Scotland’s labour market has reduced since the pandemic.  The rate for workers aged 25 to 49 and 65 plus is steadier over time3.    Gender and ethnicity intersect with age to produce greater labour market disadvantage.    **Graduate Apprenticeship starts:**  There were a total of 1,166 GA starts in 21/22.  In terms of starts by age group, GA starts where split across ages as follows 16-19 (19%), 20-24 (23.9%), 25-34 (30.9%), 35-49 (22.6%) and 50+ (3.6%)  In 2021/22, there was a slight increase in the number of starts for those aged 16-19 and in 50+ compared to the previous year. Overall, there participants for GA remained around the same number of starts.  **GA Achievement levels:**  Data and information are contained within the Impact section below. There is only one year of cohort data available for individuals who started in the 2017/18 year, so it is not possible to do any trend analysis. We review data annually and will continue to review this area. SDS and SFC will have a collaborative approach to data moving forward. As this is only I years cohort we will look to build on any trends moving forward.    This evidence was taken from [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) and the GA 2021/22 report. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| In reviewing achievement levels by age, we are only able to use one year’s cohort information so trend analysis is not possible at this stage. | As this information only available for one year, we are not able to make absolute conclusions from the data, but we will continue to monitor this data, including trend analysis moving forward and in conjunction with SFC. However, we have:   * Developed and delivered a Scottish Apprenticeship CPD Module for teachers and DYW Coordinators to raise profile as post school destination. * Undertaken work to support DYW work on pathways and supporting apprenticeships.     **We will**:   * Continue to promote the GA to pupils, teachers, parents, and carers. * Develop and build on current webinars to inform parents, carers, and teachers of the support available for pupils requiring support for learning undertake GAs. * Continue to promote the GA delivery toolkit containing all resources relevant for supporting providers to maximise learner attainment. * CIAG services will continue to support learners at key points of transition including GAs. * In addition to reviewing absolute data, Higher Education Institutions will be working with client groups on a regular basis, and we will continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme |
| Whilst limited numbers available, the age info shows the achievement rates decrease, as participant get older (internal data) | Whist this is only one year’s data it is not possible to see if this trend will continue though it shows a differing trend to MA where younger people are less like to achieve. However, we will work with providers to articulate this information to them so they can ensure any appropriate interventions can be put in place. |
| We capture data on why individuals do not complete their qualifications and leave early. Within the cohort, across all ages the main reasons were:   * Managing the balance of work and study * Relevance of their learning to their job * Personal reasons   This has been taken from internal data | **We will:**   * share our overall findings with our providers to identify where interventions might be able to be put into place to reduce the leavers numbers, specifically focusing on over 25s. * work with individual institutions on their equalities monitoring as part of their Enhancement Led Review process. Universities will capture data relevant to this, as part of their already established quality processes in partnership with QAA Scotland |

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| **2.2 Children's Rights and Wellbeing** |

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| **Context:**  Graduate Apprenticeships are open for people aged 16+. and since GAs are employees, this section will focus on the UNCRC Articles that relate to the aim and objectives of GAs.  During the development of Graduate Apprenticeships young people are included in the processes.   * Development   As part of the initial phase of development SDS would seek to engage with current and recently completed apprentices to seek their input in understand the occupation/role being developed and ensuring that the realities of that job/occupation e.g. functions, location, knowledge requirements, etc. are understood and form the basis of evidence upon which all apprenticeships are built.  Young learners also contribute to evaluation exercises to ensure their views inform programme improvements as well as new developments. Additionally, for new developments young people are engaged as part of the design and development process, ideally including focus groups with young people at similar ages and stages to the target participant groups for the programme, working through relevant local authorities, schools and colleges.   * Governance/Approval   The Apprenticeship Approval Group (AAG) is made up of a range of representatives from industry (employers, trade unions, sector skills bodies) and skills system bodies (SQA, SCQF, ES, QAA, etc.). In addition to this a representative from each of the SAAB groups (Scottish Apprenticeship Advisory Board) have membership; this includes the Apprenticeship Engagement group -this may or may not be a young person (18 or under) as the group (AEG) selects it’s own representative. |

**Additional Questions**:

**Does this project impact on children and young people up to the age of 18?**

**Yes  No ☐ Don’t Know**

**If you have answered no to the question above, you do not need to complete the Children’s Rights and Wellbeing section of this form but please provide some justification for your decision below.**

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**Which articles of the United Nations Convention on the Rights of the Child (UNCRC) (an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights does this project impact on? See** [**further guidance**](https://skillsdevelopmentscotland.sharepoint.com/:w:/r/sites/IShare/Connectcontent/_layouts/15/Doc.aspx?sourcedoc=%7B173332DE-79D0-45C0-BDE7-29A9622F1787%7D&file=UNCRC%20guidance%20FINAL.docx&wdOrigin=TEAMS-ELECTRON.p2p.bim&action=default&mobileredirect=true&cid=57127dcb-c2e3-41fc-9e83-901d72aea588) **for this question`**

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| Since this project (GAs) are open for all including young people aged 16 to 18, there are some Articles of the UNCRC that will be considered in this context.     * Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background. Apprenticeships are open to all, we impact assess to ensure the those from protected groups can access and succeed in the GA. * Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children. * Article 5: Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child’s increasing capacity to make their own choices. We ensure that we raise awareness of GAs with parents and Carers. * Article22: If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them. Refugees with the right to work can access GAs. * Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families. See disability section of this report. * Article 32: Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development, or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate GAs are covered not only by employment legislation, but SDS actively promotes the five principles of Fair Work |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| See sections on:   * Age, 2.1 relates to 16-19 * Care experienced, 2.3. * Disability, 2.4 | **See actions in: -**   * Age 2.1 * Care experienced, 2.3. * Disability, 2.4 |

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| **2.3 Care Experience** |

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| **Context:**  Care experienced young people are more likely to leave school at the age of 16 or younger and consistently obtain fewer qualifications.    Care experienced are underrepresented in higher education and are more likely to be unemployed after leaving school and be in low paid, low-skilled and part-time jobs. Main reasons including, having poor support networks, mental ill-health, unstable living arrangements and other institutional barriers4.    Although there have been improvements in recent years in the number of care experienced young people progressing onto higher education, there is significant evidence gap in relation to the labour market outcomes of care experienced young people.  Routine data that is collected about the Scottish or UK population, does not traditionally record whether adults are care experienced. In Scotland, 30% of care experienced school leavers were unemployed 9 months after they left, in comparison to 5% of their non-care experienced peers. (Source [SDS [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf%20)) )      **Care Experienced GA starts:**  In 2021/22, the number of GAs self-identifying as being care experienced remained low for the third consecutive year, falling back below 5.  **Care Experienced Achievements:**  In the year being reviewed 2017/2018 as there were no starts to GA, there is no reporting available on achievement levels.  16 Report on Widening Access 2021-22 <https://www.sfc.ac.uk/publications-statistics/statistical-publications/>  17 Report on Widening Access 2021-22 <https://www.sfc.ac.uk/publications-statistics/statistical-publications/> |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| As a result of there being no self-identified care experience GA starts in the reviewing year 2017/2018, there were no achievers | The very low numbers of care experienced starts continue to be reviewed and the achievement levels of those who did start will be reviewed once all learners within the relevant years (2019 – 2021) have left their GA.  However:   * SDS is a Corporate Parent, SDS’s CIAG services provide supplementary and **targeted assistance for care experienced young people**, by offering one-to-one meetings and CIAG helpline support. This includes young CE people applying for and sustaining a GA. * **Who Cares? Scotland** were commissioned to develop [A Welcome Pack](https://www.skillsdevelopmentscotland.co.uk/media/47591/guide-for-care-experienced-apprentices.pdf) for care experienced Apprentices with information and guidance on accessing support during their apprenticeships and including tips and advice from care experienced apprentices, and a pack for Providers to raise their awareness of how to support care experienced apprentices and encourage disclosure. Both packs are in place and accessed through provider pages   **We will:**   * Continue to support young care experienced GAs to sustain and achieve their apprenticeship by delivering the following CPD:   + Care Experienced Mentoring training for GA providers.   + Mental health awareness sessions for GA providers; including free support helplines. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. * Undertake Community of Practice events to focus on support for disadvantaged groups to avoid early leavers. |
| **Consultation Evidence**  Evidence from consultation with specialist organisations that work with care experienced young people highlighted that care experienced young people are affected by the now well documented structural barriers of: issues related to independent living such as high housing costs; lack of support networks; lower wages in the sectors accessible to many care experienced initially; together with the disrupted education leading to these young people leaving school earlier with few or lower qualifications. It was also noted that the support available to prepare young care experienced for work and across the transition varied hugely as each LA is now responsible for this and there is no national consistency.    Mentoring was suggested as one approach to improving achievement rates. In exploring the options, it was felt that mentoring delivered by the employer in the workplace and available throughout the apprenticeship was a good routeway. It was also noted that to be effective the mentors needed to be trained and that they themselves may need support from a care organisation who understands the need of care experienced and experience, offering solutions and support.  There were some concerns expressed that offering this only to care experienced Apprentices could undermine uptake and enthusiasm for it. | * All providers would be encouraged to review the Who Cares? Scotland information for Providers and welcome pack for Apprentices and to share the information with their employers. * Key to offering support is being able to encourage the Apprentices who are CE to feel comfortable to disclose this at the outset to Providers. Through the CPD and resources offer further support to Providers to encourage disclosure |

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| **2.4 Disability** |

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| **Context:**    Disabled people are less likely to be in work and more likely to be in insecure, low paid employment and less likely to be promoted. They also have lower levels of educational attainment. Labour market outcomes vary according to the type of disability recorded.    One in 5 of the UK working population report having a disability.    Disabled people face multiple disadvantages in the labour market. Including, lower levels of employment, lower wages, fewer hours, precarious contracts, and negative attitudes in the workplace.    The employment rate for those classed as disabled under the Equality Act 2010 was 50% compared 81% for non-disabled people, giving an employment rate gap of 31%. The disability employment gap is higher for men 37% compared to women 26%.  In terms of age, the disability employment gap is lowest for disabled people aged 16-24 and highest for those aged 36 to 49. (Source [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf))  **Disability starts in the GA:**  The disability rate was 9.6% in 2021/22, the same level as the previous year.  **Achievement rates in the GA:**  The overall achievement rates for disabled individuals on the GA is about 1/3 lower compared to the MA programme. As the GA is over a 4 year period and only started in 2017/18, no information can be published as yet given the small numbers. Achievement levels across this cohort may have been adversely impacted by Covid in relation to access of opportunity, and also as a result of employer furlough. As this is only I years cohort we will look to build on any trends moving forward. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Given the small start numbers on the 2017/18 cohort and subsequent low numbers related to achievement levels, it is not possible to disaggregate these numbers into specific disability categories. | As we move forward, we will look to undertake further analysis of disabled achievers, including the disaggregation of different disability types. This will be possible as the numbers starting on the GA overall are increasing (the total standing at 418), but we can only report on achievers after the 4 year period has been completed.  We have worked with several partners to develop mental health resources for learning providers and apprentices. This included: [Mental health and wellbeing support guidance](https://www.skillsdevelopmentscotland.co.uk/media/47793/mental-health-and-wellbeing-support-for-apprentices.pdf) and looking after mental health at work developed by Penumbra , a leading mental health organisation  **We will ;**   * Continue to deliver CPD and make support resources available to Providers on the most reported conditions including further inputs on Access to Work, supporting neurodiverse Apprentices and mental health support. * Explore the best ways to mainstream support for the most reported conditions. |
| The levels of disabled individuals who leave the GA programme before completion is not yet fully available as individuals are still on the GA., | The numbers in this year are quite small so this can disproportionally affect percentage analysis and the final figures are not fully known as some disabled individuals who started on 2017/18 are still on their GA.  Once all individuals have completed, we will review disabled versus non disabled individuals’ achievement rates |
| Evidence from consultation with specialist disability support organisations have shown that in order to build trust and encourage disclosure an ongoing gentle and safe conversations are required. Disability support organisations have reiterated the need for a cultural shift in the workplace by focusing on communication and creating safe space for disabled apprentices to feel heard and to bring their authentic selves and disclose any additional support they may require.  The organisations have also mentioned the need for ongoing awareness training for line managers.  Some of the most effective practices identified to support people with complex support needs to achieve and sustain their apprenticeships include being flexible and offering alternative start/finish times, hybrid working, work placement assessments and ensuring the working environment is accessible to everyone in the workplace | **We will:**   * Undertake Needs Assessment training: we are working with a specialist organisation to develop and deliver a needs assessment training for apprenticeship Providers. This training will support Providers to understand how to make reasonable adjustments and encourage disclosure. * Provide Mental health training: we are working with Able Futures to deliver a training session for providers on their services and how providers can access and signpost apprentices to access support. * Undertake Community of Practice events to focus on support for disadvantaged groups to avoid early leavers. |
| Some research suggested that post-pandemic hybrid shift has the potential to enable disabled people to manage their health and wellbeing more easily and offers increasing possibilities of securing work, staying on and progressing in their career.  Greater flexibility could be one way to reduce the disability employment gap, if remote/hybrid working is well managed to prevent further inequalities emerging. ([Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)) | We have worked with several partners to develop and deliver mental health resources to GA learning providers and apprentices. This included: [Mental health and wellbeing support guidance](https://www.skillsdevelopmentscotland.co.uk/media/47793/mental-health-and-wellbeing-support-for-apprentices.pdf) and looking after mental health at work developed by Penumbra for Learning providers and apprentices. |

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| **2.5 Gender Reassignment** | | |
| **Context:**  Evidence is limited on the experience of work for trans workers although some research indicates that trans workers face distinct challenges at work differ significantly from LGB+ workers experience. Evidence highlights that bullying, discrimination and harassment are key issues.    Research carried out by LGBT health and wellbeing, suggests that trans people may experience unique barriers when applying for and staying in work in Scotland, including lack of awareness or transphobia in interviews, difficulty obtaining references that match gender identity and name, application forms not including non-binary options, and feeling unable to apply to jobs because of fear of discrimination.    Source [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| We are unable to report on this area as this data was not collected in 2017/2018 | As we move forward, we will look to include and undertake further analysis of achievers, including any analysis relating to this group.  **We have:**   * Delivered Trans awareness training to learning providers to raise awareness of challenges faced by trans people in employment. * Transgender awareness e-learning was offered to all apprenticeships Providers. * Online guidance on updating names and gender. * Offered SDS staff who work with young people Trans awareness training.   **We will:**   * Continue to review and update our trans awareness resources and ensure they are all up to date. * Send out reminders to apprenticeships providers of the resources we have on trans awareness. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. * Undertake Community of Practice events to focus on support for disadvantaged groups to avoid early leavers. |

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| **2.6 Marriage/Civil Partnership** |

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| **Context:**  Only applicable to SDS as an employer |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
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| **2.7 Pregnancy and Maternity** |

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| **Context:**  Pregnancy can have a negative impact on labour market participation in terms of discrimination, loss of pay, loss of status and a lack of career progression. Women with children are more likely to experience significant pay penalties; have their career progression halted; withdraw from full-time work to care for children; stay at the same level of job for several years; and choose more flexible working pattern.    Research shows that in the first year after returning to work from maternity leave, UK women earn 28% less on average than before, primarily due to reducing working hours to fit around children, known as the motherhood pay penalty. The most important source of the gender pay gap is therefore suggested to be motherhood.    No data is currently available on apprenticeships and pregnancy and maternity. This information is now being collected internally and will be available in the future.    Source [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| This data was not being collected in 2017/18 , the cohort we are reporting on. | There is flexibility with the GA programme to enable individuals to temporarily pause their GA in relation to pregnancy and resume the programme at an appropriate time. As GAs are employed, this link to maternity rights as an employee of the company.  We will:   * Look to undertake further analysis of achievers, including any analysis relating to this group. |

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| **2.8 Race** |

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| **Context:**  The Scottish Government Race Equality Framework states that despite high attainment at school and rates of entry into further and higher education after school, statistically, ethnic minority people are not receiving the labour market advantages which should be expected from their positive educational outcomes. ([Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf))     The Scottish Government’s [Anti-racist Employment Strategy- A Fairer Scotland for All](https://www.gov.scot/publications/fairer-scotland-anti-racist-employment-strategy/) (Dec 2022) highlights:  “Bias in recruitment processes is apparent where a study by the Department of Work and Pensions has shown that 74% more applications needed to be sent from racialised minority applicants in order to generate the same success rate as applicants with a white-sounding name” (p6)    “The disadvantages and barriers that affect racialised minorities are so entrenched that we need to take an anti-racist approach. This means proactively challenging the systems and processes that create racial inequality in the workforce. Labour market data shows that:    • The employment rate for the minority ethnic group aged 16 to 64 was estimated at 62.1 per cent in 2021, lower than the rate for the white group (73.9 per cent), resulting in an employment rate gap of 11.7 percentage points.    • Racial inequality affects some racially minoritised groups more than others. Disaggregated data from the 2011 Census showed higher rates of unemployment among African, Gypsy/Traveller, Arab and Caribbean or Black ethnic groups. 4 Levels of pay are lower too, with minority ethnic workers earning less on average than white workers, as reflected in the ‘ethnicity pay gap’.    The ethnicity pay gap represents the difference between the average hourly earnings of white workers and minority ethnic workers as a proportion of white workers’ average hourly pay. Estimates from the Office for National Statistics show that Scotland’s ethnicity pay gap was 10.3% in 2019 and 10.2% in 2018.” (p5)    **Ethnic minority starts in the GA:**  The number of starts has increased from 3.5% in 2018/19 to 4.1% in 2021/22 however it remains below the population share reported by Audit Scotland in 20/21 as 4.5%  SDS continues to work with partners and stakeholders to raise awareness and ensure accessibility of the GA. In 2021/22, minority ethnic representation was highest in the Cyber Security: L10 framework (11.1%) closely followed by IT: Software Development (10.2%). Of the 13 frameworks available in 2021/22, 3 frameworks had no minority ethnic uptake: Early Learning and Childcare, Engineering: Instrumentation, Measurement and Control and IT: Management for Business.  **Ethnic Minority Achievement Rates**  We are only able to report on cohort 2017/18 and the numbers of GA at that time were too small to disaggregate into the different ethnic groups that collectively make up BME for statistical reporting Achievement levels across this cohort may have been adversely impacted by Covid in relation to access of opportunity, and also as a result of employer furlough. As this is only I years cohort we will look to build on any trends moving forward. [Annual diversity report 2020/21](C:\\Users\\Bruceia\\Desktop\\Annual diversity report 2020\\21https:\\www.audit-scotland.gov.uk › docs › report) [https://www.audit-scotland.gov.uk › docs › report](C:\\Users\\Bruceia\\Desktop\\Annual diversity report 2020\\21https:\\www.audit-scotland.gov.uk › docs › report)  Note on the use of the term BME-  SDS recognises that using umbrella terms such as Black and Minority Ethnic (BME or BAME) can cause issues. The terms BAME or BME don’t always include White ethnic minority groups. SDS further recognises that there are distinct and unique identities and different barriers facing different ethnic minority communities. These differences and challenges can be obscured when research aggregates all ethnic minority groups together under the terms BAME or BME. In this context, and more broadly, we remain committed to understanding and addressing discrimination and acknowledge that people may find the terms do not accurately describe their identity and we support everyone's right to define themselves. A range of definitions of ethnicity are used in administrative data, surveys and research reports. In this document the terms ethnic minority, BAME, and BME are used – depending on the definition used in the source data or research. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| The cohort numbers are too small to make any specific analysis, however the achievement rates over this period for BME and non BME are the same. | As we move forward, we will look to undertake further analysis of BME achievers, including the disaggregation of different ethnic groups. This will be possible as the numbers starting on the GA overall are increasing (the total standing at approximately 200), but we can only report on achievers after the 4 year period has been completed.  **We have:**   * Created information on SDS Provider pages to a number of guides and tools to better engage the different communities of Scotland such as the [Minority Ethnic Recruitment Toolkit (](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2020/09/minority-ethnic-recruitment-toolkit/documents/minority-ethnic-recruitment-toolkit/minority-ethnic-recruitment-toolkit/govscot:document/minority-e)[www.gov.scot](file:///C:/Users/Bruceia/Desktop/www.gov.scot)) This resource guide has been developed to help Skills Development Scotland training provider partners attract applicants from racialised minority communities and identify the support available to enable entry and progression on Scottish Apprenticeships.   **We will:**   * Deliver anti-racist training to Providers delivered by an organisation with staff are from racialised minority communities. And encourage them to cascade to their related employers and also encourage them to review their recruitment practices. * Continue work to progress the development and delivery of the engagement model adapting it to Scotland wide delivery by existing SDS staff. * SDS staff will continue to share contacts, resources and impactful practice through training, provider newsletters and resources pages. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. |

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| **2.9 Religion or Belief** |

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| **Context:**  Although limited research is available on the relationship between religion/belief and employment, evidence suggests that Muslim workers are at disadvantage. Unemployment rates for Muslims are more than twice of the general population (13% compared to 5%). The pay gap between Muslims and those of no religion is 19.3%.  The SDS [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)shows that Muslim women are greatly disadvantaged in the labour market in the UK and that this varies according to their household situation and their ethnicity.  For example, White-British Christian women had the highest employment levels at 68% compared to first generation Muslim Bangladeshi women at 15%. Research notes that the disadvantage faced by Muslim women in the labour market varies according to their migration status, ethnic backgrounds as well as the intersectional identities of Muslim women and the stereotypes that are linked to them.  It is suggested the reasons behind this include discrimination and islamophobia, stereotyping, pressure from traditional families, a lack of tailored advice around higher education choices, and insufficient role models across education and employment. [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| This data was not being collected in 2017/18 , the cohort we are reporting on. | As we move forward, we will look to review data and undertake further analysis of achievers, including any analysis relating to this group  **We will:**   * explore whether the record management system could be adapted to report against religion and if so if this could be added into the annual published statistics from 2025. * explore delivering Islamophobia training to raise awareness to Providers. * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. * Undertake Community of Practice events to focus on support for disadvantaged groups to avoid early leavers. |

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| **2.10 Sex** |

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| **Context:**  [The SDS [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf) shows women’s experiences and participation in the labour market continues to differ from men’s in terms of pay, progression, and conflicts between work and caring responsibilities. Figures for Modern Apprenticeships (MA) continue to show that more men undertake MAs in Scotland, with Q2 2022/23 showing 38% female starters and 62% male. The Scottish Apprenticeships Advisory Board Gender Commission acknowledges that women remain underrepresented in those apprenticeship frameworks most likely to give the greatest returns in terms of pay, employment opportunities and skills development. Women are less likely to be in employment than men, with an employment rate in 2021 of 71%, compared to 76% for men. Women continue to make up the majority of part-time workers (75%) with 41% of all women in employment working part-time, compared to 13% of men.  Occupational segregation of men and women in certain kinds of jobs and in different levels of employment remains a key labour market issue. Women tend to be disproportionately affected by occupational segregation, impacting on their potential pay and career progression. Women are also more likely than men to be on zero-hours contracts across the UK, adding to issues of precarity in employment. Women are affected by low pay and the continuing gender pay gap, meaning they will earn significantly less than men over their entire careers:   * The current gender pay gap in Scotland across all employment is 10.1%. The gender pay gap for full-time employees in Scotland increased from 3% in 2021 to 3.7% in 2022, although this remains below the gap of 7.2% pre-pandemic and less than the gender pay gap across the whole of the UK of 14.9% * Women employees in Scotland effectively work for 42 days a year for free due to the gender pay gap. * The median gross weekly earnings for women working full-time is £604.50 compared to £678.40 for men * The gender pay gap is highest for older women aged 50-64 * Pay and employment gaps are wider for disabled women or minority ethnic women with research suggesting that women with multiple inequalities face intersectional barriers that reduce progression and employment prospects. * Despite making up 51% of all employees in Scotland, women account for 61% of workers earning below the real living wage. Women’s low pay reflects the interplay of a number complex factors including overrepresentation in low paid and low skilled sectors (the five C: catering, cleaning, cashiering, clerical and caring);91 underrepresentation in senior management and leadership roles overrepresentation in part time work; underrepresentation in higher paid STEM sectors; being more likely to take on caring responsibilities impacting on the type of work women can undertake; and being less likely to work overtime. Regardless of whether women and men study at FE or HE, a clear pay gap exists after course completion (three years post-study): * Men with FE qualifications from full time courses had median earnings £2,600 more than women with the same qualification. * Men with a Higher National Certificate (HNC) or Higher National Diploma (HND) qualification had median earnings £2,200 more than women with the same qualification. A survey carried out by Equate on intersectional discrimination in STEM, identified multiple discriminations facing women in these sectors and roles. Findings highlighted those women with caring responsibilities, BME women, Lesbian, Gay, Bisexual or Transexual (LGBT), and disabled women felt less confident in reporting discrimination and felt less satisfied with their employers’ efforts on inclusion. (P 19-20)   **GA starts.**  To ensure that apprentices can record their gender in the most appropriate way for them, ‘in another way’ was included as an additional option in 2021/22. To ensure that apprentices are not identifiable, we have amalgamated responses against ‘prefer not to say’ and ‘in another way’. In 2021/22, the proportion of females enrolling on a GA was 32.0%, a reduction relative to 2020/21. The proportion of males enrolling on a GA increased by 3.2 pp from 2020/21. However, in 2021/22, the number of individuals selecting the ‘prefer not to say/in another way’ category significantly increased. GA enrolments by gender (where either male or female selected) has changed from 2017/18 being 82.5% male and 17.5% females, to 68.0% male and 32.0% female in 2021/22  **GA Achievement levels**  Achievement levels for the cohort period were very small and not statistically viable to interpret any significant trend. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| There were 6 frameworks being reported on within 2017/18. In relation to achievers, girls had an equal or higher achievement rate in 4 of these frameworks compared to others, however the numbers for some of these frameworks were very small. | As we move forward, we will look to undertake further analysis of males and female achievers, across different frameworks. This will be better informed given the increasing levels of participants to the GA, though we can only report on achievers after the 4 year period has been completed.  **We will:**   * Through working with SFC continue to review at framework and Provider level to ensure best practice is promoted and to assist any Providers where there is a significant difference to the overall performance for that framework in relation to underrepresented groups. * SDS will encourage employers and Providers to consider and implement pertinent recommendations from the SAAB (Scottish Apprenticeship Advisory Board) [Gender Commission](https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/the-scottish-apprenticeship-advisory-board/gender-commission/). * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. * Undertake Community of Practice events to focus on support for disadvantaged groups to avoid early leavers.     For employers recommendations such as: “Recommendation One: Apprenticeship employers should work proactively to ensure they have the right culture and conditions in place to create opportunities and give confidence to employees of all genders and backgrounds. Only then will apprentices, and all employees, view them as places where they want to work.” Workplace culture and whether flexible working and quality part time opportunities are offered impact especially on women remaining in those roles in industries where they are underrepresented |

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| **2.11 Sexual Orientation** |

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| **Context:**  An evidence gap exists in relation to sexual orientation in work. However, survey and qualitative research do provide some insights. Limited data is available about apprenticeships and sexual orientation. This information is now being collected internally and will be available in the future.  Stonewall (2020) highlights several challenges facing LGBT+ individuals at work including experiences of anti-LGBT+ abuse and language; gendered workplaces and those that are not LGBT+ inclusive; and poor mental health support at work. These issues were further compounded by limited job opportunities, which led to unsatisfying work, and little progression within job roles.  Evidence indicates that once in the workforce, barriers remain in the form of harassment and discrimination (Hudson-Sharp and Metcalf, 2016). Stonewall (2018) found that LGBT+ staff experience significant discrimination, harassment and violence in the workplace. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| This data was not being collected in 2017/18, the cohort we are reporting on. | As we move forward:  **We will:**   * look to undertake further analysis of achievers, including any analysis relating to this group and work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme. * Undertake Community of Practice events to focus on support for disadvantaged groups to avoid early leavers. |

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| **2.12 Poverty** |

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| **Context:**  Whilst there is no single definition of poverty use of SIMD data as a proxy enables SDS to analyse impact on Poverty. It is important to note that the SIMD focuses on deprived areas and that it does not directly relate to individuals. Not all individuals who live in a deprived area will be deprived and vice versa.  The SDS [Equality Evidence Review 2023](https://www.skillsdevelopmentscotland.co.uk/media/50329/equality-evidence-review-2023.pdf)shows that people who live in most deprived areas are less likely to be in employment. In 2018, the employment rate for the 20% most deprived areas in Scotland was 63%, compared to 79% for the least deprived. Over time, the 20% most deprived areas of Scotland have consistently had the lowest employment rates.  In-work poverty, where adults receive a wage but not enough to keep them out of poverty has risen in the last two decades.  In-work poverty is associated with low pay; part time work; self-employment; and temporary and insecure work. Low paid workers are more likely to have lower levels of qualifications; more likely to work part-time; less likely to have a permanent contract; tend to be younger; and more likely to be in elementary, sales and customer service, or caring, leisure and other service occupations.  Those in the hospitality and retail industries are most likely to experience in-work poverty. Groups most likely to be in in-work poverty include women, ethnic minorities and young people. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Due to the small numbers contained within the achievement cohort we are reviewing; it is not possible to disaggregate these down into SIMD areas | As we move forward, we will look to undertake further analysis of SIMD achievers, across different frameworks. This will be better informed given the increasing levels of participants to the GA, though we can only report on achievers after the 4 year period has been completed  **We will:**   * Develop Fair Work training for providers to raise awareness of the Fair Work principles, actively encouraging providers to both instigate and share with employers. * Undertake Community of Practice events to focus on support for disadvantaged groups to avoid early leavers. |

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| **2.13 Island Communities** |

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| **Context:**  Total employment in the Islands Growth Deal region (measured by people) was estimated to be 32,900 in 2022, 1.3% of Scottish employment. This share of total employment ranks the Islands Growth Deal in the lower third of Regional Skills Assessment (RSA) regions.  In the region, Shetland Islands accounted for the largest share of Scotland’s total employment in 2022 (11,400, 0.4%). Across Scotland, and within the region, more people worked full-time than part-time. In 2022, 22,800 people (69.2 per cent) were in full-time jobs in the Islands Growth Deal region.  This was a lower percentage share compared to Scotland where 74.6% of people were in full-time employment. Part-time employment accounted for a higher percentage share of employment in the region compared to Scotland, 30.8% compared to 25.4%. Overall, there were 10,100 people in parttime employment in the Islands Growth Deal region.  In 2022, the employment rate for males (73.2%) was lower than that for females (82.8%) in the Islands Growth Deal.  The latest data (July 2021 – June 2022) shows that employment (16-64) across the Islands Growth Deal region has increased, compared to the previous year. The employment rate for those aged 16-64 in the region in 2022 was 78%, which was above the rate for Scotland (74.4%). Unemployment rates for those aged 16-24 and 16+ were not available in the latest data for the Islands Growth Deal region, however in 2022, the unemployment rate in Scotland was 3.4%, while the youth unemployment rate for those aged 16-24 was 8.8%.  Evidence from Regional Skills Assessment- Islands Growth Deal <https://www.skillsdevelopmentscotland.co.uk/media/49097/rsa-islands-growth-deal.pdf> |

**Additional Questions:**

**Does this project include, deliver or impact on Island Communities(**a community which consists of two or more individuals, all of whom permanently inhabit an island and is based on common interest, identity or geography)**?**

**Yes  No**

**Is this a project, which is likely to have an impact an island community which is significantly different from its effect on other communities (including other island communities) in the area?**

**Yes  No  Don’t know**

**If you have answered no to the two questions above, you do not need to complete any further questions in the Island Communities section of this form but please provide some justification for your decision below.**

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| **T**his Impact Assessment is reviewing achievement rates amongst individuals undertaking the GA. In reviewing the internal data, the levels of achievement across islands and across mainland provision has been reviewed. The finding from this review is that the levels of achievement rates in islands is higher than those in the mainland. However, it should also be noted that this cohort for review is very small at this stage and this will continue to be monitored moving forward. |

**What island community concerns are you already aware of?**

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| Challenges in relation to travel across more remote areas, and availability of opportunity local, given types of apprentices offered in relation to employers working in the same sector. |

**Does the existing data for Island Communities differ between islands?**

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| No |

**Are there any existing design features or mitigations in place? If yes, please describe.**

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| --- |
| SDS/SFC to monitor |

**If you are consulting, is your consultation robust, meaningful, and demonstrating that SDS has regard for island communities when carrying out its functions?**

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| --- |
| We have conducted a consultation with SDS staff members who work with stakeholders in the islands. Colleagues who participated in the consultation came from different teams in SDS including National Training programmes, Career advice and Guidance, Critical Skills, and Occupations.    The consultation looked at themes that are relevant and specific to the islands and questions included whether there are any specific barriers for apprentices to sustain and achieve their apprenticeships in the islands (looking at barriers particularly facing CE and/or disabled apprentices), any good practice examples from employers/providers to put adjustments in place for apprentices in the islands, and asked if there are any actions SDS and other organisations can take to address these barriers. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
| Achievement rate across participants across the Islands is higher than those in mainland provision in the cohort we have reviewed however, this is only a small cohort, and we will continue to monitor this are as more data becomes available through the natural progression of the GA | SDS/SFC to monitor. |
| Evidence from the consultation we conducted finds that there may be unique barriers in the islands facing apprentices to sustain and achieve their apprenticeships.    Structural barriers relating to the lack of businesses within the islands and apprentices having to travel from the island to mainland was identified as an issue. This was seen causing apprentices to incur additional travel and accommodation costs which can cause financial challenges and subsequently impacting apprentices to sustain and complete their apprenticeships in the islands.    A lack of joined up preparatory programmes such as National Third Sector Fund (NTSF) and the Employability fund was also identified as a barrier. It was mentioned that the new programmes in place do not have the same ease of progression. | SDS/SFC to monitor. |
| It was also identified that specific groups such as care experienced and disabled apprentices in the islands can face significant barriers to sustain and achieve their apprenticeships. These barriers include lack of positive networks and role models to get them into apprenticeships and the lack of knowledge of carers/key workers working with care experienced young people of GAs.    Limited support organisations compared to the mainland where there is a wide range of organisations supporting care experienced and disabled apprentices and employers/providers.    Employers/providers not knowing who care experienced is in their workplace due to lack of disclosure was also identified as a barrier. | See Care Experienced 2.3 |
| The consultation also found that there are some barriers that can impact disabled apprentices to achieve their GA in the islands including lack transport and travelling off the island can be daunting and difficult for some disabled GAs, especially if relying on public transport which can be very limited in some areas.    Lack of understanding in the workplace as to how employers can support disabled MAs. | SDS/SFC to monitor. |

**Please complete the following questions after the impact assessment above.**

**Does the evidence show any different circumstances, expectations, needs, experiences, or outcomes (such as levels of satisfaction or participation)?**

**Yes  No**

**Are these different effects likely?**

**Yes  No**

**Are these effects significantly different?**

**Yes  No**

**Could the effect amount to disadvantage for an island community compared to the mainland or between other groups?**

**Yes  No**

**If the answer is no to all of the above, please provide justification for not completing the full ICIA below.**

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| The focus of this impact assessment is on achievement levels, and the achievement levels of individuals on the islands are higher than on the mainland therefore there is no need to do a full impact assessment**.** |

**If the answer is yes to any of the above, complete the Full Island Community Impact Assessment below before submitting the form for publication.**

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| **Full Island Community Impact Assessment** |

**Assess the extent to which you consider that the project can be developed or delivered in such a manner as to improve or mitigate any resulting outcomes for island communities.**

**Consider alternative delivery mechanisms and whether further consultation is required.**

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| --- |
| **N/A** |

**Describe how these delivery mechanisms will improve/mitigate outcomes for island communities?**

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| --- |
| **N/A** |

**Identify resources required to improve/mitigate outcomes for island communities.**

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| **N/A** |

**Should delivery mechanisms/mitigations vary in different communities?**

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| **N/A** |

**Do you need to consult with island communities in respect of mechanisms or mitigations?**

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| **N/A** |

**Have island circumstances been factored into the evaluation process?**

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| **N/A** |

**Have any island-specific indicators/targets been identified that require monitoring?**

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| **N/A** |

**How will outcomes be measured on the islands?**

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| **N/A** |

**How has the project affected island communities?**

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| **N/A** |

**How will lessons learned in this ICIA inform future project making and service delivery?**

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| **N/A** |

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| **2.14 Rural Communities** |

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| **Context:**  Please see section 2.13 Islands Communities Impact Assessment. |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
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| **2.15 Other** |

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| **Context:**  N/A |

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| **Impact (Does this project have a negative, positive or no impact? Please include the evidence of why that is, citing appropriate sources)** | **Action (What activity have you done already and what was the impact? What do you need to do to address the evidence?)** |
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| **2.16 Consultation Recording** |

**Consultation is an excellent source of evidence and can offer insight that cannot be gathered in any other way. It is important to be well prepared when consulting with partners, ensuring you do not take too much of their time and that you efficiently gather the information you need. However, it is also easy to over consult with our partners, so sharing key learning is important to mitigate that risk. It is also important to inform your consultees about changes that have been made (or not made) based on their input. Please use this space to share key learning from your consultations and how you have fed back to the consultees.**

**Further information on our National Approach to Equality Stakeholders can be found** [**here**](https://skillsdevelopmentscotland.sharepoint.com/sites/IShare/Connectcontent/Resource%20Library/Forms/NotArchived.aspx?id=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FStakeholder%20Engagement%2FNational%20Approach%20to%20Equality%20Stakeholder%20Engagement%2Epdf&parent=%2Fsites%2FIShare%2FConnectcontent%2FResource%20Library%2FStakeholder%20Engagement&p=true&wdLOR=c01445F43%2DF2E8%2D4B61%2DA36E%2D26AF5BD290DF&ct=1673439461424&or=Outlook%2DBody&cid=A4E46CE1%2D78DB%2D405E%2D9196%2D556D1E52BAE2&ga=1)**.**

**Focal Point Groups can also be useful for consultations, further information can be found** [**here**](https://connect.sds.co.uk/Interact/Pages/Content/Document.aspx?id=9279&utm_source=interact&utm_medium=side_menu_category)**.**

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| **Stakeholder(s) consulted** | **Key feedback from stakeholder(s)** | **What changes were made based on the feedback?** (if none, explain why) | **How was this fed back to stakeholders?** (including date provided) |
| **8 Specialist equality organisations**  Representing disability and care experienced including the Focal Point Group members. | Support for disabled can often be obtained free and that key to success is that communication between the Apprentice, Provider, and the employer to put in place support as early as possible is key to success.  Care experienced – barriers to participation and achievement in the GA are largely structural | This forms part of the action plan below | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed. |
| **SDS staff**  **16 CIAG staff–** for care experienced and Islands impact assessment.  **18 staff from NTP and CSO** - for care experienced, disability achievement rates and Islands impact assessment. | SDS Staff found thatmainstreaming a lot of the support training providers offer to apprentices was a viable option due to the range of free support available. However, they noted the importance of working in partnership with equality support organisations.  Care experienced mirror findings in other sections of this assessment, however CIAG staff reported that the lack of national consistency of partner offers has made it difficult to know what is available from partners to support care experienced young people. Some CIAG also said that they could be involved post transition to check and signpost | **See action plan below.**    We are reviewing the equality incentives and will make recommendations to the Scottish Government        Discuss findings with National CIAG care experienced lead to identify potential options and actions | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed |
| **Islands Consultation group** | This is covered in the Island Consultation area within this document | This forms part of the action plan below | When the IEIA is published we will ensure stakeholders who participated in consultation will be informed. |

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| **3.0 Action Plan** |

**A key part of every impact assessment is the action plan. This is where you state the actions that you will take in response to the impact assessment you have completed. The actions should be specific, measurable, achievable, relevant and timebound (SMART).**

**Once the IEIA has been signed off by the SRO, actions within the Action Plan should be added to the relevant team’s Continuous Improvement Action Plan.**

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| **What is the action you will take in response to the impact assessment?** | **Which characteristics/groups does it apply to?** | **What is the intended impact?** | **When will this be completed?** |
| * Given the cohort numbers, the review was limited so ongoing monitoring as additional cohorts report and numbers increase will be undertaken. | All Groups | Identification of any trends to ensure positive impact still remains, or developing interventions if trends show groups affected negatively. | Annually as cohort information reported |
| * Continue to promote the GA to pupils, teachers, parents, and carers. * Continue to support webinars to inform parents, carers, and teachers of the support available for pupils requiring support for learning undertake GAs. * Continue to promote the GA delivery toolkit containing all resources relevant for supporting providers to maximise learner attainment. * CIAG services will continue to support learners at key points of transition including GAs. | All but specifically focused on Age (young people) | Individuals, parents and carers will be more aware of the support that is in place to help their child/person they care for, achieve their GA.  Providers will feel more confident in the support they give and achievement levels in GA will increase | Ongoing throughout the duration of the impact assessment |
| * All providers would be encouraged to review the Who Cares? Scotland information for Providers and welcome pack for Apprentices and to share the information with their employers. * Deliver Care Experienced Mentoring training for GA providers. * Deliver Mental health awareness session for GA providers | Care experienced | Providers will feel more confident in the support they give and achievement levels in GA will increase | March 2024 |
| * SDS will explore further the potential models of mentoring and scope out potential to pilot model(s) to better understand if this could make a difference | Care experienced | Individuals will feel more supported which may result in them remaining within the apprenticeship. | March 25 |
| * Share findings on achievement levels with our providers to identify where interventions might be able to be put into place to reduce the leavers numbers, specifically focusing on over 25s. * Continue to deliver CPD and make support resources available to Providers on the most reported conditions including further inputs on Access to Work, supporting neurodiverse Apprentices and mental health support. * Deliver Needs Assessment training for apprenticeship Providers. This training will support Providers to understand how to make reasonable adjustments and encourage disclosure. * Support Able Futures to deliver awareness training for providers on their services and how they provide support to those with poor mental health. | Disability | Providers will feel more confident in the support they give and achievement levels in GA will increase | March 2024 |
| * Continue to review and update our trans awareness resources and ensure they are all up to date. * Send out reminders to apprenticeships providers of the resources we have on trans awareness | Gender Reassignment | Providers will feel more confident in the support they give and achievement levels in GA will increase | March 24 |
| * Deliver anti-racist training to Providers delivered by an organisation with staff from racialised minority communities, and encourage dissemination to their related employers and also encourage them to review their recruitment practices. * Continue work to progress the development and delivery of the engagement model adapting it to Scotland wide delivery by existing SDS staff. * SDS staff will continue to share contacts, resources and impactful practice through training, provider newsletters and resources pages. | Race | Providers will feel more confident in the support they give and achievement levels in GA will increase | March 24 |
| * Explore delivering Islamophobia training to raise awareness to Provider | Religion | Providers will feel more confident in the support they give and achievement levels in GA will increase | March 24 |
| * Explore whether the record management system could be adapted to report against religion and if so if this could be added into the annual published statistics from 2025 | Religion | To enable external information to be published to enable stakeholders to see information on this area | March 25 |
| * Through working with SFC continue to review at framework and Provider level to ensure best practice is promoted and to assist any Providers where there is a significant difference to the overall performance for that framework in relation to underrepresented groups. * SDS will encourage employers and Providers to consider and implement pertinent recommendations from the SAAB (Scottish Apprenticeship Advisory Board) [Gender Commission](https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/the-scottish-apprenticeship-advisory-board/gender-commission/). | Sex | Working across SDS and SFC to ensure data and reports are able to easily highlight where variations are occurring, including by geographical areas, framework or sector, to enable contextual comparison to be made on providers performance to support any intervention that may be required. Individual providers performance is not shared between providers so this overview will assist providers in understanding their performance against the wider programme performance | March 25 |
| * Develop and deliver Fair Work training for providers to raise awareness of the Fair Work principles, actively encouraging providers to both instigate and share with employers | Poverty | Providers will feel more confident in conversations they have with employers on this subject, instigating more Fair Work principles being adopted to support individuals | Feb 24 |
| * Continue to work with learning providers to understand mitigation strategies implemented to support learners and minimise early leavers from the programme | All | Providers will be able to share best practise and instigate different strategies to support | March 24 |
| * Undertake Community of Practice events to focus on support for disadvantaged groups to avoid early leavers | All | Providers will be able to share best practise and instigate different strategies to support | March 24 |

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| **4.0 Approval and Publication** |

* **Will you be making this IEIA available in different formats/languages?**

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| **Gaelic?** |

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| --- | --- | --- | --- |
| **SRO (Print)** | **SRO Signature** | **Date** | **Review Date** |
| **DIANE GREENLEES** | Diane Signature (2).jpg | **26/04/2024** |  |

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| **5.0 Review (To be completed at the review date, not at the same time it is submitted)** |

**This section should be completed as part of the review on the date listed above under the sign off.**

**Were the actions taken completed? If not, why not?**

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**Did the actions achieve what they intended? If not, why not?**

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**What actions would you continue/stop or reconsider for future projects?**

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**Has any evidence been identified that may be useful for similar future projects?**

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**If this is a review for an ongoing project, are there any additional actions to add to the project going forward?**

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1. [↑](#footnote-ref-2)