



Skills  
Development  
Scotland



## Equality & Diversity Mainstreaming Report 2019 – 2021

If you require this report in alternative formats please contact [equality@sds.co.uk](mailto:equality@sds.co.uk)

Updated June 2019



I'm delighted to present the 2019 update of our four-year Equality and Diversity Mainstreaming Report, which reflects upon the progress we have made in the last two years and reaffirms our commitment to achieving real and demonstrable change.

As the national skills agency, our ambition is to help become one of the most productive, inclusive and sustainable economies in the world.

We know that a society which values diversity and realises the potential of its people and businesses is fundamental to a vibrant economy. We remain passionate about our role as a leader in inclusive growth and as such, equality and fair work principles are at the heart of all we do as outlined in our Strategic Framework for 2019-2022.

This interim report highlights our progress against the Equality Outcomes we set in 2017 to focus on equality of access for different equality groups, including – disability, gender, ethnicity, sexual orientation, and those who are care experienced.

The report also includes details of the diversity of our workforce, our gender pay analysis, and recent equality evidence review undertaken to ensure the work we do is informed by robust intelligence.

Whilst we look back over the first two years, it is also important for us to look forward to the next two years and beyond. The progress we have made so far is testament to the collective passion and commitment of our workforce and partners to drive greater opportunity for all but we know we can do more.

We look forward to continuing this important work, making a tangible difference and contributing to an increasingly inclusive, productive and resilient Scotland.

A handwritten signature in black ink that reads "Damien Yeates". The signature is written in a cursive, flowing style.

Damien Yeates  
Chief Executive, Skills Development Scotland

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## Introduction

### About Skills Development Scotland (SDS)

Skills Development Scotland is the national skills agency. Our purpose is to drive a productive and inclusive economy by ensuring Scotland’s businesses and people develop the skills they need to achieve their potential. We are committed to collaborating with our enterprise and skills agency partners to help Scotland to meet its ambition of ranking in the top quartile of OECD countries for productivity, equality, wellbeing and sustainability.

We achieve this through multi-faceted service delivery, driven by extensive collaboration and partnership working and, within a context of universal entitlement to our support, targeted to help those who need it most. We engage with partners at national, regional and local level, flexing and shaping our delivery to meet local needs and priorities, while informed by the knowledge of effective practice from across the country and beyond. By increasing innovation, efficiency and productivity in our own organisation, we aim to model the change we want to see in others.

The equality outcomes discussed in this report are set within the broader context of our commitments to:

- **support individuals to fulfil their potential**
- **achieve equality of access and opportunity for all**
- **support fair and equal work places**
- **lead by example as an employer, and**
- **uphold our corporate values through our work.**

### Our Responsibilities as a Public Body

This Equality and Diversity Mainstreaming Report (or ‘Mainstreaming Report’) provides an update on progress made against the equality outcomes we have set for 2017 – 2021. It demonstrates how, through a wide range of policies, initiatives, and continuous improvement activities, SDS is working to embed equality and diversity throughout our organisation and meet our responsibilities as a public sector body.

As set out in The Equality Act 2010 public sector organisations, including SDS, have a duty to have due regard when carrying out their public functions as a service provider, policy maker and an employer, to the need to: eliminate discrimination; advance equality of opportunity and to foster good relations.

In addition to this, as a listed authority in The Specific Duties (Scotland) Regulations 2012 SDS has a duty to<sup>1</sup>:

- **Report progress on mainstreaming the equality duty**
- **Publish equality outcomes and report progress**
- **Equality Impact Assess and review policies and practices**
- **Gather and use employee information**
- **Publish gender pay gap information**
- **Publish statements on equal pay**
- **Publish occupational segregation information in relation to gender, race and disability**

- **Consider award criteria in relation to public procurement**
- **Consider other matters, as specified from time to time by Scottish Ministers**
- **Publish Board diversity information.**

This, our fourth Mainstreaming Report, fulfils our reporting duties under these regulations for 2019; and in line with these requirements, our employee information, and pay gap information are published in Annex A and B of this document.

In addition to this core equality legislation, a range of other Scottish Government strategies and policies impact and inform our work on equality. These include the Education (Additional Support for Learning) (Scotland) Act (2004;2009;2016), Developing the Young Workforce – Scotland’s Youth Employment Strategy, the Race Equality Framework, the Children and Young People (Scotland) Act 2014 (particularly with reference to Corporate Parenting), the British Sign Language Scotland Act 2015 and the National Strategy for Community Justice. Where these documents, or our own response to them, have generated specific actions or targets for SDS, we have aimed to reflect these in our equality action plans.

We are also mindful of the specific requests of public bodies listed in our annual Letter of Guidance, and of possible future obligations on SDS from recent or anticipated publications.

<sup>1</sup>The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

## Our Approach to Mainstreaming

Our ambition remains to go beyond the requirements set out in legislation and to aspire to be a leader in equality within the public sector. We remain committed to using the social model of disability<sup>2</sup> to inform our actions and approach and seek to proactively address disadvantage faced by anyone on their learning and career journey. This covers groups who are not specifically covered by the Equality Act 2010 for example those who are care experienced.

This section provides detail of our continuing approach to mainstreaming within SDS, including information on:

- **Embedding Equality throughout SDS**
- **Board Diversity 2020**
- **Development of our staff**
- **Procurement**

### Embedding Equality throughout SDS

There are three distinct equality teams within SDS. These colleagues support their own team function, as well as other parts of the organisation.

The Equality Team within our HR Department, led by our Equality and Diversity Adviser, is responsible for the implementation of mainstreaming within SDS.

Our equality colleagues in the National Careers Information, Advice and Guidance (CIAG) Team, led by our CIAG Policy and Professional Practice Manager, are

responsible for ensuring that CIAG colleagues have the professional training, resources and support to work with customers from equality groups and support them to develop their Career Management Skills. The National Training Programme (NTP) Equality Team, led by our NTP Equality Manager, focuses on ensuring underrepresented groups can participate and achieve within SDS commissioned Apprenticeships.

### Governance Groups

Three cross-business governance groups also contribute to mainstreaming within SDS: our Equality Champions, our Equality Management Group and our Equality Advisory Group. These groups were explained in [our 2017 Report](#) and have not significantly changed their remit or function since that publication. They continue to play a vital role in highlighting and communicating key equality information throughout the business.

Since 2017, our network of Equality Champions, covering every local authority area in Scotland, took part in a range of development activity delivered by Show Racism the Red Card, the National Autistic Society, the Poverty Alliance, Recruit with Conviction, Nil by Mouth, the Independent Living Fund, a PhD student from the University of the West of Scotland and Edinburgh Interfaith Council.

### Business and Service Development

Any new projects or services within SDS, or significant changes to existing projects or services, cannot be signed-off or implemented without consideration of the impact on equality and diversity.

We have built in a range of resources to support project managers in completing the assessments which ensure the needs of all groups are considered, including care experienced people since 2017.

We are currently reviewing our approach to conducting equality impact assessments within SDS to ensure consistency and quality within the process.

### Board Diversity 2020

The Gender Representation on Public Boards (Scotland) Act 2018 sets an objective for public boards that they have 50% of non-executive members who are women.

SDS has worked proactively with Scottish Government for a number of years to improve the diversity and gender balance of the SDS Board. We achieved greater than 50% female representation on our non-executive Board for the first time in 2018 and have sustained this position into 2019, with 67% of board members being female.

	2017	2018	2019
<b>Men</b>	7	4	4
<b>Women</b>	5	7	8

<sup>2</sup> The Scottish Accessible Information Forum states that “through the social model, disability is understood as an unequal relationship within a society in which the needs of people with impairments are often given little or no consideration. People with impairments are disabled by the fact that they are excluded from participation within the mainstream of society as a result of physical, organisational and attitudinal barriers. These barriers prevent them from gaining equal access to information, education, employment and social/ recreational opportunities”

## Procurement

Any award criteria and contract performance conditions must, in accordance with the Public Contracts (Scotland) Regulations, be related to and proportionate to the subject matter of the contract or framework agreement. The inclusion of award criteria and contract performance conditions should be assessed on a case by case basis to ensure that full consideration is given to the needs of, and likely impact on, all those who will be affected by the contract.

The decision to include equality-related selection criteria is made on a case by case basis and takes into account the subject matter of the contract. In 2017, equality was included as an evaluation criteria for Foundation Apprenticeships for the first time.

## Development of our workforce

SDS is dedicated to equality of opportunity for colleagues within our organisation, including a commitment to support 21 hours of Continuous Professional Development (CPD) each year for each member of staff. Every employee has a digital personal learning record which they can use to record their development activities. This supports informed discussions with their manager, as part of our 'My Contribution' approach to managing development and performance. Details on the average employee annual CPD undertaken, disaggregated by protected characteristic are given in Annex C (Table C1).

We make a considerable commitment to the sponsorship of employees to undertake professional qualifications which have been agreed through analysis of learning needs. The main focus of this training remains on qualifications in Careers Information, Advice and Guidance, particularly to support new entrants to the sector. However, other professionally recognised accreditations such as CIPD and CIMA are also supported.

## Equality Evidence Review

In line with best practice, we regularly conduct Equality Evidence Reviews to gather and understand available external research and to inform our equality activity. Our latest Equality Evidence Review is published in Annex D of this document.

In particular the review provides information on:

- **Educational participation and attainment across the protected characteristics, including information on subject choice, qualifications and destinations from school, college and university.**
- **Labour market participation and progression across the protected characteristics, including modern apprenticeships.**

Information is broken down by protected characteristic where available and any gaps in data highlighted. The focus is primarily on Scotland; however, UK or international evidence is included where relevant.

### Key findings

- **Disparities exist across and within the protected characteristics in terms of educational and labour market outcomes. The interaction of certain protected characteristics leads to some of the greatest inequalities.**
- **Gender segregation is evident early on in school and carries on into the labour market with both females and males under-represented in certain subjects and occupations.**
- **Ethnic minority groups perform well in the education system but their labour market outcomes are far poorer in comparison to the wider population. Significant variations exist across and within ethnic groups.**
- **Outcomes for disabled individuals both, in education and the labour market, tend to be poorer than the wider population. Again there are variations dependent on type of disability.**
- **Looked after children have particularly poor outcomes in terms of educational attainment and labour market outcomes.**
- **Gaps in data mean that we have limited evidence for some of the protected characteristics; particularly for LGBT and religion or belief.**

## Progress against our Equality Outcomes for 2017 – 2021

In our 2017 Mainstreaming Report we set out the three equality outcomes we would focus our efforts on achieving over the period 2017 – 21. The following section looks at the progress made against each of these outcomes since 2017.

**Equality Outcome 1: Increased participation in education, training or employment amongst young people who are disabled, from an ethnic minority or are care experienced.**

Our identified key measures and progress for this equality outcome are highlighted in the infographic:

	Annual Participation Measure rate 2017	Annual Participation Measure rate 2018	Variance from 2017
	91.6%	92.5%	+0.9pp
	90.5%	91.2%	+0.7pp
	94.3%	95.2%	+0.9pp
	86.2%	86.3%	+0.1pp
<b>Overall</b>	<b>91.1%</b>	<b>91.8%</b>	<b>+0.7pp</b>

- The Overall Participation Measure rate, by equalities groups
- The % gap in Participation Measure rates of targeted equality groups relative to average



### Care Experienced

We aim to treat care experience in the same way we treat groups with other protected characteristics. We are not yet able to fully quality assure our care experience data from the shared data set and have, therefore, agreed with the Scottish Government's Children and Young People Statistics Unit not to publish a breakdown of the measure by care experience.



### Disability

The participation rate has shown a slight increase but despite this, the gap has widened by 0.6pp.



### BME

The % participation rate is higher for this group compared to the overall average.



**We have delivered the actions identified in our 2017-21 report against this objective as described below.**

### 1a) Ensure access to and ongoing support from CIAG services, to give young people the career management skills to make informed choices including non-traditional occupations and pathways.

We recognise that individuals have different needs and require different levels of support to achieve their potential. The development and delivery of our CIAG service offers has continued to give particular consideration to those from equality groups to ensure that they can access our services and receive the level of support that meets their needs.

We have continued to enhance our core service delivery to increase our reach to customers from equality groups and respond to their needs. This has included outreach and attendance at existing community groups, and delivering services to customers in familiar surroundings. Group-based initial engagement allows our colleagues to form a relationship with their customers, which can then be progressed through subsequent one-to-one activity, and build confidence to engage with our services in schools or SDS centres.



Examples of this activity in 2017-19 include:

- **Colleagues in Aberdeenshire who ran a series of drop-ins at Cafe Modo for young people with interrupted learning to promote SDS services**
- **A meeting at a Family Support Centre in Angus with young people who don't attend school. The initial meeting engaged them and future meetings were arranged using the centre**
- **A colleague in West Lothian delivered group work with the Youth Inclusion Project to engage with care leavers and promote SDS services**
- **In North Lanarkshire colleagues delivered information on SDS services to Syrian refugees. Leaflets were issued in Arabic and translator-supported one-to-one interviews were arranged**
- **SDS team members in East Dunbartonshire attended an LGBT Youth Scotland workshop to promote SDS services and provide information on CVs and job searching**
- **In Perth and Kinross, an Adviser presented to Women's Aid staff and Thornton's solicitors to increase awareness and understanding of SDS services and encourage engagement with customers who would benefit from support, e.g. female returners to the workplace.**

In 2019 – 21, we will continue to identify opportunities to work with communities across Scotland to improve access to and awareness of SDS services.

### **1b. Challenge the assumptions and perceptions of young people and their influencers regarding the opportunities and pathways available to them.**

We work with young people, and those who influence their career choices, to enable them to make learning and career choices which are not influenced or restricted by stereotypes or preconceptions. We work to challenge stereotypes directly and indirectly, from organising specific targeted events, to providing teacher resources, and carefully considering our choice of marketing images. By increasing the capacity of career influences, such as parents and teachers, to promote and support non-traditional subject choice and learning pathways, we can achieve a much greater impact than through solely focussing on our own service delivery.

Examples of this activity in 2017-19 include:

- **Rocket scientist Naziyah Mahmood visited the Visually Impaired unit in Uddingston Grammar to talk about Science, Technology, Engineering and Mathematics (STEM), gender bias and unconscious bias**
- **S1-3 girls in Inverclyde attended a workshop, arranged by their careers adviser and delivered by Stemettes and IBM, to promote careers in STEM & routes into STEM**
- **In Highland, a Careers Adviser delivered a workshop on unconscious bias to pupils in S6, following up with a planned workshop for their school Guidance Team**
- **SDS colleagues in Aberdeenshire met with P5-6 pupils during their World of Work Week. They gave information about SDS services and challenged the idea of male/female jobs**

- **A collection of case studies and lists of well-known people has been developed for use with young people and their influencers. These challenge the idea of 'realistic jobs' (e.g. a deaf choreographer and a non-verbal talk show host).**

In 2019-21 we will continue our multi-faceted approach to challenging assumptions, perceptions and stereotypes; empowering young people to make choices based solely on their own strengths and interests.

### **1c. Equip and support young people, through Career Management Skills, to follow non-traditional pathways where appropriate.**

Our coaching approach to career guidance incorporates this action naturally in our offer to Senior Phase pupils. Young people we work with are encouraged to identify and pursue the path that is right for them, including those considered to be non-traditional. In addition to this, we proactively promote non-traditional pathways where under-representation is a known issue, with a particular focus on increasing participation in apprenticeships.

- **Our 2017 Senior Phase Survey showed that 60% of pupils believed we had been effective in helping them to challenge stereotypes. This increased to 66% for those pupils receiving targeted support**
- **In the 2016/17 academic year we introduced one-to-one interviews for pupils in S2/S3 making subject choices. Feedback from these interviews shows that 91.8% of pupils agree 'My careers adviser challenged me to explore a wide range of career options'**
- **We developed or adapted a range of resources designed to develop the career management skills of young people with additional support needs,**

**particularly those with sight loss, dyslexia and/or a learning disability**

- In 2017, colleagues in Highland met with Head Teachers from three ASN Schools to review and adapt existing STEM-related activities to be delivered to ASN pupils in the SDS Digital studio by My WoW Live!
- School advisers across the country engage with young people outside of their normal engagements to support development of career management skills. Examples include working with senior phase pupils with learning disabilities in the School Learning Base, and attending an LGBT+ lunchtime group.

This approach will be continued throughout 2019-21, as part of our core offer to young people, and through ongoing targeted action.

#### **1d. Support successful transitions from school into positive outcomes for young people who are disabled, from an ethnic minority group, or are care experienced.**

Our 'Next Steps' Service Offer was introduced in April 2017 to ensure that those who do not make a successful transition from school to a positive destination are provided additional intensive support to do so. Information on care experience and other additional support needs is used to determine the required service offer. While this support is primarily targeted at people aged 15 – 18, the offer is extended to 26 years for those with known care experience as part of our corporate parenting commitments. Across Scotland, SDS colleagues work with partner organisations to co-ordinate the most appropriate support to ensure all young people make successful transitions, including those not attending school. Since April 2017:

- A standard letter has been produced to contact care experienced customers, aged 20+ and unemployed, to offer the Next Steps service. Our local teams work with social services and Department of Work and Pensions (DWP) to identify potential customers
- Colleagues in North Lanarkshire held a Summer Leavers Event for pupils finishing Additional Support Needs (ASN) or Special Educational and Behavioural Needs (SEBN) schools, and a 'Moving On' event to support people with ASN; attended by partners, customers, parents / carers and school staff
- In Renfrewshire, an SDS Team Leader organised a Steering Group to co-ordinate support from partners and ensure all local care experienced young people are offered appropriate support at the right time.

We will continue to target our support at those who require the most support to make a positive transition from school, with partnership working at the heart of our approach.

#### **1e. Support young people who are disabled, from an ethnic minority group, or are care experienced to access and maintain employment.**

As mentioned previously, our 'Next Steps' programme supports those who have not yet made a positive transition after leaving school to do so, and for many that will be a move into employment. This may be through access an apprenticeship opportunity, support to improve employability and other work-focused skills, or practical support with job search and applications.

Examples of our activity since April 2017 include:

- Developing new content on 'My World of Work' aimed at supporting our customers to access and maintain employment, including a page on [Additional Support Needs in Work](#).
- In 2018, jointly delivering an information session with Who Cares? Scotland to eight young care experienced people on Modern Apprenticeship opportunities available within SDS to encourage applications
- In early 2018, working with Carousel Training to help 2 young people in South Lanarkshire who have sight loss to successfully obtain Modern Apprenticeship opportunities
- A colleague in Midlothian working with Enable to help a disabled young person at risk of non-completion to be able to continue their Modern Apprenticeship.

#### **1f. Work with partners to improve the outcomes of young people who are disabled, from an ethnic minority group, or are care experienced.**

We work with partners in a wide variety of ways to enhance and improve our service delivery to equality groups. From asking national partners to be a 'critical friend' in the development of new policies, to working with local organisations to ensure the right support is available for one individual, we seek to combine our strengths and expertise with those of others to achieve the best possible outcomes.

## Case study

### Skills Development Scotland's Next Steps service has had a huge impact on Alisar, who moved from Syria to Falkirk.

With the support of her advisers she has greatly improved her English and has gained valuable work experience and employability skills.

Alisar has refugee status and came into the Skills Development Scotland's (SDS) centre with an interpreter and support worker from Falkirk Council. Alisar had only been in Falkirk a few months when initially engaging with SDS. At the time she could not speak a lot of English.

She was referred to SDS to participate in the Next Steps programme. Next Steps is aimed at unemployed 16 to 18-and-a-half-year olds – or up to 25 for care experienced young people – and provides intensive careers information, advice and guidance.

A careers coach and a work coach worked with Alisar to provide career management skills support. Alisar expressed an interest in becoming a pharmacist and enrolled in a college introduction course with Forth Valley College. She also enrolled in ESOL (English as a Second or Other Language) classes in her community.

Since completing her college course, Alisar has completed six weeks' work experience with a local pharmacy and is currently volunteering at Forth Valley Royal Hospital.

Alisar has continued to attend ESOL classes and has been referred from the Next Steps team to the Step-Up programme at Link Living. This programme will allow her to further improve her English, build networks and continue to develop her employability skills. Alisar's confidence has greatly improved and she no longer needs a translator.

Generation A is a local SDS programme designed and delivered by SDS Falkirk staff. Alisar says: "I really enjoyed the Generation A course. Before I took part, I was bored and didn't know about Scotland or know many people. It let me see Scotland, meet new friends and build on my English. Being with people of my own age and having support from staff gave me the confidence to look at opportunities and try new experiences."

This action in the past two years has included:

- In 2017, we were involved in establishing the Ayrshire ASN Network Forum. This Forum was set up to identify and close any gaps in provision for young disabled people and those with additional support needs, and to reflect the voice and needs of these customers
- Colleagues in Perth and Kinross attending a multiagency Corporate Parenting practitioner group to discuss the development of opportunities and collaborative approaches
- Delivering a group session to staff at a residential care home in Renfrewshire to outline the SDS school and post-school offers and demonstrate My World of Work.

**Equality Outcome 2: Improved year-on-year participation across the SDS apprenticeship family and in SDS funded employability provision, by disabled people, ethnic minority groups and care experienced young people/care leavers, with improved gender balance in apprenticeships.**

Our identified key measures and progress for this equality outcome are highlighted in the infographic:

	2021 Target	2018/19 Achieved
% of MA starts self identified an impairment, health condition or learning difficulty	12.5%	14.1%
% of MA frameworks where the gender balance is 75:25 or worse	60%	72%
% of MA starts from minority ethnic communities	5.1%	2.3%
% of MA starts who are care experienced	Increase each year (baseline 0.9%)	1.5%

For further information on the starts and achievement rates for Modern Apprenticeships, please see our [Modern Apprenticeship Statistics \(2018/19\)](#). For a breakdown of starts and achievement rates for the Employability Fund, please see our [Employability Fund Statistics \(2018/19\)](#). We have delivered the actions identified in our 2017-21 Report against this objective as described below.

### **2a. Encourage young people to challenge assumptions regarding traditional career choices (upstream of MAs).**

SDS works externally to challenging assumptions regarding traditional career choice, including the work already described against actions 1a and 1b.

In recognition of the need to tackle gender bias at an early age, SDS funded the Improving Gender Balance Scotland (IGBS) project. This was a three-year pilot delivered by the Institute of Physics in partnership with Education Scotland and the Scottish Government.

Two project officers worked closely with six school clusters across Scotland to develop ideas and support trialling of interventions which address gender imbalance. 2017/18 marked the final year of the original funding. In the final phase of the project, we commissioned the Institute of Physics to develop an accredited module for education practitioners on how to identify and challenge gender bias within their practice. This module has now been made available to education practitioners to support the mainstreaming of the project into schools across Scotland. A full project evaluation report can be found [here](#).

We aimed to ensure that learning from the pilot could be used to mainstream successful activity throughout other schools in Scotland. Having worked closely with Education Scotland throughout the pilot, we are delighted that they are now leading on introducing the IGBS approach in all schools across Scotland from 2019 onwards.

### **2b. Leverage improved participation through contracting and quality / equality review arrangements with our training providers.**

All SDS-contracted Modern Apprenticeship training providers are asked to identify actions they will take to address under-representation. This activity is then monitored by our Scotland-wide network of Skills Investment Advisers (SIAs). Similarly, Foundation Apprenticeships and Graduate Apprenticeship ask equality questions during the contracting process to ensure all delivery partners have a focus on equality. Training providers receive visits from SDS colleagues to discuss their Quality Assurance Plan and to promote ideas for taking positive action.

Following restructure of the team in 2017 to reflect a more regional approach, the SDS National Training Programme Equality Team have been trained as associate assessors. Going forward they will take part in quality reviews for apprenticeship training providers to create a stronger link between quality and equality assessment.

In the next two years we will continue to embed equality within the apprenticeship contracting process, and to work with delivery partners to support and share effective practice.

### **2c. Support training providers in recruiting from a wider pool and in making reasonable adjustments to their delivery to optimise the chances of success for under-represented groups.**

We have arranged CPD events for providers throughout the year on topics such as disability equality, race equality, religion and belief, and supporting individuals with autism. We will continue to provide these opportunities to build the capacity of training providers to support the needs of different groups.

We have produced specific guidance for training providers, including how to book a BSL interpreter, and how to engage with ethnic minority communities. Our local authority ASN guides for MA providers on local and national funding and support have also been updated. These documents can be found [here](#).

We support training providers to undertake positive action. An example of this includes supporting the Oil and Gas Technical Apprentice Programme (OGTAP) which is managed by Offshore Petroleum Industry Training Organisation (OPITO) and the Engineering Construction Industry Training Board (ECITB) to attract more women into the oil industry. SDS delivered sessions to oil company representatives to provide examples of simple, low-cost actions that they could take to engage more women in the sector. Following this, OPITO arranged two female-only open evenings for young women to find out more about Modern Apprenticeship opportunities within the oil sector and explained the off-the-job training facilities. Marketing materials were reviewed to ensure there was no implicit gender bias in the language or imagery. This action resulted in more applications from women and further positive action events are being planned.

### **2d. Support employers by promoting the business benefits of diversity and linking them with support where available.**

Our team of Regional Equality Executives work closely with other employer-facing colleagues to identify opportunities to promote the advantages of a diverse workforce. They provide tailored advice and support to employers to help them attract and retain more diversity in their apprenticeship delivery.

Examples of this work include:

- **Colleagues organised sector-specific events in Health and Social Care, Engineering and Manufacturing to encourage employers to recruit and support candidates from underrepresented groups**
- **In conjunction with the SAAB Equality Group, we created an Inclusive Recruitment Guide to assist employers to consider a wider pool of candidates.**

### **2e. Support employers to retain non-traditional MA recruits.**

We have produced a ‘Supporting your Employee’ Guide for employers and training providers on retaining staff from under-represented groups. The guide signposts employers to organisations who can provide specialist advice and support for them and/or the individual.

Our NTP equality team offers one-to-one support to employers who are recruiting someone from an under-represented group. This is to ensure anyone involved in the young person’s apprenticeship is aware of their support needs, with the aim of improving retention and achievement rates for this group.

Our Radiant and Brighter project works with people from ethnic minority groups through the employability pipeline: from initial engagement, to in-work and employer support. This includes supporting individuals to ensure they are well prepared to apply for an MA, to enable them to make strong applications, perform well at the interview and succeed in the workplace. The project also facilitates meetings between potential applicants and recruiting employers.

SDS has also funded Equate Scotland to develop a mentoring module for employers. The module covers known barriers for women in accessing and progressing in STEM occupations, and provides the knowledge and skills to implement a mentoring scheme for women within their own workplace.

### **2f. Support apprentices and trainees by addressing financial or structural barriers to help them to continue on their programme.**

Enhanced funding for Modern Apprenticeships is available for disabled and care experienced people up to age of 29, due to the potential for delayed entry into the labour market for these groups. We plan to review the impact of this funding to assess its effectiveness in supporting more disabled and care experienced people to access apprenticeships.

We have also been piloting the Ethnic Intersectionality Incentive (EII). EII provides a small grant to Training Providers who recruit individuals from ethnic groups who also face additional barriers into employment or an apprenticeship (e.g. an apprentice from an ethnic minority who does not have English as their first language).

We continue to raise awareness of funds available through Access to Work for employers needing to make reasonable adjustments when taking on a disabled apprentice, and support organisations to apply where required. For example, in summer 2017 we jointly organised a session with Glasgow DWP to promote Access to Work, Disability Confident and the apprenticeship family to employers and training providers.

## Case study

# Shetland Pupils in Apprenticeship day to challenge gender stereotypes



A group of Shetland Islands secondary school pupils became Modern Apprentices for the day as part of an initiative challenging gender stereotypes in the workplace.

The Dare to be Different project delivered by SDS in partnership with Train Shetland gave boys the chance to spend time in traditionally female dominated workplaces while girls went to those workplaces which are seen as male dominated.

SDS Equality Executive Marguerite Adam explained: “We wanted to raise awareness of apprenticeship opportunities and gender stereotyping in certain industries. These challenges are UK-wide, but can sometimes be even more difficult for young people in remote locations with smaller populations to overcome.”

The pupils who took part came from Anderson High School, Baltasound Junior High School and Sandwick Junior High School.

The boys in the group experienced what it was like to be a social services Modern Apprentice at New Craigielea, Edward Thomason and Nordalea care homes and the nursery at Baltasound Junior High School.

The girls saw what Modern Apprentices in maritime engineering and construction do at the Ferry Dry Docks, NAFC Marine Centre, Shetland Islands Council Building Services and Shetland College.

Kevin Briggs, Joint Manager for Train Shetland, said: “When Marguerite from SDS put forward the idea of doing an event in Shetland to challenge gender stereotypes, I jumped at the chance as it is very important to ensure that children are not put off by stigma or perception.




“The boys were given the chance to try careers considered to be female dominated and girls were offered places in the STEM subjects. The offer was made to all S3 and S4 pupils in Shetland schools, including those where geographical isolation is a barrier.”

**Equality Outcome 3: SDS is an employer of choice, an exemplar of fair work and is recognised as demonstrating a culture of dignity and respect.**

Our identified key measures and progress for this equality outcome are detailed in the infographics:

% Employees that Agree / Strongly agree					
Measure	Progress				
	2015	2016	2017	2018	+/-
% of employees reporting that 'SDS is an Equal Opportunities Employer'	82%	90%	91%	92%	+10pp
% of employees reporting that 'SDS welcomes and accommodates the different needs of all colleagues'	72%	86%	89%	89%	+17pp
% of employees reporting that 'SDS demonstrates a culture of dignity and respect'	69%	—	91%	—	+22pp



Measure	Progress
<p>% of employees reporting information on each of the protected characteristics</p>	 <p>Average increase of 5.1%</p>
<p>The SDS employee profile relative to the diversity of the Scottish working age population</p>	 <p>Details of this are found in Annex A – table A1</p>
<p>Monitoring of career progression, vocational qualifications achieved and CPD hours.</p>	 <p>Details of career progression can be found in Annex A1 – table A4                      Details of average CPD hours and vocational qualifications achieved are found in Annex C</p>

We have delivered the actions identified in our 2017-21 Report against this objective as described below.

**3a. Review and monitor our recruitment processes on an ongoing basis, to support our aspirations to be a fairer, more diverse organisation.**

As an employer, we are committed to increasing the diversity of our workforce. Our recruitment processes are the gateway to joining our organisation and as such, it is vital that we ensure they are fair and non-discriminatory.

To this aim, since 2017 we have:

- **Conducted a pilot of anonymised CVs undertaken to counter any impact of unconscious bias. This involved the development of a sample audit of shortlisting decisions. Following evaluation and advice from our Equality Advisory Group, we subsequently developed an anonymous application form which has now been introduced following a pilot, for all SDS vacancies. The form removes the opportunity for bias in relation to gender, religion, ethnicity and social economic background**
- **Analysed our recruitment by protected characteristic each year from the point of application, to short listing, to appointment, to identify any potential issues. This has informed our specific focus on improving under-representation in our workforce of disabled people and those from minority ethnic communities**
- **Reviewed our recruitment web pages to highlight our inclusive culture, including giving details of our internal LGBTI+ allies network group**

- **Participated in Pride events across Scotland including Glasgow, Edinburgh, Dundee, Inverness and Perth. This promoted SDS as an inclusive employer of choice and a provider of inclusive services**
- **Began work with GCIL, one of our Equality Advisory Group members, to further audit our recruitment processes. This will help us identify any further actions which could improve the accessibility of SDS as an employer.**

### **3b. Continue to take action to reduce our gender pay gap.**

We continued to take action towards reducing our gender pay gap. In our 2018 annual pay review, specific focus was given to reduce the time taken to reach the top of a salary band; allowing those in lower grade roles to achieve higher incomes, sooner. This particularly benefits women, who occupy the greatest proportion of our roles at Grade 4 and below (see table B1).

We also reviewed our job descriptions to ensure use of inclusive language to encourage women to apply for senior roles.

Our Equal Pay Statement, Gender Pay gap information and other gender-related information is published in Annex B.

### **3c. Continue to track progress of employee views on equality and diversity within SDS.**

Our employee survey, 'Your Views', incorporates a core set of equality questions every year, and a wider set of questions every two years. Our 2017 survey included the full set of questions. The results continued to show improvement in employee views in relation to equality.

Colleague views are also sought as part of our Stonewall Workplace Equality Index submission which includes an all colleague survey. Again, feedback has been positive, with our rank improving from 222nd in the UK in 2017 to 18th in 2019. Further details of our Stonewall result are included in the case study on page 20.

While we are encouraged that our overall results continue to show improvement, we recognise that specific groups of colleagues from under-represented groups may have different perceptions. Our Equality Advisory group recommended we conduct further research to establish any difference in views, which we are now taking forward.

### **3d. Ensure diversity and inclusion is embedded in CPD activity, enabling staff to be confident in promoting equality.**

Within SDS, CPD can be either mandated or voluntary. Our all-staff mandatory Equality & Diversity training comprises of:

- **Equality and Diversity Essentials e-learning for all new starts**
- **Managing Diversity – for all people managers**
- **Unconscious Bias e-learning for HR, people managers and all involved in the recruitment process.**

In addition to this, since 2017:

- **Equality inputs have been incorporated into the Welcome Induction Days for all new employees joining SDS, and into our people manager development programme**
- **A renewal strategy was introduced which now requires colleagues to repeat mandatory equality training every three years**
- **A separate mandatory equality module was developed and rolled-out for colleagues working in Career Information, Advice and Guidance (CIAG). This covered information on working with disabled customers, and customers with additional support needs, care experience and lived experience of the community justice system.**
- **Colleagues in CIAG were also mandated to do our Corporate Parenting training which is available on a voluntary basis to all other colleagues.**

Colleagues have also taken up CPD relating to ASN, disability, care experience, ethnic minorities, gender and LGBTI+ as part of their minimum 21 hours of annual learning. This has included access to a range of webinars provided by partner organisations.

Looking forward to 2021, we will continue to expand the range of engaging webinars and learning modules available to colleagues.

### **3e. Develop and deploy an early conflict resolution approach, in line with our Dignity at Work policy.**

We have worked to develop an early conflict resolution approach, as part of a review of our range of employee relations policies. The approach, along with the revised policies are expected to be rolled out in 2019.

In anticipation of rolling-out the early conflict resolution approach we have trained 14 colleagues as accredited mediators and a further five colleagues have been trained in facilitated conversations.

### **3f. Work to continuously improve equality of opportunity within SDS, specifically in relation to career progression.**

Our focus for driving equality of opportunity in relation to internal career progression since 2017 has largely been the work relating to application processes, and closing the gender pay gap as described previously against activities 3a and 3b.

To more broadly support equality of opportunity within SDS, in October 2017 we created an Additional Support Needs Assistant post within our Human Resources directorate. This role supports our process for implementing reasonable adjustments for disabled colleagues and provides direct support to individual employees and people managers when required.

In recognition of our positive working practices, we were proud to achieve Carer Positive accreditation in December 2017, and to be awarded Gold Standard Investors in Young People in summer 2018. Related to this, we created a Youth Board to act as a voice for young people in SDS, with the aim of embracing the contribution of our young talent.

## Case study

# SDS ranked as top public sector employer in Stonewalls 2019 Workplace Equality Index

Skills Development Scotland was named one of the most inclusive employers in the United Kingdom by lesbian, gay, bi and trans equality charity Stonewall in its Top 100 Employers list for 2019.

SDS was placed 18th on this year's list, which marks a continued and strong upward trend, moving from 222<sup>nd</sup> in 2017 and 154<sup>th</sup> in 2018.

This year had the largest ever number of employers entering (445), demonstrating their commitment to LGBT workplace inclusion.

Scoring for the support of trans employees only began last year and we were further delighted to be noted as a Stonewall Top Trans Inclusive employer for supporting trans awareness and our trans inclusive policies.

Lesley Robertson, Key Worker and Chair of SDS's LGBTI+ Allies Group said: "Being included in the



Stonewall Top 100 is a big cherry on top of our SDS rainbow cake. Let's enjoy this moment as we reflect on everyone's enthusiasm and commitment to LGBT equality from the past year. We have so much to be proud of with our ongoing progress. Every day, we are creating an environment where all LGBT staff and customers can be themselves. Now we are in the Stonewall Top 100, SDS can become a more visible role model for LGBT equality in the wider community."

Carolyn Anderson, Director of HR said: "SDS is delighted to be included in the Stonewall top 100 employers. We are absolutely committed to having equality, diversity and inclusion at the heart of what we do, both as an employer and provider of services. Participating in the index has helped us develop and improve support to our LGBT colleagues. Our inclusion in the top 100 will inspire us to continue learning, developing and progressing on our equality journey."

## Case study

# Diversity and Inclusion a Key Focus for our Youth Board



The Skills Development Scotland Youth Board was formed during the 2018 Year of Young People with the aim of providing a collective voice for our colleagues aged between 16 and 28, harnessing their innovative ideas and embracing the contribution they make to SDS.

Comprising 10 members from across SDS, the Youth Board's purpose is to support key decision making and influence the SDS service offer. In just a few months, the Youth Board has worked with various areas of SDS to suggest improvements and ensures that equality and diversity is at the forefront of every discussion.

As Chair of the SDS Youth Board, I can see the value of the board and the many benefits it will bring to SDS when all the members use their position to share their own experiences with the hopes that it will help others across Scotland in the future.

One of the main priorities for the Youth Board is to ensure that we are instrumental in creating the necessary governance required to ensure our ideas are taken forward. We want to build a great foundation for future cohorts of the Youth Board so that they can focus on implementing innovative, bold and fresh ideas.

Aside from building these foundations, the Youth Board has identified its main goal for the first year. This is to work to further improve the number of apprentice starts from under-represented groups and support CIAG staff with challenging stereotypes in schools.

The Youth Board is very determined to make a positive impact to the important work SDS performs across Scotland and we know with the support of the wider organisation we will strive to achieve these ambitious

*Youth Board Chair, Courtney Hendry*

## Future Monitoring and Reporting

The work and ambitions highlighted through our equality objectives, and the wider content of this Mainstreaming Report, are very much ongoing, and progress against these will continue to be monitored on that basis.

We will continue to take a cross-organisational approach to ensuring progress is made against each of our equality outcomes looking towards 2021, when a full update of action and achievement in 2017-2021 will be published.

Prior to that, some actions and measures will also be reported via other SDS corporate publications, including the annual update of the Modern Apprenticeship Equality Action Plan and the publication of official statistics.

## Annex A: Our Workforce Data

Our workforce data provides the evidence to inform our work to further embed and mainstream equality in all that we do.

The Specific Duties require public bodies to publish an annual breakdown of our employee data by composition, recruitment, development and retention and we have detailed this information below.

There were fewer than 10 employees who went through a disciplinary or grievance process between 1st April 2018 to 31st March 2019. Due to these low numbers, we are not able to include the data in this report.

In all tables (A1 – D1) numbers less than ten have been replaced with an asterisk (\*) as per EHRC guidance to avoid the potential identification of individuals.

This annex includes:

Table A1 – SDS Employee Data 2017 – 19

Table A2 – SDS Employee Leaver Data 2017 – 19

Table A3 – SDS Employee Recruitment Data 2017 – 19

Table A4 – SDS Employee Promotion Data 2017 – 2019

## Findings

There has been little change across all workforce diversity categories in the last two years. The headcount has only increased by 53 (3%) since 2017 and recruitment and leavers rates were balanced. As mentioned previously, significant work has taken place to ensure our recruitment practices are as inclusive as possible. The impact of anonymous applications, which removes the opportunity for bias in relation to gender, religion, ethnicity and social economic background will be analysed after one year of data. There has been significant work to improve the declaration rates of diversity monitoring information in the last year. This can be seen in the tables in Annex A with a decrease in ‘no response’ for all groups, and a general increase in disclosure.

Given the limited change, we recognise there are still under-representation issues and we need to continue to act to improve the diversity of our workforce.

Our Young Talent programme incorporates Apprenticeships, Graduate Internships and our Trainee Careers Adviser programme. 93% of young talent leavers have made positive transitions. We will continue to have a focus on targeting under-represented groups in our recruitment to this programme.

This is the first year we have included information on our employees who identify as Care Experienced in line with our Corporate Parenting Plan commitment for 2018-2021. These figures will provide a baseline for future monitoring and reporting.

The introduction of our new Learning Management System (LMS), has enabled detailed reporting in relation to average Continuous Professional Development (CPD) hours, analysed by protected characteristic. The figures show there is equality of access to development opportunities, for both full-time and part-time colleagues.



2019

### Male / Female Gender Breakdown of staff

■ Male 28%  
■ Female 72%



2019

### Promotion of Gender in SDS

■ Male 25.6%  
■ Female 74.4%



2010



2019

### Pay gap / Progress of pay gap

Table A1: SDS Employee Data 2017 – 2019		2017		2018		2019		Variance 2017 – 19
		No	%	No	%	No	%	
Headcount		1561		1595		1613		
Age Range								
16 – 24		94	6.0%	80	5.0%	83	5.1%	-0.9%
25 – 34		244	15.6%	255	16.0%	259	16.1%	+0.5%
35 - 49		634	40.6%	654	40.0%	656	40.7%	+0.1%
50+		589	37.7%	606	38.0%	615	38.1%	+0.4%
Disability								
Yes		55	3.5%	60	3.8%	67	4.2%	+0.7%
No		1383	88.6%	1410	88.4%	1452	90.0%	+1.4%
Prefer not to say		--	--	--	--	17	1.1%	+1.1%
No Response		123	7.9%	125	7.8%	77	4.8%	-3.1%
Gender								
Female		1123	71.9%	1158	72.6%	1162	72.0%	+0.1%
Male		438	28.1%	437	27.4%	451	28.0%	-0.1%
Transgender								
Yes		--	--	*	*	*	*	*
No		1209	77.5%	1261	79.1%	1379	85.5%	+8.0%
Prefer not to say		191	12.2%	149	9.3%	120	7.4%	-4.8%
No response		161	10.3%	184	11.5%	112	6.9%	-3.4%
Ethnicity								
White Scottish / British / Irish		1345	86.2%	1366	85.6%	1437	89.1%	+2.9%
White Other		18	1.2%	24	1.5%	30	1.9%	+0.7%
Mixed or Multiple Ethnicity		*	*	*	*	*	*	-0.1%
Asian, Asian British, Asian Scottish		*	*	*	*	*	*	-0.2%
African, Caribbean or Black		12	0.8%	14	0.9%	12	0.7%	-0.1%
Other ethnicity		*	*	*	*	*	*	-0.1%
Prefer not to say		66	4.2%	62	3.9%	59	3.7%	-0.5%
No Response		101	6.5%	113	7.1%	62	3.8%	-2.7%
Religion								
Buddhist		*	*	*	*	*	*	--
Catholic		249	16.0%	255	16.0%	271	16.8%	+0.8%
Other Christian		62	4.0%	69	4.3%	87	5.4%	+1.4%
Church of Scotland		358	22.9%	346	21.7%	339	21.0%	-1.9%
Hindu		*	*	*	*	*	*	--
Jewish		*	*	*	*	*	*	--
Muslim		*	*	*	*	*	*	+0.1%
Sikh		--	--	--	--	*	*	*
Another Religion or Belief		34	2.2%	33	2.1%	32	2.0%	-0.2%
None		434	27.8%	474	29.7%	572	35.5%	+7.7%
Prefer not to say		249	16.0%	232	14.6%	206	12.8%	-3.2%
No Response		159	10.2%	170	10.7%	91	5.6%	-4.6%
Sexual Orientation								
Heterosexual / Straight		1255	80.4%	1277	80.1%	1351	83.8%	+3.4%
Lesbian / Gay / Bisexual		22	1.4%	25	1.6%	38	2.4%	+1.0%
Prefer not to say		176	11.3%	174	10.9%	161	10.0%	-1.3%
No response		108	6.9%	119	7.5%	63	3.9%	-3.0%
Care Experienced								
Yes		--	--	--	--	*	*	--
No		--	--	--	--	655	40.6%	--
Prefer not to say		--	--	--	--	16	1.0%	--



Table A2: SDS Leavers Data 2017 – 2019	2016-17		2017-18		2018-19		Variance 2017 – 19
	No	%	No	%	No	%	
<b>Headcount</b>	108		115		110		
<b>Age Range</b>							
16 – 24	15	13.9%	13	11.3%	15	13.6%	-0.3%
25 – 34	22	20.4%	33	28.7%	23	20.9%	+0.5%
35 - 49	28	25.9%	20	17.4%	27	24.5%	-1.4%
50+	43	39.8%	49	42.6%	45	40.9%	+1.1%
<b>Disability</b>							
Yes	*	*	*	*	*	*	+6.2%
No	67	62.0%	94	81.7%	93	84.5%	+22.5%
Prefer not to say	--	--	--	--	*	*	+0.9%
No Response	40	37.0%	13	11.3%	*	*	-29.7%
<b>Gender</b>							
Female	70	64.8%	70	60.9%	79	71.8%	+7.0%
Male	38	35.2%	45	39.1%	31	28.2%	-7.0%
<b>Transgender</b>							
No	56	51.9%	90	78.3%	93	84.5%	+32.6%
No response	42	38.9%	18	15.7%	*	*	-30.7%
Prefer not to say	10	9.3%	*	*	*	*	*
<b>Ethnicity</b>							
White Scottish / British / Irish	90	83.3%	95	82.6%	90	81.8%	-1.5%
White Other	*	*	*	*	*	*	+0.8%
Mixed or Multiple Ethnicity	*	*	*	*	--	--	*
Asian, Asian British, Asian Scottish	*	*	*	*	*	*	-1.0%
African, Caribbean or Black	--	--	*	*	*	*	*
Other ethnicity	*	*	--	--	*	*	+0.9%
Prefer not to say	*	*	*	*	*	*	+1.8%
No Response	*	*	*	*	*	*	-2.8%
<b>Religion</b>							
Buddhist	--	--	--	--	*	*	*
Catholic	12	11.0%	20	17.4%	13	11.8%	+0.8%
Other Christian	*	*	*	*	*	*	+2.9%
Church of Scotland	27	25.0%	22	19.1%	19	17.3%	-7.7%
Hindu	--	--	--	--	--	--	--
Jewish	--	--	*	*	--	--	--
Muslim	*	*	*	*	*	*	--
Sikh	--	--	--	--	--	--	--
Another Religion or Belief	*	*	*	*	*	*	+1.8%
None	31	28.7%	35	30.4%	43	39.1%	+10.4%
Prefer not to say	13	12.0%	18	15.7%	14	12.7%	+0.7%
No Response	11	10.2%	10	8.7%	*	*	*
<b>Sexual Orientation</b>							
Heterosexual / Straight	89	82.4%	100	87.0%	88	80.0%	-2.4%
Lesbian / Gay / Bisexual	*	*	*	*	*	*	+1.7%
Prefer not to say	*	*	*	*	11	10.0%	+2.6%
No response	*	*	*	*	*	*	-1.9%
<b>Care Experienced</b>							
No					16	14.5%	--
Prefer not to say					*	*	--
No response					93	84.5%	--

Table A3: SDS Recruitment Data 2017 – 2019	2016-17		2017-18		2018-19		Variance 2017 – 19
	No	%	No	%	No	%	
<b>Headcount</b>	195		146		137		
<b>Age Range</b>							
16 – 24	48	24.6%	36	24.7%	43	31.4%	+6.8%
25 – 34	58	29.7%	43	29.5%	43	31.4%	+1.7%
35 – 49	65	33.3%	50	34.3%	40	29.2%	-4.1%
50+	24	12.3%	17	11.6%	11	8.0%	-4.3%
<b>Disability</b>							
Yes	*	*	*	*	*	*	-1.0%
No	162	83.1%	116	79.5%	120	87.6%	+4.5%
Prefer not to say	*	*	*	*	*	*	+1.7%
No Response	23	11.8%	21	14.4%	*	*	*
<b>Gender</b>							
Female	127	65.1%	103	70.6%	85	62.0%	-3.1%
Male	68	34.9%	43	29.5%	52	38.0%	+3.1%
<b>Transgender</b>							
Yes	--	--	*	*	--	--	--
No	170	87.2%	120	82.2%	128	93.4%	-6.2%
Prefer not to say	*	*	*	*	--	--	*
No response	23	11.8%	23	15.8%	*	*	*
<b>Ethnicity</b>							
White Scottish / British / Irish	163	83.6%	111	76.0%	120	87.6%	+4.0%
White Other	*	*	*	*	*	*	-1.9%
Mixed or Multiple Ethnicity	*	*	*	*	--	--	*
Asian, Asian British, Asian Scottish	*	*	--	--	*	*	+0.5%
African, Caribbean or Black	*	*	*	*	*	*	-0.3%
Other ethnicity	--	--	*	*	--	--	--
Prefer not to say	--	--	--	--	--	--	--
No Response	19	9.7%	22	15.1%	11	8.0%	-1.7%
<b>Religion</b>							
Buddhist	--	--	*	*	--	--	--
Catholic	25	12.8%	26	17.8%	23	16.8%	+4.0%
Other Christian	14	7.2%	*	*	*	*	*
Church of Scotland	37	19.0%	13	8.9%	11	8.0%	-11.0%
Hindu	--	--	--	--	--	--	--
Jewish	--	--	*	*	--	--	--
Muslim	*	*	--	--	--	--	*
Sikh	--	--	--	--	*	*	*
Another Religion or Belief	11	5.6%	*	*	*	*	*
None	44	22.6%	58	39.7%	83	60.6%	+38.0%
Prefer not to say	35	17.9%	*	*	--	--	-17.9%
No Response	28	14.4%	28	19.2%	10	7.3%	-7.1%
<b>Sexual Orientation</b>							
Heterosexual / Straight	164	84.1%	115	78.8%	114	83.2%	-0.9%
Lesbian / Gay / Bisexual	*	*	*	*	11	8.0%	+4.9%
Prefer not to say	*	*	*	*	*	*	-1.4%
No response	18	9.2%	23	15.8%	*	*	*
<b>Care Experienced</b>							
Yes					*	*	--
No					122	89.1%	--
Prefer not to say					*	*	--
No response					13	9.5%	--

Table A4: SDS Promotion Data 2017 – 2019	2016 - 17		2017 - 18		2018 - 19		Variance 2017 - 19
	No	%	No	%	No	%	
Headcount	82		148		211		
<b>Age Range</b>							
16 – 24	24	29.3%	23	15.5%	26	12.3%	-17.0%
25 – 34	16	19.5%	47	31.8%	76	36.0%	+16.5%
35 - 49	34	41.5%	52	35.1%	75	35.5%	-6.0%
50+	*	*	26	17.6%	34	16.1%	+6.3%
<b>Disability</b>							
Yes	--	--	*	*	*	*	*
No	62	75.6%	133	89.9%	191	90.5%	+14.9%
Prefer not to say	--	--	--	--	*	*	*
No Response	20	24.4%	12	8.1%	12	5.7%	-18.7%
<b>Gender</b>							
Female	64	78.0%	113	76.4%	157	74.4%	-3.6%
Male	18	22.0%	35	23.7%	54	25.6%	+3.6%
<b>Transgender</b>							
Yes	--	--	*	*	*	*	*
No	55	67.1%	118	79.7%	188	89.1%	+22.0%
No response	*	*	*	*	*	*	-3.3%
Prefer not to say	22	26.8%	21	14.2%	16	7.6%	-19.2%
<b>Ethnicity</b>							
White Scottish / British / Irish	68	82.9%	136	91.9%	193	91.5%	+8.6%
White Other	*	*	*	*	*	*	+0.4%
Mixed or Multiple Ethnicity	*	*	--	--	--	--	*
Asian, Asian British, Asian Scottish	*	*	*	*	--	--	-1.2%
African, Caribbean or Black	*	*	*	*	*	*	-0.3%
Other ethnicity	--	--	--	--	--	--	--
Prefer not to say	*	*	*	*	*	*	-0.3%
No Response	*	*	*	*	*	*	*
<b>Religion / Belief</b>							
Buddhist	*	*	--	--	*	*	-0.7%
Catholic	22	26.8%	27	18.2%	32	15.2%	-11.6%
Other Christian	*	*	*	*	*	*	+0.1%
Church of Scotland	17	20.7%	30	20.3%	46	21.8%	+1.1%
Hindu	--	--	*	*	--	--	--
Jewish	--	--	--	--	--	--	--
Muslim	--	--	--	--	*	*	*
Sikh	--	--	--	--	--	--	--
Another Religion or Belief	*	*	*	*	*	*	-2.5%
None	14	17.1%	50	33.8%	88	41.7%	+24.6%
Prefer not to say	*	*	18	12.2%	21	10.0%	-1.0%
No Response	12	14.6%	14	9.4%	*	4.3%	-10.3%
<b>Sexual Orientation</b>							
Heterosexual / Straight	67	81.7%	129	87.2%	189	89.6%	+7.9%
Lesbian / Gay / Bisexual	*	*	*	*	*	*	-0.4%
Prefer not to say	*	*	*	*	*	*	+1.4%
No response	10	12.2%	*	*	*	*	*
<b>Care Experienced</b>							
No					113	53.6%	--
Prefer not to say					*	*	--
No response					97	46.0%	--

## Annex B: SDS Equal Pay Statement

### and Audit

Equal Pay Audit & Pay Gap information  
This annex includes:

- SDS Equal Pay Statement
- Table B1 – Occupational Distribution by Gender
- Table B2 – Gender Pay Gap by Grade
- Table B3 – Percentage of staff part-time by grade
- Table B4 – Occupation Distribution by Race
- Race Pay Gap
- Table B5 – Occupation Distribution by Disability
- Disability Pay Gap
- Pregnancy and Maternity

## Equal Pay Statement

We recognise that all employees should receive equal pay for doing equal work or work of equal value, in line with the Equality Act 2010. We are committed to continuing our work with our recognised trade unions to take action to promote and implement equal pay. SDS is also committed to operating a pay and reward system which is transparent, based on objective criteria and free from bias and we will continue to work towards reducing any identified pay gap.

We remain committed to progressing the actions first published in our 2017-21 Mainstreaming Report, which seek to address issues which may impact equal pay

**Table B1: Occupational Distribution by Gender**

	Grade	Number of males	Number of females	Total	Percentage of grade		Percentage of gender	
					Male	Female	Male	Female
Young Talent	MA	8	8	16	50.0%	50.0%	1.8%	0.7%
	Intern	13	27	40	32.5%	67.5%	2.9%	2.3%
Professional and Technical	SDS 3A	26	68	94	27.7%	72.3%	5.8%	5.9%
	SDS 3CD	11	132	143	7.7%	92.3%	2.4%	11.4%
	SDS 4A	49	105	154	31.8%	68.2%	10.9%	9.0%
	SDS 4CD	164	549	713	23.0%	77.0%	36.4%	47.2%
People Manager	SDS 5	90	175	265	34.0%	66.0%	20.0%	15.1%
	SDS 6	55	70	125	44.0%	56.0%	12.2%	6.0%
Leadership	SDS 7a	4	5	9	44.4%	55.6%	0.9%	0.4%
	SDS 7b	15	15	30	50.0%	50.0%	3.3%	1.3%
	SDS 7c	5	5	10	50.0%	50.0%	1.1%	0.4%
Senior Leadership	SDS 8	7	3	10	70.0%	30.0%	1.6%	0.3%
	SNRD	3	--	3	100.0%	--	0.7%	--
Chief Executive	CEO	1	--	1	100.0%	--	0.2%	--
	<b>Total</b>	<b>451</b>	<b>1162</b>	<b>1613</b>	<b>28.0%</b>	<b>72.0%</b>		

**Table B2: Gender Pay Gap by Grade**

Median Pay Gap is 0% (£20.37 male/£20.37 female median hourly rate)

	Grade	Female pay as a % of male pay	Pay gap
Young Talent	MA	100.0%	0.0%
	Intern	99.3%	+0.7%
Professional and Technical	SDS 3A	102.7%	-2.7%
	SDS 3CD	101.7%	-1.7%
	SDS 4A	100.8%	-0.8%
	SDS 4CD	99.6%	+0.4%
People Manager	SDS 5	98.0%	+2.0%
	SDS 6	96.8%	+3.2%
Leadership	SDS 7a	102.3%	-2.3%
	SDS 7b	99.9%	+0.1%
	SDS 7c	96.4%	+3.6%
Senior Leadership	SDS 8	94.8%	+5.2%
	SNRD	0.0%	0.0%
Chief Executive	CEO	0.0%	0.0%
	<b>Total</b>	<b>89.1%</b>	<b>10.9%</b>

(+) indicates a pay gap in favour of males  
(-) indicates a pay gap in favour of females

## Equal Pay Audit

Our 2019 pay audit demonstrated a further narrowing in the SDS gender pay gap to 10.9% from 11.2% in 2017. This continued the trend in reduction from 2010, when SDS reported a 15.7% pay gap.

Average full-time equivalent pay has been calculated for females and males separately in each SDS grade and overall. The female average is then taken as a percentage of the male average for each grade and overall.

We also calculated our Median gender pay gap. This is 0%, with the median pay for both male and female employees in SDS being £20.37 per hour.

There is only one category which the pay gap is greater than 5%, which is the threshold where EHRC advise investigation. This is at SDS 8, and was also identified during our equal pay audit in 2017. It has since reduced from 8.6% to 5.2%, through ensuring equality is a key driver in our pay review process and is down to length of service in role. Our pay and reward system will continue to support the reduction within reasonable time frames.

At SDS 3A, 3CD, 4A and 7A, the gap is in favour of women.

It is important to emphasise that SDS are not solely addressing equality issues through pay frameworks we are developing other actions to increase equality of opportunity and secure a meaningful and sustained reduction in our gender pay gap.

As mentioned previously:

- Significant work has taken place to ensure our recruitment practices are as inclusive as possible. The new anonymous application form removes the opportunity for bias in relation to gender, religion, ethnicity and social economic background.
- On International Women's Day, our female directors launched the start of colleague conversations to explore and identify solutions to the real and perceived barriers to women's progression in the organisation.
- Unconscious Bias training continues to be mandatory for all people managers and those involved in the recruitment process.

**Table B3: Percentage of staff part-time by grade**

	Grade	Part time of Grade	Part Time of Organisation
Young Talent	MA	0.0%	0.0%
	Intern	0.0%	0.0%
Professional and Technical	SDS 3A	16.0%	4.0%
	SDS 3CD	40.6%	15.5%
	SDS 4A	8.4%	3.5%
	SDS 4CD	32.0%	61.1%
People Manager	SDS 5	17.4%	12.3%
	SDS 6	8.0%	2.7%
Leadership	SDS 7a	22.2%	0.5%
	SDS 7b	0.0%	0.0%
	SDS 7c	10.0%	0.3%
Senior Leadership / Chief Executive	SDS 8/SNRD/CEO	0.0%	0.0%

Overall 23.3% of colleagues work part-time, 30% of women and 6% of me.

We have also published our overall disability and race pay gaps this year for the first time. We have a disability pay gap of 5.9%, and a race pay gap of 4.9% (for colleagues who identify as “Asian, Asian British, Asian Scottish”, “African, Caribbean or Black”, “mixed or multiple ethnicity” and “other ethnicities”).

There are small numbers of employees from a BME background. The highest numbers of BME employees are in grade SDS 4CD, which is also where the highest percentage of staff are concentrated. Table B4 does not include the 122 employees who did not disclose.

**Race Pay Gap** – The Race Pay Gap for BME is 4.2% compare to ‘White Scottish/Irish/Other British’.

The White (other) pay gap is 9.4% compared to ‘White Scottish/Irish/Other British’. A grade analysis has not been provided due to the low numbers of White (other) and BME employees.

**Table B4: Occupational Distribution by Race**

	Grade	BME <sup>1</sup>	White (Other)	White Scottish/British/Irish	Percentage of Ethnicity		
					BME	White (Other)	White Scottish/British/Irish
Young Talent	MA	--	*	14	--	*	1.0%
	Intern	*	*	36	*	*	2.5%
Professional and Technical	SDS 3A	*	*	86	*	*	6.0%
	SDS 3CD	*	*	130	*	*	9.1%
	SDS 4A	*	*	140	*	*	9.7%
	SDS 4CD	13	10	619	52.0%	33.3%	43.1%
People Manager	SDS 5	*	*	238	*	*	16.6%
	SDS 6	*	*	118	*	*	8.2%
Leadership	SDS 7a	*	--	*	*	--	0.5%
	SDS 7b	--	--	28	--	--	1.9%
	SDS 7c	--	--	*	--	--	0.6%
Senior Leadership	SDS 8	--	--	*	--	--	0.6%
	SNRD	--	--	*	--	--	0.2%
Chief Executive	CEO	--	--	*	--	--	0.1%
<b>Total</b>		<b>25</b>	<b>30</b>	<b>1437</b>			

<sup>1</sup>Note: Given the small numbers, categories have been amalgamated. BME includes: “Asian, Asian British, Asian Scottish”, “African, Caribbean or Black”, “mixed or multiple ethnicity” and “other ethnicities”. The above table does not include the 201 employees who did not respond/preferred not to say.

**Table B5: Occupational Distribution by Disability**

	Grade	Number of Disabled People	Number of Non-Disabled people	Percentage of Disability	
				Disabled	Non-Disabled
Young Talent	MA	*	13	*	0.9%
	Intern	*	37	*	2.5%
Professional and Technical	SDS 3A	*	83	*	5.7%
	SDS 3CD	11	125	16.4%	8.6%
	SDS 4A	*	141	*	9.7%
	SDS 4CD	31	632	46.3%	43.5%
People Manager	SDS 5	*	245	*	16.9%
	SDS 6	*	115	*	7.9%
Leadership	SDS 7a	--	*	--	*
	SDS 7b	--	30	--	2.1%
	SDS 7c	--	*	--	*
Senior Leadership	SDS 8	--	10	--	0.7%
	SNRD	--	*	--	*
Chief Executive	CEO	--	*	--	*
	<b>Total</b>	<b>67</b>	<b>1452</b>	<b>--</b>	<b>--</b>

There are small numbers of staff declaring a disability. The highest concentration of those is in grades SDS 4CD and SDS 5, which reflects the distribution of all staff in the organisation.

Table B5 does not include the 94 staff who did not disclose disability status.

#### Disability Pay Gap

The Pay Gap for disabled people is SDS is 6.1% compared to those who are not disabled. A Grade analysis is not detailed due to the low numbers of disabled employees.

#### Pregnancy & Maternity

SDS's Maternity, Paternity, Adoption & Shared Parental Leave Policy offers enhanced maternity provision. This consists of 26 weeks full pay, 13 weeks of statutory maternity pay and 13 week unpaid leave.

For the period 1st April 2017 – 31st March 2018, there were 44 employees who went on maternity leave (2.8% of the workforce). For those who returned from maternity leave within this period (23), 56.5% returned to their substantive post and hours, and the rest returned on flexible working arrangements.

For the period 1st April 2018 – 31st March 2019, there were 35 employees who went on maternity leave (2.2% of the workforce). For those who returned from maternity leave within this period (19), 68% returned to their substantive post and hours, and the rest returned on flexible working arrangements.

## Annex C: Employee Development

This Annex includes:

Table C1 – Employee Development Data 2018/19

Table C1: SDS Employee Development Data 2018/19	Average CPD Hours
<b>Overall</b>	39.4
<b>Age Range</b>	
16 – 24	49.0
25 – 34	44.2
35 - 49	38.8
50+	36.6
<b>Disability</b>	
Yes	40.4
No	38.8
Prefer not to say	54.3
No Response	42.8
<b>Gender</b>	
Female	40.1
Male	37.4
<b>Transgender</b>	
Yes	45.5
No	39.4
No response	42.4
Prefer not to say	34.0
<b>Ethnicity</b>	
White Scottish / British / Irish	39.4
White Other	39.2
Mixed or Multiple Ethnicity	25.6
Asian, Asian British, Asian Scottish	60.3
African, Caribbean or Black	38.1
Other ethnicity	40.9
Prefer not to say	30.3
No Response	41.6
<b>Religion / Belief</b>	
Buddhist	34.9
Catholic	37.1
Other Christian	39.7
Church of Scotland	41.1
Hindu	81.7
Jewish	21.6
Muslim	39.6
Another Religion or Belief	41.5
None	39.6
Prefer not to say	37.2
No Response	40.4
<b>Sexual Orientation</b>	
Heterosexual / Straight	39.4
Lesbian / Gay / Bisexual	49.9
Prefer not to say	34.8
No response	41.6

### Vocational Qualifications Achieved

For the period 1st April 2017 – 31st March 2019, there were 73 employees who achieved a vocational qualification, 16 (22%) of which were men and 57 (78%) were women.



## Annex D: Equality Evidence Review 2019 – 2020

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### Glossary

<b>ASN</b>	Additional Support Needs
<b>BAME</b>	Black Asian Minority Ethnic
<b>BME</b>	Black Minority Ethnic
<b>EHRC</b>	Equality and Human Rights Commission
<b>FTE</b>	Full Time Equivalent
<b>HEFCE</b>	Higher Education Funding Council for England
<b>HESA</b>	Higher Education Statistics Agency
<b>LGB</b>	Lesbian Gay Bisexual
<b>LGBT</b>	Lesbian Gay Bisexual Transgender
<b>MA</b>	Modern Apprenticeship
<b>SCQF</b>	Scottish Credit and Qualifications Framework
<b>SDS</b>	Skills Development Scotland
<b>SFC</b>	Scottish Funding Council
<b>SLDR</b>	School Leavers Destinations Returns
<b>SQA</b>	Scottish Qualifications Authority
<b>STEM</b>	Science Technology Engineering and Mathematics
<b>SVQ</b>	Scottish Vocational Qualifications

### Key Messages

- **Persistent inequalities exist across and within the protected characteristics in terms of educational and labour market outcomes**
- **Gender inequalities are evident early on in school. The subject choices made at school can be seen to have a long-term impact on future educational and labour market outcomes**
- **Ethnic minority groups perform well in the education system but their labour market outcomes are far poorer in comparison to the wider population. Significant variations exist across and within ethnic groups**
- **Outcomes for disabled individuals both in education and the labour market tend to be poorer than the wider population. Again, there are variations dependent on type of disability**
- **Care experienced young people have particularly poor outcomes in terms of educational attainment and labour market outcomes**
- **Gaps in data mean that we have limited evidence for some of the protected characteristics. In particular, there is a lack of evidence in relation to care experience, sexual orientation, gender identity and religion or belief. A further gaps relate to specific disabilities and ethnic groups.**

## Executive Summary

### Background

The SDS Equality Evidence Review provides a review of recent research evidence in relation to education and employment across the protected characteristics and for care experienced young people.

The main purpose of the review is to support the SDS Equality Mainstreaming report and provide evidence to support the SDS Equality Outcomes.

Evidence is presented for schools, further and higher education and employment. Possible evidence for each of the protected characteristics is presented and any gaps in data highlighted.

### Schools

- **The educational outcomes for girls are generally good. Girls outperform boys at school and go on to higher education in greater numbers. The subject choices made at school demonstrate early gender differences**
- **Ethnic minority pupils perform well at school but with disparities across ethnic groups with gypsy travellers and white boys underperforming**
- **Outcomes for pupils with Additional Support Needs (ASN) are below those of other pupils. Pupils with ASN are less likely to progress on to higher education or go on to work**
- **Outcomes for care experienced young people tend to be below that of other pupils. Care experienced young people are less likely to enter positive destinations**

- **A significant evidence gap exists in relation to the categories of sexual orientation, transgender and religion and belief. In addition, there is little detailed information on the experiences of particular disabilities, ethnicities, care experienced young people, or on the interaction between protected characteristics.**

### Further and Higher Education

- **Gender imbalance is an issue at college and university with significant gender imbalances in engineering, construction, childcare and nursing**
- **Many disabled young people progress on to college, but smaller numbers go on to university**
- **Ethnic minority young people progress on to higher education in large numbers but their experiences of university can differ when compared to other young people**
- **The experience of college and university for LGB young people tends to be better when compared with school**
- **For trans young people the evidence suggests that the bullying and harassment experienced at school continues at college and university**
- **Gaps in evidence exist in relation to care experienced young people, sexual orientation, transgender, religion or belief, the experiences of particular ethnic groups and disabilities and the intersectionality between different groups.**

### Labour Market

- **Occupational segregation remains a key feature of women's participation in the labour market. Women are underrepresented in STEM (Science, Technology, Engineering and Mathematics) sectors and at higher occupational levels**
- **Despite ethnic minority groups performing well educationally their labour market outcomes still do not match the rest of the population. Although large proportions of ethnic minority people study STEM subjects they are less likely to have successful labour market outcomes in this area**
- **Disabled people are less likely to be in work and can face significant barriers in the labour market. They are significantly underrepresented in STEM sectors**
- **The statistics for Modern Apprenticeships have shown improvement, particularly in relation to gender and disability. However, under representation is still an issue in relation to gender, ethnicity and disability**
- **Gaps in evidence exist in relation to the experience of work for care experienced young people. In addition, a significant evidence gap exists on the participation and representation in the STEM sector of disabled people, care experienced young people, sexual orientation, gender identity and intersectionality between groups.**

## Introduction

The SDS Equality Evidence Review provides a review of recent research evidence in relation to education and employment across the protected characteristics<sup>1</sup>. The review draws on evidence from relevant statistical data sets and academic and policy literature. The focus is primarily on Scottish evidence but draws on UK or international evidence where relevant.

The main purpose of the review is to:

- **Support the SDS Equality Mainstreaming report**
- **Provide evidence to support SDS Equality Outcomes**
- **To support the SDS MA Equality Action Plan and internal Equality Actions Plans**
- **Provide SDS colleagues with accessible and up to date information on the protected characteristics**
- **Update the information provided in the previous Equality Evidence Review 2017.**

Care experienced young people are included in this review. Although they are not one of the protected characteristics they have poor educational and labour market outcomes and are a key customer group for SDS.

The evidence is presented in the following sections:

- **School education**
- **Further and higher education**
- **Employment.**

Details on data availability are outlined in appendix 1.

## School

This section outlines representation, attainment and outcomes at school across the protected characteristics. Evidence for each of the protected characteristics is presented and any gaps highlighted.

### Key findings

- **Girls continue to outperform boys at school and go on to higher education in greater numbers. The subject choices made at school demonstrate gender differences at an early age. Girls are less likely to study physics and computing and boys are less likely to study art and design**
- **Ethnic minority pupils perform well at school and high proportions go on to higher education. However, there are disparities across ethnic groups with gypsy travellers and white boys underperforming compared to other groups**
- **Outcomes for pupils with ASN are below those of pupils with no ASN. Pupils with ASN are less likely to progress on to higher education or go on to work**
- **Outcomes for care experienced young people are behind other pupils and they are less likely to enter positive destinations**
- **A significant evidence gap exists in relation to sexual orientation, trans and religion and belief. In addition, there is little detailed information on the experiences of particular disabilities, ethnicities or on care experienced young people. Information is also lacking on the intersection of particular characteristics such as disability and ethnicity where it is likely significant inequalities exist.**

### Scotland's school population

**The characteristics of Scotland's school population based on information from the 2017 Pupil Census are outlined below.**

- **A total of 688,959 attended publicly funded school in Scotland in 2017 with 281,993 in secondary schools, 400,312 in primary schools and 6,654 in special schools**
- **White Scottish accounts for 80% of the pupil population, with white other at 8% and white Polish at 2%. Asian Pakistani represent 1.9% and mixed 1.3%**
- **There was a total of 2,462 refugees and 1,101 asylum seekers**
- **Just over a quarter of pupils have an ASN recorded. This includes pupils in special schools and those in mainstream schools. Of those with ASN 60% were male and 40% female**
- **In 2017 14,897 children were looked after, accounting for 1.5% of the under 18 population in Scotland.**

Information is not available on the sexual orientation or gender identity of school pupils. Information is available on denomination<sup>2</sup> but no detailed information on the religion or belief of school pupils.

<sup>1</sup>The protected characteristic are: age, disability, gender identity, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. Marriage and civil partnership are not considered due to a lack of relevant evidence

<sup>2</sup>Roman Catholic and non-denominational in relation to this characteristic.

### Gender

The Participation Measure provides a measure of the activity of those ages 16-19. Although not focusing specifically on school pupils, it does provide information on the activity of this age group. For gender, the participation rate in 2018 for females was 92.5% and 91.2% for males. Females are more likely to participate in education at 76% compared to 66.7% of males.

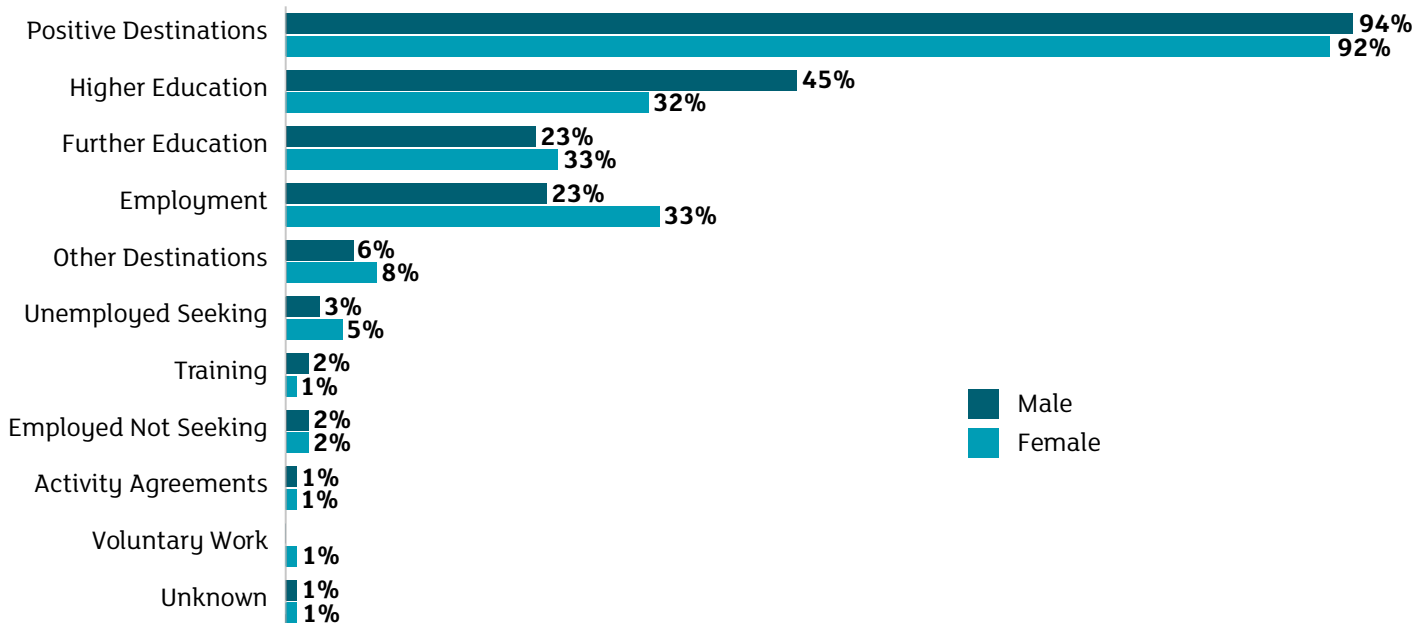
Destinations data for school pupils from the School Leaver Destination Return (SLDR) for 2017-18 shows that girls are more likely to enter positive destinations than boys. They are also more likely to progress to higher education, as illustrated in figure 1.1.

**Table 1.1: Subject entrants for Nat 5, Higher and Advanced Higher by gender, 2018.**

	National 5		Higher		Advanced higher	
	Female	Male	Female	Male	Female	Male
<b>Art and design</b>	77%	23%	81%	19%	82%	18%
<b>Biology</b>	67%	33%	66%	34%	70%	30%
<b>French</b>	66%	34%	74%	26%	76%	24%
<b>History</b>	57%	43%	61%	39%	61%	39%
<b>English</b>	52%	48%	58%	42%	72%	28%
<b>Chemistry</b>	52%	48%	53%	47%	56%	44%
<b>Mathematics</b>	52%	48%	48%	52%	39%	61%
<b>Physics</b>	28%	72%	28%	72%	20%	80%
<b>Computing Science</b>	20%	80%	16%	84%	14%	86%

Source: SQA attainment data

**Figure 1.1: Pupil destinations by Gender**



Significant differences are evident in the subject choices made by girls and boys. The gender breakdown for a selection of subjects taken at SQA National 5, Higher and Advanced Higher level in is outlined in table 1.1. At National 5 there is gender balance for mathematics, chemistry, and English. At Higher this balance is maintained for mathematics and chemistry but with a gap emerging at Advanced Higher. All other subjects show a gender imbalance. For physics and computing the gap starts at National 5, where girls are underrepresented and art and design and biology where girls are over represented. These patterns continue to the Higher and Advanced Higher level.

**Table 1.2: Attainment for National 5, Higher and Advanced Higher by gender, achieving grade c and above, 2018**

	National 5		Higher		Advanced higher	
	Female	Male	Female	Male	Female	Male
<b>Art and Design</b>	91%	81%	85%	79%	90%	94%
<b>Biology</b>	74%	70%	74%	72%	76%	70%
<b>French</b>	90%	83%	88%	86%	87%	86%
<b>History</b>	81%	73%	85%	79%	83%	81%
<b>English</b>	90%	80%	80%	70%	84%	75%
<b>Chemistry</b>	79%	75%	78%	75%	83%	81%
<b>Mathematics</b>	65%	64%	77%	73%	79%	72%
<b>Physics</b>	84%	72%	82%	73%	88%	77%
<b>Computing Science</b>	81%	73%	77%	67%	85%	69%

Source: SQA attainment Statistics, 2018

Subject choice impacts on future college and university courses, choices of apprenticeship, and jobs and careers available to both boys and girls and is associated with gender segregation in the labour market (Scottish Government Social Research, 2017). Data on subject choice highlight how early on segregation happens and the impact it may have on future career choices. The gender imbalance in the STEM sector can partly be linked to the subject choices made at school. UK Engineering (2018) argue that key to addressing the future demand for STEM occupations like engineers is encouraging young people to study STEM subjects and pursue engineering-related qualifications.

Information on subject choice by the other protected characteristics is not available, highlighting a significant evidence gap.

In terms of attainment, figures from the 2017 - 18 SLDR show that girls score higher than boys with 69% gaining one or more qualification at or above SCQF level 6<sup>3</sup> compared to 56% of boys. Attainment across individual subjects is available by looking at attainment data available from the SQA broken down by gender. Attainment for selected subjects across National 5, Higher and Advanced Higher is outlined in table 1.2. Girls tend to score higher than boys across all subjects and levels. In physics and computing, where girls are underrepresented, their attainment is above that of boys.

<sup>3</sup>Equivalent to Higher or SVQ level three. See SCQF for further details: <http://scqf.org.uk/framework-diagram/Framework.htm>

## Ethnicity

### Definitions of ethnicity

A range of definitions of ethnicity are used in administrative data, surveys and research reports.

SDS uses the term BME and defines BME groups as: Mixed or Multiple Ethnic Groups, Asian, Asian Scottish or Asian British, African, Caribbean or Black and Other Ethnic Background.

SDS defines Non Ethnic and Non Visible Ethnicity group as White – Scottish, White – Other British, White – Irish, White – Polish, White – Gypsy/Traveller and White – Other.

Terms used by other organisations include BME, BAME and Minority ethnic. BME is widely used in relation to ethnicity in Scotland and refers to all Non white ethnic groups.

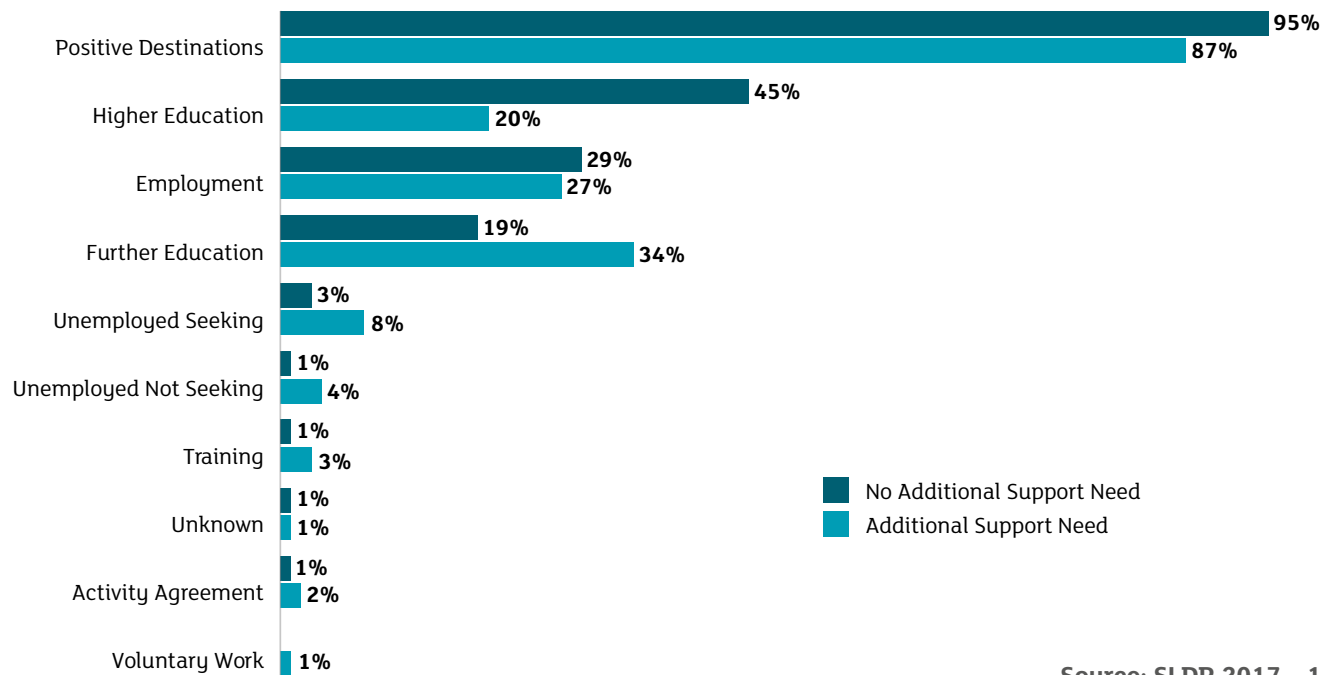
The terms ethnic minority and BME are both used in this review and refer to the definition used in the source data or research.

Pupils from ethnic minority backgrounds tend to have higher levels of attainment and outcomes. The Participation Measure for non-white ethnic groups is 95.2% compared to 91.8% for those identified as white. Non white ethnic groups are more likely to participate in education at 87.1% compared to white groups at 70.6%. Destinations data by ethnicity from the SLDR, shows that all ethnicities, with the exception of the ‘other’ category are more likely to be in a positive destination than white Scottish and white non Scottish. The highest is for Chinese with a positive destination rate of 98%. The figures also show that ethnic minority groups are more likely to progress on to higher education than those from a white background.

In terms of achievements, Chinese pupils have the highest level of achievement across all ethnic groups, with 90% achieving one or more awards at SCQF level 6 or better and white Scottish having the lowest at 61%.

Disparities exist across ethnic groups. For example, EHRC (2016) cite evidence for Scotland that white boys in receipt of free school meals have the lowest levels of educational attainment. In addition, Gypsy, Roma and Traveller children have lower educational attainment than other ethnicities.

**Figure 1.2: Pupil destination by ASN**



## ASN and Disability

### Definitions of ASN and Disability

Children and young people are considered to have Additional Support Needs (ASN) if, for any reason, they “require additional support, long or short term, in order to help them make the most of their school education.” Additional Support for Learning Act (2004; 2009)

Disability relates to individuals of all ages and is defined as “a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.” Equality Act (2010)

Only the definition of disability applies to adults. However, the extended definition of additional support needs applies to children and young people and includes disability.

Source: SDS ASN resource

Pupils with ASN tend to have poorer outcomes than those without ASN. The participation measure for 16-19 year olds identifying as disabled is 86.3% compared to a rate of 92.1% of those identifying as not disabled. The majority of those identifying as being disabled are participating in education (69.2%). Those identifying as disabled are less likely to be in employment compared to those not identifying as disabled; 10.8% compared with 19%.

In terms of educational attainment 40% of pupils with an ASN attained SCQF at level 6 or above compared with 71% of those with no ASN (SLDR, 2017-18).

Pupils with an additional support need are less likely to reach a positive destination or go on to higher education and are more likely to progress to further education or be unemployed, as outlined in figure 3. For specific ASNs the poorest outcomes are for those with a learning disability (77%) and the best for those with dyslexia (94%).

Wider evidence suggests that the outcomes for disabled young people tend to be poorer and the outcomes for specific disabilities are particularly poor. For example, McTier et al (2016) states that there are weak post-school transitions for young people with a learning disability and that this can reflect a lack of aspiration for young people with a learning disability.

## Care experienced pupils

### Definitions of Care experienced and Looked After Young people

The term 'looked after' is legally defined in the Children and Young People (Scotland) Act 2014: "A child or young person is considered to be 'looked after' if they fall into one of the categories set out in Section 17(6) of the Children (Scotland) Act 1995, as amended by Schedule 2 of the Adoption and Children (Scotland) Act 2007."

The term 'care leaver' is legally defined in the Children and Young People (Scotland) Act 2014:

"From April 2015 any young person who ceases to be looked after on or after their 16th birthday will be classified as a 'care leaver'. All looked after children can become 'care leavers', including young people who were classified as 'looked after at home' and in formal kinship care."

In line with good practice, SDS uses the term 'care experienced' in reference to the young people we support who are, or have been, looked after. This includes those currently looked after (according to the definition above), those have been looked after at some point in their lives, and care leavers.

Source: (SDS, ASN resource: Care Experience)

Care experienced children tend to have poorer outcomes in comparison to other young people. The Scottish Government (2018b) links school and social work data to present information on school leaver attainment and the post-school destinations of looked after young people who left school in 2016/17. Their analysis shows that:

- **Care experienced school leavers are less likely to go into positive destinations than school leavers in general – 76% of care experienced children are in positive destinations compared with 93% of all pupils. This gap has narrowed since 2009/10. The lower proportion of care experienced children going into positive destinations is likely to be related to looked after young people leaving school at younger ages**
- **Those in foster care have the most positive outcomes**
- **The attainment of care experienced school leavers is steadily improving but continues to be poorer than for school leavers overall**
- **Care experienced children tend to leave school at younger ages; 72% of children looked after for the full year and 75% of those looked after for part of the year were aged 16 and under when they left school**
- **Care experienced children obtain lower qualification levels on average than all school leavers, which is at least partly explained by the lower school leaving age**
- **Educational attainment varies across the types of accommodation in which care experienced children are living. School leavers in foster care provided and purchased by the local authority perform better than those in other care settings. School leavers looked after at home with parents had the lowest overall levels of attainment.**

## Sexual Orientation

Evidence on sexual orientation at school is limited. A significant evidence gap exists in relation to attainment and progression at school and sexual orientation.

Available evidence highlights the impact of bullying and the negative outcomes this has on future education and career plans (Stonewall, 2014, LGBT Youth Scotland, 2017). A recent survey by LGBT Youth Scotland (2017) reported that 92% of LGBTI young people experienced homophobic or transphobic bullying at school in the form of harassment, rumours, and social exclusion. In this survey 66% of LGB young people cited low self-efficacy as a barrier to achieving their career goals and 20% of LGB young people left school due to bullying and harassment. Nine percent of harassment was reported as coming from teachers rather than students.

## Trans

The evidence suggests that trans young people tend to experience higher levels of bullying and harassment than LGB young people. A survey carried out by LGBT Youth Scotland (2017) showed that 72% of trans young people cited low self-efficacy as a barrier to achieving their career goals compared to 66% of LGB young people. In addition, 29% of trans young people left education due to bullying compared to 20% of LGB young people.

## Pregnancy and Maternity

Limited evidence exists in relation to religion or belief or pregnancy and maternity at school. .



## Further and Higher Education

This section outlines representation and participation in college and university across the protected characteristics. Information on each of the protected characteristics is presented below and any gaps in evidence highlighted.

### Key findings

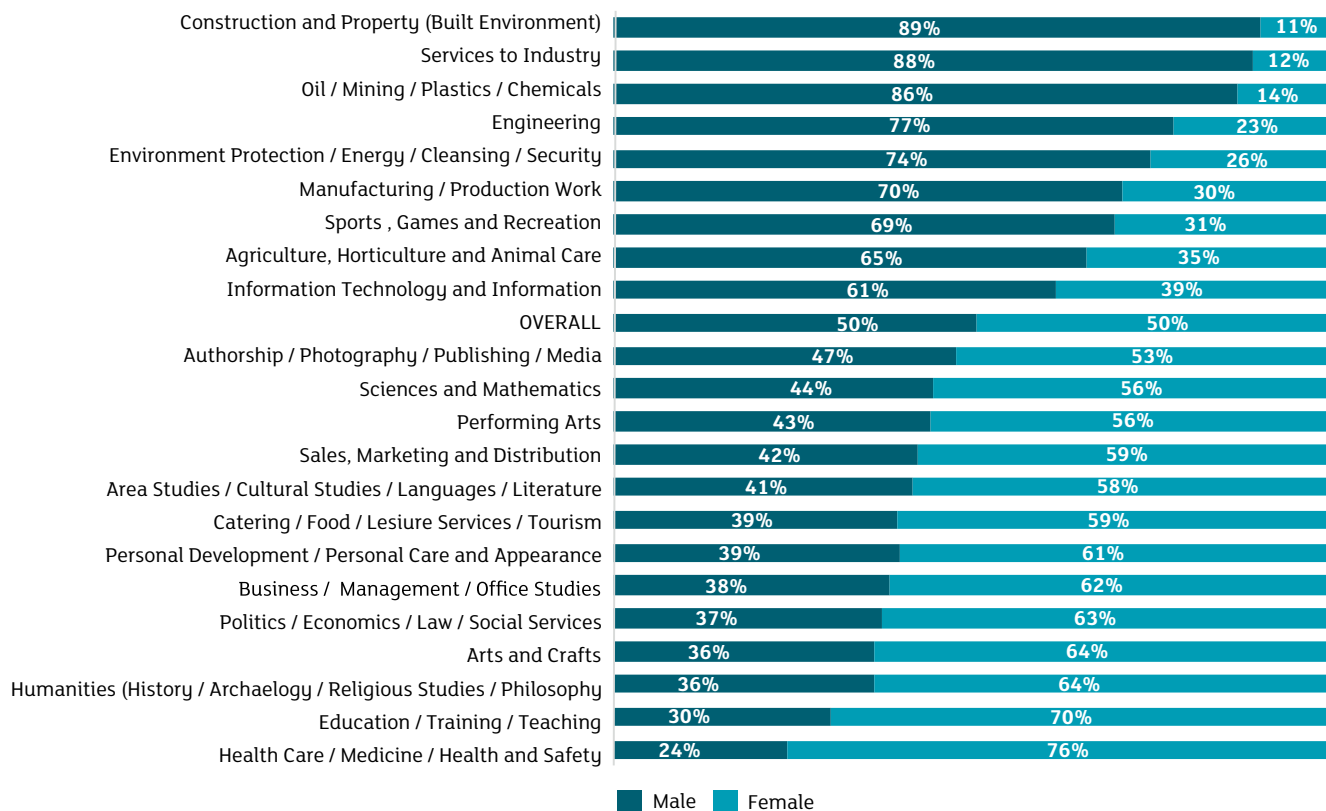
- Gender imbalance is an issue for certain subjects at college and university. A minority of women study engineering and construction and a minority of men study childcare, social studies and nursing
- The representation of disabled students at college and university has improved, but disabled people continue to have lower levels of qualifications
- Ethnic minority young people progress on to higher education in large numbers. However, their experience and outcomes in higher education can differ. Some ethnicity minority groups have poor progression into further and higher education
- Care experienced young people are less likely to progress onto further and higher education. Limited evidence exists in relation to this group at college and university
- The experience of education for LGB young people tends to improve once at college or university.
- For many trans young people incidences of discrimination and bullying continue at college and university
- Evidence gaps exist in relation to the participation and outcomes of care experienced young people at college and university as well as for sexual orientation, gender identity, religion or belief, and pregnancy and maternity.

### Gender

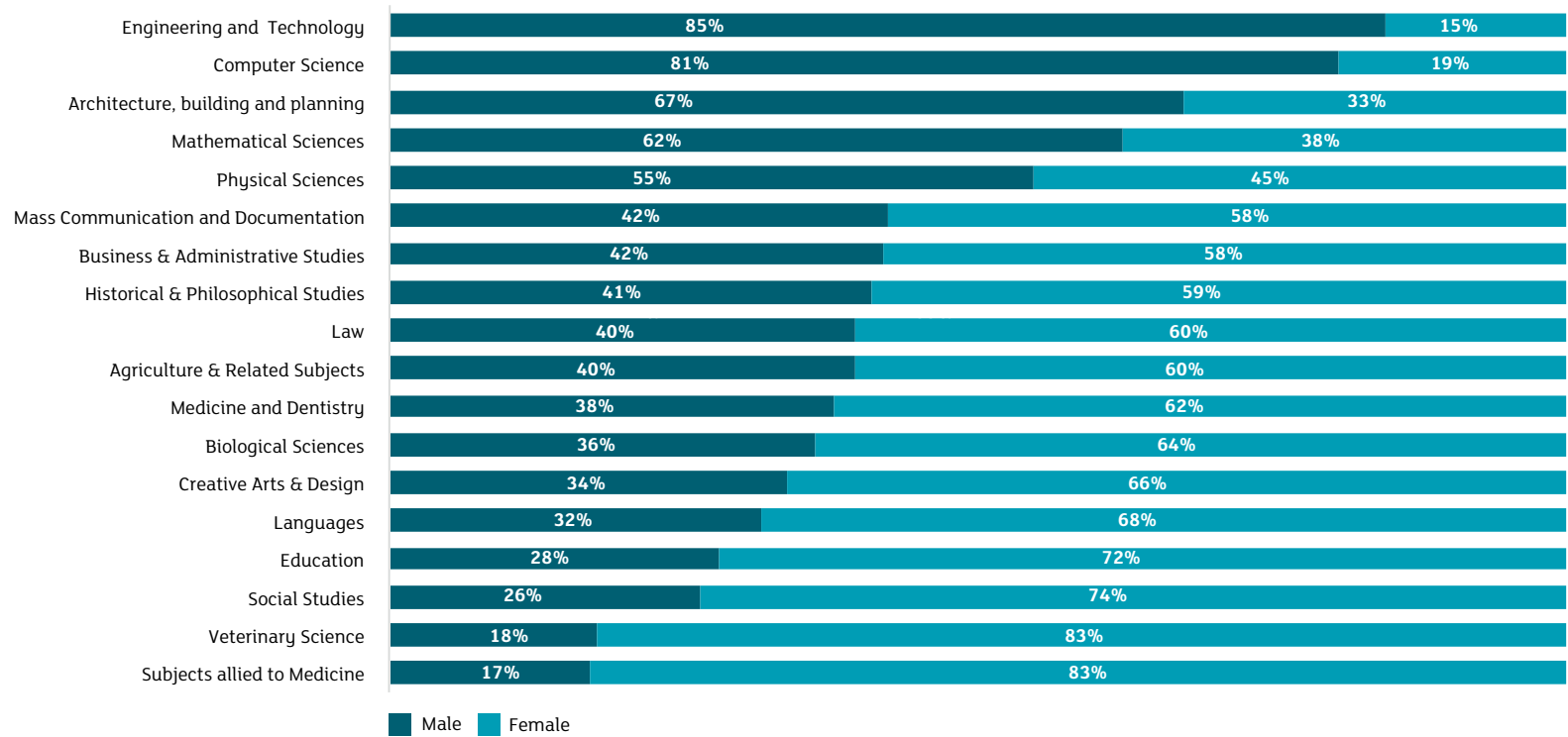
Women account for 51% of college enrolments (SFC, 2019) and 58% of university entrants (SFC 2018). Although more women comprise the majority of students at college and university there is still imbalance by subject choice. Figure 2.1 shows the gender segregation

in subject choice at college. The top subjects for women are social work and health while the top subjects for men are engineering and transport. At university (see Figure 2.2) the top subjects for women are subjects allied to medicine and education and for men, engineering and mathematical and computer sciences.

Figure 2.1: Number of College Enrolments by Subject Choice 2016 - 2017



**Figure 2.2: Subject choices for University Entrants at Scottish Universities 2016 - 2017**



Source: SFC Higher Education Students and Qualifiers at Scottish Institutions, 2016 - 2017

**Table 2.1: Subject Choice at college and university for BME entrants (FTE) 2011-15**

College	% BME	University	% BME
Social Studies	12.5	Medicine and Dentistry	16.0
Science and Maths	10.6	Engineering	11.1
Transport	10.2	Law	9.7
Special Programmes	9.6	Business and Administrative studies	9.6
Business and Management	9.2	Mathematical and Computer Sciences	9.6
Office and Secretarial	7.2	Languages	8.4
Computing	6.9	Biological Sciences	6.3
Minerals and Materials	6.3	Architecture, Building and Planning	5.9
Personal Development	5.3	Subjects allied to Medicine	5.8
Engineering	5.1	Social studies	5.4
Food Technology and Catering	5.1	Combined	5.1
Art and Design	4.2	Technologies	4.3
Sport and Recreation	3.9	Physical Sciences	4.3
Printing	3.7	Creative Arts and Design	4.3
Social Work	3.4	Mass Communications and Documentation	4.1
Health	3.2	Linguistics, Classics and related subjects	3.8
Construction	2.8	European Languages, Literature and related subjects	3.8
Agriculture and Horticulture	0.8	Education	3.2
		Historical and Philosophical studies	2.7
		Veterinary Sciences, Agriculture and related subjects	2.0
<b>All</b>	<b>6.2</b>	<b>All</b>	<b>6.5</b>

**Ethnicity**

At college BME students account for 5% of full time FE students and 6 percent of full-time HE students, and 8% of first degree students at university in 2016-17 (SFC 2018).

The most recent evidence, outlined in table 2.1, shows that at college the most popular subjects are social studies, science and maths whereas at university it is medicine and dentistry and engineering.

While in aggregate ethnic minority groups tend to have positive educational outcomes, this is not the case across all ethnic groups. For example, outcomes for Gypsy Travellers in Scotland are particularly poor. Indeed, the Traveller Movement (2017) reports that those from a traveller background face bullying and discrimination at every level of the education system, including prejudice at college and university.

Although ethnic minority young people are more likely to go on to university, the patterns of participation at university may help explain future labour market progression. Box 1 outlines the different experience of BME and ethnic minority students at university.

<sup>25</sup>Further details can be found in the SFC (2016) Gender Action Plan technical report.

### Ethnic minority participation at university

Ethnic minorities are more likely to enter university than white British regardless of their background (Zwysen and Longhi, 2016) and more likely to hold a degree level qualification (McGregor-Smith Review, 2017). However, there are differences in types of university attended; qualifications and outcomes. For the UK, the evidence shows:

- **Pakistani, Bangladeshi, black African and black Caribbean students on average graduate from less prestigious universities than their white British peers while Indian and Chinese students graduate from better universities (Zwysen and Longhi, 2016). The choice of university may impact on labour market outcomes and partly explain ethnic inequalities in the labour market**
- **Qualifications can differ across ethnic backgrounds. Thirteen percent of white British and Chinese students graduate with first-class honours, but only five percent of black graduates (Zwysen and Longhi, 2016). In addition, EHRC (2016) highlight that in the UK a higher proportion of white undergraduate students received a First/2:1 degree (76%) compared with ethnic minority undergraduates (60%). The gap was particularly high for Black male undergraduates (46%) compared with white male undergraduates (74%)**
- **BME students are less likely than white students to have spent time working in an area relevant to their courses before starting; those in their final year were less likely to have undertaken a placement and/or an internship as part of their course (Forson et al, 2015)**
- **Those from ethnic minority backgrounds have a higher uptake of STEM subjects than those from white backgrounds (CASE, 2014). However, disparities exist in the uptake of STEM subjects across ethnic groups. Zwysen and Longhi (2016) found that in the UK Chinese, Indian, Pakistani and Bangladeshi graduates are more likely than white British to study a STEM subject and black Caribbean and black African graduates are least likely**
- **The outcomes for ethnic minority groups undertaking STEM degrees tends to be poorer. BME graduates are less likely to be in full-time paid work six months after completing their courses, with white graduates more likely to be in engineering and technology, and graduate roles (McWhinnie and Peters, 2015)**
- **HEFCE data on employment outcomes indicates that there are significant differences in professional employment rates amongst ethnic groups. For example, Black Caribbean qualifiers have the lowest rate of professional employment six months after graduation, at 55% compared to 66% for White qualifiers (McGregor-Smith Review, 2017).**

### Disability

For Scotland, the proportion of disabled students varies by sector and mode of study. For 2016-17 the highest proportion of students with a declared disability was at full-time FE level in colleges where 20% of entrants had a declared disability. The figure for full time HE in college was 13% and 12% for full time at university (see SFC, 2018 for further details). The most prevalent disability type at both college and university is a specific learning difficulty, such as dyslexia, dyspraxia or AD(H)D. SFC, 2018.

College is a key destination for disabled school leavers. McTier et al (2016) report that in Scotland, 52% of those with a learning disability go on to college which is double the national average.

Students with a declared disability have lower rates of successful completion compared to the overall sector rate and this difference is more pronounced at HE level. In 2016-17, the retention of students with a declared disability was 1.8 percentage points lower than students with no known disability SFC, 2018.

Table 2.2 outlines the most recent data on subject choices at college and university for disabled entrants and shows that at college the most popular subjects are special programmes and agriculture and horticulture. At university, the most popular are linguistics, classics and related subjects and creative arts and design.

**Table 2.2: Subject choice for disabled entrants to college and university 2014-15**

College	% Disabled	University	% BME
Special Programmes	52.1	Linguistics, Classics and related subjects	14.9
Agriculture and Horticulture	28.9	Creative Arts and Design	14.1
Art and Design	20.7	Historical and Philosophical studies	13.6
Computing	19.9	Technologies	13.3
Food Technology and Catering	19.8	Biological Sciences	13.1
Science and Maths	19.6	Mathematical and Computer Sciences	12.9
Office and Secretarial	17.5	Social Studies	12.9
Social Work	17.1	Maths, Communications and Documentations	12.4
Minerals and Materials	16.0	Veterinary Sciences, Agriculture and related subject	12.2
Health	15.3	Physical Sciences	12.2
Social Studies	15.0	Law	10.5
Personal Development	14.7	Architecture, Building and Planning	9.5
Sports and Recreation	13.7	Business and Administrative Studies	9.2
Transport	13.1	Subjects allied to Medicine	9.2
Construction	11.7	Combined	8.8
Business and Management	10.9	Engineering	8.4
Printing	10.7	Medicine and Dentistry	8.2
Engineering	8.8	European Languages, Literature and Related Subjects	7.6
		Education	7.4
		Languages	7.0
<b>All</b>	<b>17.5</b>		<b>10.5</b>

Source: SFC (2016) Learning for all: Measures of success

### Care Experience

The proportions of care experienced students across the college and university sector are small but increasing particularly in the college sector. Across all levels of study at college and university the number of care experienced entrants has increased from 1,500 in 2015-16 to 2,070 in 2016-17 (SFC, 2018).

At all levels, care experienced students have lower success rates. There is a performance difference of 7.4 percentage points for retention at university; the largest gap at 13 percentage points is in successful completion of full-time FE courses at college (SFC, 2018).

### Age

Those in younger age groups make up the majority of college and university students. For 2014-15 college students in the 16-64 age group accounted for 75% of full time students. This figure reflects Scottish Government policy which has asked colleges to prioritise college provision to improve the employability of young people in the 16-24 year-old age group (SFC, 2017). The number of students age 16-17 has decreased partly due to increased staying on rates at school.

### Sexual Orientation

Less evidence is available on further and higher education in relation to sexual orientation. The SFC, SQA, and HESA do not routinely collect this information as part of their administrative data. Survey and qualitative data provide some insights in relation to sexual orientation. College or university is seen by many LGB individuals as a more positive environment than school (Stonewall Scotland, 2016) with incidences of bullying and harassment being much lower. However, the experience of college or university is not always positive and bullying and harassment remains an issue for some. Negative occurrences at university can impact upon LGB people's experience of higher education, and employment

opportunities (Formby, 2015). For example, evidence from NUS (2016) suggests that LGB students are more likely to consider dropping out than heterosexual students. They found that more than half of LGB respondents (56%) cited the feeling of not fitting in as the main reason for considering dropping out.

### Trans

Trans students are more likely to continue to have negative experiences of education (Stonewall Scotland, 2016).

Stonewall's LGBT in Britain trans report (2017) outlines that trans students experience harassment and discrimination at university. They report that more than a third of trans university students have experienced negative comments or conduct from staff in the last year and 14% have considered dropping out or have dropped out of a higher education course due to harassment or discrimination from students and staff in the last year. The lack of research on trans young people is a significant evidence gap.

### Religion or Belief

Limited evidence is available on the relationship between religion and belief and educational outcomes. The 2011 census provided some insights but this is now largely out of date. The next census will be carried out in 2021 and therefore there is currently an evidence gap in relation to religion or belief.

### Pregnancy and Maternity

Teenage pregnancy can have a severe impact on the education of mothers attending school, by interrupting schooling and possibly hindering the return to school or continuation to post school education (Scottish Government, 2013). Furthermore, Scotland has one of the highest rates of teenage pregnancy in Europe.

There is a lack of data on maternity and pregnancy in education in Scotland.

## Labour Market

This section outlines participation and representation across the labour market. Where relevant evidence for each of the protected characteristics is presented and any gaps in evidence highlighted.

### Key findings

- **Women are still under represented in many areas and levels of the labour market**
- **Despite ethnic minority groups performing well educationally, labour market outcomes still do not match the rest of the population**
- **Disabled people are less likely to be in work and can face significant barriers in the labour market**
- **The statistics for Modern Apprenticeships have shown improvement, particularly in relation to gender and disability**
- **Younger and older workers continue to be the most disadvantaged in the labour market. Both groups are more likely to be unemployed and face barriers to entry and progression in work**
- **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**
- **For Religion and Belief available evidence suggests Muslims face the greatest barriers and have the lowest levels of labour market participation**
- **For sexual orientation, bullying and harassment at work can be an issue and LGB individuals may avoid certain occupations. Conversely the evidence highlights the positive impacts of LGB friendly work places**
- **Gender identity can be an issue for trans employees especially for those who are transitioning. However, research has highlighted the positive steps that employers can take in the workplace to be more inclusive**
- **Gaps in evidence exist in relation to the experience of work for care experienced young people.**

## Gender

The occupational segregation of both men and women in certain kinds of jobs and in different levels of employment remains a key labour market issue. It is women that tend to be disproportionately affected by occupational segregation, impacting on their potential pay and career progression. Close the Gap (2018) argues gender segregation is a cradle to the labour market problem, ingrained in the education and skills pipeline, starting in early years and resulting in women's concentration in undervalued, stereotypically female low-paid jobs and sectors such as care, cleaning and admin. The evidence for gender in the labour market in Scotland shows that:

- **Men comprise the majority of MA starts. For Modern Apprenticeships, the latest figures for Q3 2018-19 show that 36% of starts were female and 64% were male. Female starts increased by +429 (6%) compared to the same point last year (males increased by +692, 6%). For women, the largest number of starts were in 'sports, health and social care' (2,350) while for men it was in 'construction and related' (4,828)**
- **Women are less likely to be in employment with an employment rate of 71% compared to 78% for men (Annual Population Survey, 2017)**
- **Women age 16-24 are more likely to be economically inactive than men at 27% compared to 18% for men. (Annual Population Survey, 2017)**
- **Women are less likely to be unemployed. In 2017 the unemployment rate for women was 3.5% compared to 4.7% for men (Annual Population Survey, 2017)**
- **Women are more likely to be economically inactive. In 2017 the inactivity rate for women age 16 to 64 was 27% compared to 18% for men. Reasons for inactivity differ by gender with looking after family/home accounting for 5.7% of inactive men and 26% of inactive women. (Annual Population Survey, 2017)**
- **Women are more likely to work part time with 42% of women working part time compared to 12% of men (Annual Population Survey, 2017)**
- **The gender pay gap in Scotland for full-time workers in 2017 was at 6.6% and the pay gap for all employees, full-time and part-time, was 16.1%. This inequality is unevenly distributed amongst industry sectors (Scottish Govt, 2017a). The gender pay gap starts early in working life. Most of the UK's low-paid workers are women. Low quality work is also disproportionately carried out by women, especially those with low attainment, little work experience and earlier childrearing breaks (Scottish Government Social Research, 2017)**
- **Gender segregation is apparent across many industrial sectors. For example, 46% of women work in public admin, education and health sector and 44% of men work in construction (Annual Population Survey, 2017)**
- **Men are more likely to be employed in STEM industries than women. Men have consistently accounted for 56-57% of employment in STEM sectors since 2010, in particular in the high concentrations of male employment in the construction and engineering industries (ekosgen, 2017)**
- **Close the Gap (2018) state that efforts to reduce occupational segregation have been overwhelmingly focused on increasing the number of girls and women**

**in STEM but there has been no work to address the inherent undervaluation of female-dominated work, such as care**

- **Under representation is evident at the highest levels of career progression. Only 31% of Scottish company directors are female and 21% of Scotland's small and medium-sized enterprises (SMEs) are majority led by women (Scottish Government, 2016).**

## Ethnicity

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 individuals are not receiving the labour market advantages which should be expected from their positive educational outcomes (also see EHRC, 2016). For example, in Scotland:

- **Ethnic minorities are underrepresented in MAs. Data for Q3 2018-19 show that 2.1% of MA starts self-identified being from a Mixed or Multiple; Asian; African; Caribbean or Black; or Other ethnic group. However, this number has increased by 0.2 percentage points compared to quarter 3 last year. The number of starts increased by 19%, from 354 to 421 (+67)**
- **The ethnic minority employment rate for ages 16-24 in 2017 was 61% compared to 75% for the white population. The minority ethnic employment gap was much higher for women than men; for women, the minority ethnic employment gap was 23 percentage points and for men was 5.7 percentage points. (Annual Population Survey, 2017)**
- **Ethnic minority groups are over represented in certain sectors such as 'Distribution, Hotels &**

**Restaurants’ and in the ‘Financial, Real Estate, Professional & Administrative Activities’ but under-represented in almost every other industrial sector (Annual Population Survey, 2015)**

- Rates of self-employment are higher for ethnic minority groups which can partly reflect poor employment opportunities as employees (JRF, 2015)
- Recent research published by Close the Gap (2019) highlights the complex intersection of inequalities faced by BME women in the labour market. Their research highlights that many BME women face racial discrimination and bias in the labour market which negatively impact on their outcomes.

Wider evidence from the UK also suggests that ethnic minority groups have poorer labour market outcomes and are more disadvantaged in the labour market. For example:

- **Ethnic minority groups are more likely to be unemployed than white British people, are over-represented in poorly paid and unstable jobs, and are less able to secure opportunities for job progression or employment aligned with their skills and abilities and are underrepresented in well-paid jobs. (JRF, 2015b)**
- **Ethnic minority groups are underrepresented in managerial and senior positions in business (McGregor-Smith Review, 2017)**
- **Recruitment processes can also make it harder for some ethnic minority groups to enter the workplace as there may be an under-recognition among employers of ethnic minority employees’ skills and experience, reducing their chances of employment or further progression when in work (Hudson et al., 2013)**

- **In the workplace, ethnic minority groups can have unequal access to opportunities for development. Progression for ethnic minority groups can be restricted if progression is through informal networks, if there is a lack of ethnic minority role models or mentors at higher levels within organisations who might provide support and advice, or if there is a gap between equality and diversity policies and practice in the workplace (Hudson et al., 2013)**
- **For Gypsy Travellers, The Traveller Movement (2017) reported that discrimination in employment manifested itself in a number of ways, including discrimination in recruitment and career progression, losing a job after revealing their identity, and hiding ethnicity.**

#### **Disability**

Although disability is common with one in four of adults born in Scotland classed as having a disability (Scot Gov, 2017b) the evidence suggests that disabled people face multiple disadvantages in the labour market.

- **For Modern Apprenticeships in Q3 2018-19, 13.7% of MA starts self-identified an impairment, health condition or learning difficulty – a +2.9 percentage point increase from last year. This equates to a 38% increase in starts from 1,946 to 2,691 (+745). The current figure for disabled individuals for MA starts is 3.7%**
- **The employment rate in 2017 in Scotland for those classed as disabled under the Equality Act 2010 was 45%, significantly lower than the employment rate of 81% for those not classed as disabled. (Annual Population Survey, 2017)**

- **The employment rate gap between disabled and non-disabled people in Scotland was lower for young people (18.5 percentage points) and increased with age and was highest for those aged 35-49 years (41 percentage points). (Scottish Government, 2018a)**
- **Labour market outcomes also vary according to disability. For example, the employment rate for people with a learning disability is particularly low. McTier et al (2016) highlight that in Scotland the employment rate for people with a learning disability is in the range of 7% to 25%. It has also been found that employment outcomes are particularly poor for those with mental health problems. Mental health, for instance, is associated with one of the highest rates of unemployment**
- **An increased need for flexibility in working patterns by disabled people and relatively inflexible employers drives disabled people into part-time work (Longhi, 2017).**

#### **Care Experience**

SDS has recently begun to collect data on care leavers. Monitoring data for 2018-19 shows that 1.6% of MA starts self-identified as care experienced up to the end of quarter 3. The number of starts has increased by 9%, from 282 to 306 (+24) over the same period. SDS has secured an increase in funding contributions to MA providers working with care experienced young people up to their 30th birthday. This also allows care experienced young people aged 20-29 to access apprenticeship frameworks that may otherwise be restricted to 16 – 19 year olds (SDS Corporate Parenting Plan).

Data from both Scotland and the UK on the educational outcomes of care experienced children is available. Following this transition statistics are scarce. Routine data that is collected about the Scottish or UK population has not traditionally recorded whether adults are care



experienced. This gap is beginning to be addressed – with the Department for Work and Pensions tracking whether Jobcentre benefit claimants are care experienced since 2013 (Centre for Social Justice, 2014).

Once care experienced young adults leave education, we do not have a clear picture of the outcomes of their transition into employment.

### Age

Those at the younger and older ends of the labour market tend to face the most labour market disadvantages.

- **The youth (16-24) employment rate in Scotland increased by 3.5 percentage points over the year from 55.9% in 2016 to 59.4% in 2017 (Annual Population Survey, 2017)**
- **The youth unemployment rate in Scotland decreased by 2.6 percentage points over the year to 9.2% in 2017. However, the youth (16-24) unemployment rate in Scotland is the highest of all age groups at 9.2% (Annual Population Survey, 2017). Youth unemployment can have a number of negative consequences. Young people who experience unemployment face higher risks of unemployment and lower wages over the long term and can struggle to progress in the labour market (Bell and Blanchflower, 2011; The Work Foundation, 2016). In addition, unemployment at an early age has been found to be particularly harmful to young people's mental health**
- **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 (Scottish Government Social Research, 2017)**

- **The employment rate for those aged 50 to 64 years increased from 64% in 2007 to 70% in 2017. Men accounted for one third of the increase, whilst women accounted for two thirds**

- **The numbers over 65 still in employment has increased. In 2017 84,700 people aged 65 years and over were in employment in Scotland, almost twice as many as ten years ago. The employment rate for those aged 65 years and over increased from 5.7% in 2007 to 8.5% in 2017. The most common reason for working past the age of 65 years was being 'not ready to stop working' and was reported by 56%**

- **Older people who fall out of the labour market are much less likely to find work again than younger people (Department for Work and Pensions, 2014). The main focus of debate about the ageing workforce has been on finding effective ways to extend working lives and prevent early retirement (Work Foundation, 2015). Older workers are more likely to carry on working if there is flexibility of working arrangements such as the opportunity to work from home, working part-time and flexible working hours**
- **Older workers often face negative attitudes in the labour market from employers and colleagues. Negative attitudes towards older workers include the idea that older workers are less productive than younger workers; are less adaptable to technological changes; less able to learn new things; less motivated; resistant to management; and prone to untreatable and work-limiting conditions.**

### Pregnancy and maternity

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.

Scottish Government Social Research (2017) outlines that being a teenage mother is linked to poor labour market outcomes. Young mothers have a particularly high risk of poverty and severe poverty compared to all adults. The analysis of data from the Growing up in Scotland (GUS) study found that compared to mothers aged 25 and over, those aged under 20 were less likely to have a qualification at Higher grade or above or be employed (21% vs. 83%), and more likely to be in the lowest income quintile (72% vs. 12%) and to live in the most deprived areas.

The evidence suggests that starting a family can have negative long-term consequences on women's labour market participation. Evidence presented by the Women's Employment Summit, (2014) for Scotland notes that women returning from maternity leave and looking after young families are often seeking part-time work which may be in low skilled employment with little training or prospects of progression. In addition, limited high-skilled part-time opportunities means women may have to "downgrade" their employment to jobs where their skills are not fully used.

Supporting pregnant women and those on maternity leave is seen as benefiting organisations as it increases staff retention; creates better morale among employees and is seen as the responsibility of employers to support staff (BIS and EHRC, 2015).

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.

### Religion or Belief

Limited evidence is available on the relationship between employment and religion or belief.

UK wide research has highlighted labour market inequalities by religion particularly for Muslim men and women (EHRC, 2015). Women and Equalities Committee (2016) found that Muslim people suffer the greatest economic disadvantages of any group in society. Unemployment rates for Muslims are more than twice that of the general population (13% compared to 5%) and 41% are economically inactive, compared to 22% of the general population. The disadvantage is greater still for Muslim women who represent 65% of economically inactive Muslims. They suggest 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.

No data is currently available on MAs and Religion or Belief. This information is now being collected internally and will be available in the future.

### Sexual Orientation

An evidence gap exists in relation to sexual orientation in work. However, survey data and qualitative research do provide some insights.

Incidences of discrimination, bullying and harassment at work are highlighted in the literature (Hudson-Sharp and Metcalf, 2016). Evidence indicates that once in the workforce, barriers remain in the form of harassment and discrimination. A survey conducted by Stonewall Scotland of LGBT workers indicated that 17% reported being verbally or physically harassed (Bridger et al. 2017). This number is higher for younger workers, with LGBT Youth Scotland (2017) reporting that 26% of LGBT youth experience harassment at work.

Stonewall Scotland also found that LGBT workers in lower income households are 10% more likely to experience harassment than those from higher income households (22% compared to 12%). These statistics are indicative of the working context LGBT young people are entering and the areas of intersection which contribute to compounded experiences of discrimination.

An 'LGB friendly environment' has been shown to have a positive impact on LGB workers who are more likely to be 'out' at work. It fosters openness and confidence, improved work productivity and effectiveness as well as loyalty and pride in the organisation (Colgan et al, 2006). No data is currently available on MAs and Sexual Orientation. This information is now being collected internally and will be available in the future.

### Trans

Evidence is limited on the experience of work for trans workers. A survey conducted by Stonewall Scotland of LGBT workers reported that trans workers are more likely to experience harassment and discrimination than the wider LGBT population, with 39% reporting negative comments or conduct from colleagues and 6% reporting being physically attacked in the workplace. Similarly, 18% of trans respondents reported not being called by the correct name and pronoun at work. This heightened level of discrimination leads in turn to over half of trans respondents not feeling comfortable identifying as such in the workplace. This is also reflected in employment levels, with just 61% of trans people in the National LGBT survey (2018) reporting having a paid job in the 12 months preceding the survey. This statistic was 19% less than respondents overall.

The benefits of employing and supporting trans employees are highlighted by Stonewall (2016). For example, changing gender roles can require the use of

a range of transferable skills including communication and negotiation, confidence to make difficult decisions, organisational skills and innovative approaches to problem solving. Supporting a trans employee demonstrates an organisation's commitment to equality and diversity which can help attract and retain skilled workers. It also enhances the reputation of the organisation with trans customers, clients and service users.

No data is currently available on MAs and Gender Identity. This information is now being collected internally and will be available in the future.

## Appendix 1: Data availability

This section outlines data availability across the protected characteristics. The lack of data on some protected characteristics is a major barrier to understanding their levels of participation and experience in the labour market.

The table below outlines the availability of administrative and survey data presented in this review and shows those areas where there is a lack of data.

**Table A1: Availability of administrative and survey data across the protected characteristics**

	Gender	Ethnicity	Disability	Care experience	Age	Sexual orientation	Gender Identity	Religion or belief	Pregnancy & maternity
School pupils	✓	✓	✓	✓	✓	X	X	X	X
Subject choice school	✓	X	X	X	✓	X	X	X	X
School attainment	✓	X	X	✓	✓	X	X	X	X
School qualifications	✓	✓	✓	✓	✓	X	X	X	X
College population	✓	✓	✓	✓	✓	X	X	X	X
Subject choice college	✓	✓	✓	X	✓	X	X	X	X
University population	✓	✓	✓	✓	✓	X	X	?	X
Subject choice university	✓	✓	✓	X	✓	X	X	X	X
Employment	✓	✓	✓	X	✓	X	X	✓	X
Unemployment	✓	✓	✓	X	✓	X	X	✓	X
Occupation	✓	✓	✓	X	✓	X	X	✓	X
Industry of employment	✓	✓	✓	X	✓	X	X	✓	X

### Gender

A wide range of data and evidence is available on gender from administrative data, social surveys and secondary research. However, there is often a lack of information on how gender interacts with other equality characteristics such as BME or disability. Data availability may also be an issue where gender has not been taken into account in the analysis.

### Ethnicity

One of the key issues with understanding outcomes in relation to ethnic minority groups in Scotland is the lack of data. Small sample sizes mean that it not always possible to provide a detailed breakdown for ethnic groups in Scotland. Broad analyses that compare BME groups with that of the White Scottish / UK population very often conceal wide variations within BME groups.

It should be noted that ethnicity in survey data is self-reported and in some cases individuals may not be willing to disclose their ethnicity or feel that the available categories do not reflect their ethnicity.

### Disability

At the UK level, data is readily available on the employment rates and educational outcomes of disabled people from the Labour Force Survey, Annual Population Survey, 2011 Census and a number of other social surveys. Due to small sample sizes, there is less data at the Scottish level or for particular groups of disabled people.

There is no single agreed objective measure of disability. Disability can be defined as those who are covered under the disability provision of the 2010 Equality Act, those on disability related benefits, and self-defined categorisations of disability as used in many social surveys.

The number of disabled people may be undercounted as individuals may choose not to disclose their disability. Furthermore, many people identified as having rights under the disability provisions of the Equality Act do not consider themselves to be disabled. Variations exist in when people are willing to disclose their condition. For example, students may be willing to disclose their disability while at college or university in order to receive additional support but chose not to disclose to a subsequent employer.

### **Age**

Data breakdown by age is widely available.

### **Sexual Orientation**

Data availability is one of the key issues in relation to reporting on evidence for sexual orientation. Sexual orientation has been included in all major equalities legislation for the past decade however; there remains a lack of evidence in relation to employment and education. What evidence does exist tends to be qualitative or from small scale surveys. It should be noted that even when surveys collect data on sexual orientation numbers may not be an accurate reflection of the population due to reluctance to disclose sexual orientation.

Although data on Sexual Orientation has improved in recent years, evidence gaps still persist. It is expected that official sources undercount the proportion of the population who are lesbian, gay or bisexual.

### **Gender Identity**

There is very little data that provides an accurate picture of the transgender population in Scotland or the UK, including those who have a nonbinary gender identity.

LGBT organisations have called for a question on gender identity to be included in the Scottish Government's major household surveys and the Census 2021, and for there to also be some way of capturing people that identify out with the binary concepts of man/woman. The Scottish Government is considering, as part of the review of its core questions, including a non-binary option for respondents. The ONS and NRS Census teams are currently looking at the possible inclusion of non-binary gender identity and sexual orientation questions in Census 2021.

### **Religion or Belief**

The 2011 Census provides a useful source of information on religion or belief in Scotland however many other surveys do not collect information on religion. Similarly, schools and colleges do not routinely collect information on religion.

### **Pregnancy and maternity**

Data is not routinely collected in administrative data in relation to pregnancy and maternity.

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