Equalities action plan
For Modern Apprenticeships in Scotland
Foreword

At Skills Development Scotland we place equality and diversity at the very heart of our work and are fully committed to driving forward change that will make an enduring difference. We recognise our key role in taking decisive action that helps to create a fairer and more prosperous nation, in which opportunities are open to all and where each one of us is able to contribute our talents, skills and commitment.

Our commitment to supporting this ambition is reflected in our recently published corporate plan 2015-20, strongly aligned to the Scottish Government’s aim of building a fairer Scotland.

The recommendations set out in the Commission for Developing Scotland’s Young Workforce report, and the Scottish Government’s Developing the Young Workforce: Scotland’s Youth Employment Strategy that followed rightly made some recommendations in relation to disability, Black and Minority Ethnic (BME), gender and care leavers.

Some of these recommendations included ambitions specifically for Modern Apprenticeships and we have been working intensively, with invaluable support from our partners, to understand the many factors affecting participation and set out what decisive action we will take.

We are proud to present our Equalities Action Plan. Our plan details both what we and our partners are doing, and what we will do, to build fairer and more diverse workplaces, driving real change and delivering the very best outcomes for Scotland’s people, businesses and economy.

We fundamentally believe our collective actions will not only support our ambitions for Modern Apprenticeships, but will also extend to other aspects of our work such as our services in schools and our work in support of employability.

Our plan could not have been developed without outstanding support from our partners, including those on our Equalities Advisory Group – and we would like to thank in particular Engender, Close the Gap, Capability Scotland, Glasgow Disability Alliance, STUC, BEMIS and Scottish Throughcare and Aftercare Forum.

I would like to thank them very much for their valuable and insightful contributions and look forward to continuing to work in partnership as we strive to achieve our shared ambitions in support of equality and diversity.

Publication of our plan is but a moment in time and we will continue to learn and further develop the action we take in achieving our goals. Together there is much we can, and will, achieve to make an enduring difference for Scotland’s people, businesses and economy.

John F. McClelland CBE
Chair, Skills Development Scotland
Introduction

As Scotland’s skills body, Skills Development Scotland (SDS) aims to support the development of fairer and more diverse workplaces that deliver the very best outcomes for every individual. We are committed to equality of opportunity within Modern Apprenticeships (MAs), a commitment that is driven by our firm organisational belief in the values of inclusion and improving equality and diversity outcomes for people in Scotland.

This Equalities Action Plan outlines the challenges to be addressed, and the actions which our organisation will undertake with partners specifically to improve the participation of disabled and Black Minority Ethnic (BME) groups and care leavers in Modern Apprenticeships, as well as addressing gender imbalance within the uptake of occupational frameworks. Whilst some specific objectives exist for these four groups, the plan will also embrace the wider goal of improving equality of access for all.

A Modern Apprenticeship is a job with industry designed and recognised training. MAs offer individuals the opportunity to work towards an industry approved qualification, to learn on-the-job, and to earn a wage. The Scottish Government provides a funding contribution towards MAs as a key investment in promoting Scotland’s economic growth.

Modern Apprenticeships are an important component of the Scottish Government’s measures to promote sustained employment and contribute to developing Scotland’s workforce and SDS is responsible for administering the public funding contribution through contracts with a range of organisations.

The plan summarises SDS’ contribution to the equality actions and milestones in the Scottish Government’s Developing the Young Workforce (DYW) Youth Employment Strategy that was developed in response to the recommendations made by the Education Working for All report by the Commission for Developing Scotland’s Young Workforce (DYW) Youth Employment Strategy led by Sir Ian Wood. The strategy included an ambitious plan to reduce youth unemployment by 40 per cent by 2021 and to report annually on progress.

SDS’s actions have been developed in consideration of stakeholder feedback and a review of available evidence which highlights that many of the factors affecting participation in MAs reflect the position and treatment of different groups within the labour market and society as a whole.

If these issues are to be addressed, many of the activities – particularly with regard to changing cultural norms - are ‘upstream’ of MAs.

Delivery of the plan will rely on strong, sustained partnership working with educational partners, third sector organisations and employers to address young people and their key influencers’ perceptions and knowledge of work-based routes and what is considered a suitable job.

In addition, it is incumbent on SDS to consider what it can influence in terms of MA contracts, policies and procedures to drive change in relation to all the equalities groups. There are no ‘quick fix’ solutions to what are embedded attitudes and world-wide problems, and stakeholders are also clear that no one organisation has all the answers. For those reasons, this will be an iterative plan which will be updated annually as we identify further approaches through experience and partnership working.

The development of this action plan was prior to the conclusion of the Spending Review, the outcome of which will influence the timing and implementation of some elements of the plan.

Stakeholder feedback has been invaluable to the development of this plan and we would like to take this opportunity to thank our partners for their input and continued support.

We would particularly like to thank the stakeholders who supported us in the development of this plan giving us invaluable feedback through the SDS Equalities Advisory Group.

- BEMIS: national ethnic minorities led umbrella body supporting the development of the ethnic minorities voluntary sector in Scotland
- Close the Gap: works in Scotland on women’s participation in the labour market
- Engender: a feminist organisation that works to advance equality between women and men
- Capability Scotland: campaigns with and provides education, employment and care for children with disabilities and adults across Scotland
- Glasgow Disability Alliance (GDA): an organisation controlled by disabled people whose mission is to act as the collective, representative voice of disabled people, promoting equality, human rights and social justice
- Scottish Centre for Inclusive Living (GCL): an organisation led by disabled people committed to improving inclusive living by assisting people to challenge barriers and make informed choices
- Scottish Throughcare and Aftercare Forum (STAF): a membership organisation working to improve the lives of care leavers
- Stonewall Scotland: work to advance equality for LGBT people
- Scottish Transgender Alliance: works to improve gender identity and gender reassignment equality rights and inclusion in Scotland
- STUC: the national trade union centre in Scotland
- Scottish Refugee Council: an independent charity helping refugees and asylum seekers in Glasgow and across Scotland
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Partnership work is vital in ensuring that employers are able to recruit people with the right skills to support the development of high performing, highly productive, fair and equal workplaces, and to help people progress in their career through equality of opportunity.

Our ambition is for equality of participation within MAs to support the following outcomes:

- increase the employment rate for young disabled people to the population average by 2021
- to reduce to 60 per cent the percentage of MA frameworks where the gender balance is 75:25 or worse by 2021
- increase the number of MA starts from minority ethnic communities to equal the population share by 2021
- improve the number of care leavers who successfully take up MAs.

This ambition relates to, and has been informed by, the recommendations in the DSYW and Scottish Government’s Implementation Plan - DYW Youth Employment Strategy outlined in Appendix 1. The development of this plan and its early implementation are supported by the £500K awarded to SDS by Scottish Government in 2015 to implement DSYW equality recommendations and in the Scottish Government’s response set out in DYW Youth Employment Strategy.

“The plan builds upon a range of equality activity in relation to the four groups carried out in 2014/15.”

The projects funded during 2014/15 are briefly summarised in Appendix 2, and have laid the foundations for the longer term partnership working which will be key to the activities described in, and the success of, this action plan. We have developed our own knowledge of the issues and built stronger connections between contracted Training Providers and stakeholder agencies to connect to diverse client groups and communities, and altered data collection forms and Training Provider guidance.

This early activity has identified:

- the importance of building on local networks to increase the reach to a wider audience
- building appropriate relationships and facilitating strong and effective partnership working takes time
- working collaboratively with a range of partners can harness additional skills, knowledge and supporting activities to strengthen activity
- smaller projects can often yield greater benefits and are arguably more sustainable when additional funding is no longer supporting activity, particularly in small geographical areas where organisations have strong community or employer links.

This plan sets out the key issues and main challenges in relation to each group and a summary of the main actions to address. This is followed by specific actions for each group with associated timescales, aims etc. Actions which are common to all groups are set out separately, including contractual arrangements; industry engagement; improving understanding; building regional pipeline approaches; baselines and reporting; and capacity building of contracted Training Providers.
This section sets out the challenge and key issues for each of the groups addressed in this plan. It is based on a review of available evidence and stakeholder feedback.

### Disabled groups

**Key challenges and context**

Stakeholders commented on how disability can be seen as limiting in terms of the career aspirations and opportunities for children and young people and the tendency for society to focus on what disabled people cannot do – not what they can do. Stigma and negative stereotyping is often attached to disabled people, particularly when they move into the labour market. For some disabled people, a key factor is a fear of discrimination or rejection should their disability be disclosed. Some disabled people lack confidence as they have not been encouraged to disclose that they have, or talk about, their disability.

Declaration is important and particularly where it is necessary for additional support and/or reasonable adjustments to be put in place to increase the likelihood of sustained employment.

A review of available statistics and feedback from Training Providers suggests that as disability is self-reported there are challenges in identifying the true baseline position with regard to employment through Modern Apprenticeships. SDS uses the definition of disability outlined in the Equality Act (2010). A data matching exercise carried out by SDS indicated that under-reporting may be an issue. The SDS Career Information, Advice and Guidance (CIAG) customer management system records a range of health and disability factors sourced from the annual school census, with input from partners who work with the individual during and post-school. The customer management system for MA trainee records disability information on a self-declaration basis.

For 2014/15 starts:

- the MA customer management system which relies on self-reporting found that 0.41% of MA starts have a self-declared disability. Using improved data collection methodologies, and capacity building activity with Training Providers, the Quarter 1 statistics for 2015/16 show that 3% of all starts had a self-reported disability.

- the data matching exercise indicated that the rate of disability and other health factors is within the range of the Annual Population Survey (APS), which reported in 2014/15 that 12.5% of those aged 16 to 24 in Scotland had a disability. (The percentage of the population in work in Scotland aged 16 to 24 who had a disability was 8.6%).

Agreeing what is an appropriate “definition” of disability to establish a more accurate baseline from which to monitor participation is important. It is imperative that action focuses on developing a positive culture in relation to disclosure. Enabling individuals to feel sufficiently comfortable to self-report is key to providing appropriate levels of support to sustain their apprenticeship and complete their certification.

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Main disability specific action themes

In consultation with stakeholders, we consider that there are five main areas to address in partnership with other agencies to improve participation by disabled people within MAs as follows:

1. **Building cohesive networks which aim to join up support for young people (and inform their influencers) from awareness and participation in work-based pathways in school and into work**

2. **Building the capacity of Training Providers to enable individuals to freely disclose their disability and identifying strategies for Training Providers to enable young people to disclose their disability**

3. **Consideration, administration and delivery of funding support for disabled groups**

4. **Engaging and targeting specific industry groups to share knowledge and identifying the range of support available to undertake positive recruitment activity**

5. **Establishing an agreed definition of disability for recording of MA registrations through consultation with stakeholder groups and make any necessary adjustments in work.**

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**Case study: Darren Mooney**

Unemployed since leaving school, Darren Mooney began to blame his dyslexia for holding him back. Desperate to land a job, the 18-year-old from East Renfrewshire was referred to Barnardo’s Works for support. Darren chose a local nursery for his work placement as he was interested in pursuing a career in Social Care. The nursery was keen to offer Darren a Modern Apprenticeship but they were concerned that his dyslexia would prevent him from completing the written work required. Barnardo’s made reasonable adjustments for assessment practices and supported Darren who was able to successfully submit several trial pieces of work. Darren is now employed as a Modern Apprentice in a nursery. He said: “I enjoy the hands-on learning with a Modern Apprenticeship as well as the theory behind the job. I’m grateful for the support I was given to help me get to this point.”

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**Gender balance**

Key challenges and context

Stakeholders agree that the main cause of gender segregation is traditional, cultural norms and out-of-date value systems, including stereotypical views among key influencers (e.g. parents, teachers, peers) regarding young people’s choices in school subjects and jobs. These attitudes are deep-rooted in society and are considered to also affect employers’ attitudes regarding recruitment or promotion and staff behaviours in the workplace.

This is also reflected throughout the education system and is most often closely associated with the effort over the years to encourage girls to choose Science, Technology, Engineering and Mathematics (STEM) subjects at school, so that they are more likely to apply for related post-school academic, vocational or work-based learning routes.

There are higher numbers of female school leavers entering further or higher education (73 per cent and 55 per cent respectively in 2013), however gender segregation in subject choices is apparent.

College subject areas are also heavily gendered as highlighted in the Commission’s report and Scottish Funding Council statistics. STEM subjects are dominated by men, while women account for a disproportionately high number of graduates in areas such as education (77 per cent) and creative arts and design (62 per cent) which are sometimes presented as traditionally ‘female’ subject areas. However, the majority of women with STEM subject qualifications do not go on to work in related areas (73 per cent of female STEM graduates are lost from STEM occupations, compared to 48 per cent of males).5

MA participation is also reflective of this gender segregation as 40 per cent of starts in 2014/15 were women. Table 1 presents the top five MA frameworks by participation and gender. Table 2 presents the most segregated frameworks. This should be considered in a wider context, there are frameworks that attract one or two female MAs compared to three-figure male starts. Women are over-represented in public administration, health, education, secretarial, care and customer service roles which traditionally have lower rates of pay, and men are over-represented in more resource intensive training and higher paid occupations such as construction, manufacturing and other traditional skilled trade and management roles.

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**“We are impressed by the commitment shown by SDS to address the issue of the under-representation of disabled people in national training programmes such as Modern Apprenticeships. The MA Equality Action Plan demonstrates that Skills Development Scotland has a genuine desire to increase the representation of protected characteristic groups in Modern Apprenticeships and we welcome that the plan has been produced with input and guidance from a range of partners and equality organisations.”**

Brian Scott, Glasgow Disability Alliance

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5 School Leaver Destination Report.

6 The Royal Society of Edinburgh (2012): ‘Tapping all our Talents’
Initiatives have been developed over the years to address gender bias across the education and training system. However, there is work to be done in joining up sustained activity to maintain the interest of individuals and, very importantly, their key influencers, and for easily accessible routes to enable individuals to progress to clear education and work-based learning opportunities.

As an MA is a job with training, employers make the decision to recruit MAs or select an employee from their existing staff. Terms and conditions (such as working hours and travel to work) also reflect the norms for employment in the industry. Whilst employers may not consider themselves to be willingly discriminative, stakeholders report unconscious and conscious bias in the selection of candidates as well as challenges, in the ability of a SME-dominated economy to take action on diversity. This is despite evidence of correlations between certain industries where there is under-representation and skills shortages as identified in Skills Investment Plans. Employers report relatively few applications from men or women where industry employment figures demonstrate gender segregation.

Table 1: Top five frameworks by participation and gender in 2014/15

<table>
<thead>
<tr>
<th>Frameworks</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality</td>
<td>1,572 (56%)</td>
<td>1,221 (44%)</td>
<td>2,793</td>
</tr>
<tr>
<td>Business &amp; Administration</td>
<td>1,744 (71%)</td>
<td>707 (29%)</td>
<td>2,451</td>
</tr>
<tr>
<td>Retail</td>
<td>1,094 (55%)</td>
<td>909 (45%)</td>
<td>2,003</td>
</tr>
<tr>
<td>Freight Logistics</td>
<td>85 (5%)</td>
<td>1,505 (95%)</td>
<td>1,590</td>
</tr>
<tr>
<td>Engineering</td>
<td>61 (5%)</td>
<td>1,303 (95%)</td>
<td>1,364</td>
</tr>
</tbody>
</table>

Table 2: Top five segregated frameworks by participation and gender in 2014/15

<table>
<thead>
<tr>
<th>Frameworks</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glass Industry Operations</td>
<td>0</td>
<td>198</td>
<td>198</td>
</tr>
<tr>
<td>Achieving Excellence in Sports Performance</td>
<td>0</td>
<td>182</td>
<td>182</td>
</tr>
<tr>
<td>Heating, Ventilation, Air Conditioning and Refrigeration</td>
<td>0</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>Power Distribution</td>
<td>0</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Land-based Engineering</td>
<td>0</td>
<td>34</td>
<td>34</td>
</tr>
</tbody>
</table>
Main gender-specific action themes

In consultation with stakeholders we consider that there are three main areas to address in partnership with other agencies:

1. Developing regional partnership models of sustained activity from school onwards to improve pathways into STEM related subjects and careers with a focus on young women

2. Engagement with industry partners to incorporate priorities and actions within Sector Skills Action Plans where gender imbalance is apparent and to integrate these within the pipeline approach described above

3. Challenge Fund action research activity with Training Providers to deliver hard outcomes in terms of non-typical recruitment and ongoing support.

Case study

Work taster activity and support for applying for apprenticeship opportunities with local construction businesses has been shown to be successful in improving the understanding of young women and the likelihood of their considering a career in the industry.

Two pilot projects in June 2015 were delivered in the North East of Scotland through a commitment to strong partnership working by key partners including Aberdeen City Council; the Aberdeen Construction forum; employers (Ballfuir Beattie, Bancon, Robertson Construction, Scotia Homes, Transport Scotland, Stewart Milne Homes), CITB; Women in Property (WiP); Equate; Robert Gordon University (RGU); North East Scotland College (NESCOL) and Skills Development Scotland.

“...it is a fantastic industry which I think more women should be involved in.”

(Natalie, Mearns Academy)

“It has changed my view about construction as it is all around us”

(Georgia, Mackie Academy)

Black Minority and Ethnic (BME) groups

Key challenges and context

Stakeholder consultations found that under-representation in MAs is linked to cultural barriers, with vocational training or work-based learning perceived in BME communities to be of less value. There is a long-established perception that vocational routes are for those that might not achieve the necessary qualifications to go onto university. Parents’/ carers are still considered hugely influential about the kinds of jobs considered respectable. In some BME communities, parents and familial expectations continue to push more strongly for an academic route and/or certain types of jobs. In some geographies family and community worklessness isolates young people from the labour market. In addition, awareness and understanding within ethnic minority and cultural communities of the benefits of work-based learning as a respected career choice could be improved.

As a result, the School Leaver Destination Report highlights that school leavers from BME communities are far more likely to go on to higher education, and are less likely to enter employment. In 2014, 80 per cent of BME school leavers entered higher education, compared to a working population of 3.1 per cent (APS 2014). Over half of BME MA starts (56%) are concentrated in five MA frameworks - retail, hospitality and tourism, sports, health and social care, and construction. People from a BME background are better represented, proportionately, in financial services and other services (e.g. ICT and digital technology), although absolute numbers are low.

Evidence on labour market outcomes for BME groups, however, suggests that while educational achievements are high this is not reflected in labour market outcomes. Employment rates are generally lower for BME groups than the general population in both Scotland and rest of the UK. In 2014 in Scotland, the employment rate for people from minority ethnicity groups was 61 per cent compared to an overall employment rate of 72 per cent.

Whilst employers may not consider themselves to be willingly discriminatory, stakeholders report that employers lack knowledge and understanding of how to reach and access the BME talent pool, and that there is a need to take cultural differences into account when recruiting for MAs and other jobs.

SDS data shows that 1.4 per cent of MA starts in 2014/15 were taken up by people who declared themselves to themselves to be from a BME background, compared to a working population of 3.1 per cent (APS 2014). Over half of BME MA starts (56%) are concentrated in five MA frameworks - retail, hospitality and tourism, sports, health and social care, and construction. People from a BME background are better represented, proportionately, in financial services and other services (e.g. ICT and digital technology), although absolute numbers are low.

References:

Main BME specific action themes

In consultation with stakeholders, we consider that there are five main areas for action to address in partnership with other agencies to improve BME participation in MAs as follows:

1. Targeting BME communities to increasing their knowledge of MAs, networks and referral routes, and the capacity and confidence of Training Providers to work with BME groups through a BEMIS partnership project

2. Deliver targeted, focused marketing campaigns for Modern Apprentices to encourage recruitment

3. Ethnicity-related Continuing Professional Development for Training Providers to support employer recruitment and selection processes and sharing of best practice through Training Provider networks

4. Supporting Training Provider challenge fund projects which have hard outcomes for addressing under-representation

5. Specific focus on increasing engagement with female BME communities with partners.

Case study

In 2014/15 SDS supported Rathbone to recruit young people from BME communities in Tayside and Fife to apprenticeship opportunities or to participate in employability provision that would act as a pathway to a Modern Apprenticeship. Rathbone’s approach - and key to their success - has been direct sales and marketing to employers with whom they had already established relationships. They developed appropriate marketing/promotional material and got involved with community events to raise the profile of MAs. It was a direct “boots on the ground” model, implemented through careful targeting, strong networking and relationship building between Rathbone staff with employers and community groups. Ultimately this resulted in the recruitment of an additional 30 young people from BME backgrounds to take up MA opportunities. The employers involved became advocates for MAs for their business, their children and their local community. Rathbone has shared the learning from this easily replicable and sustainable model including marketing material developed for recruitment, and their community and employer engagement approach with other Training Providers at a SDS good practice event on equalities.
In the context of this plan, care leavers includes young people who are still in care and considering their transition into work.

Key challenges
A review of the limited data sets available on care leavers in Scotland shows that this group:
- tend to leave school with limited qualifications, with few achieving qualifications beyond Standard Grade level
- are far less likely to go on to a positive destination than the overall number of school leavers, with over a quarter becoming unemployed
- have poor levels of economic activity, with 29 per cent inactive due to unspecified ‘other circumstances’
- experience some of the poorest health, educational and employment outcomes.

Care leavers experience more chaotic and disrupted backgrounds than their peers, and can typically have additional and more complex support needs. Many children and young people are taken into care as a result of neglect, abuse, complex disabilities, or involvement in the youth justice system – 85 per cent of care leavers are taken into care due to neglect.10

As care leavers are not a protected characteristic, there is no legal requirement for organisations to collect data11 and thus data is poor. Care leavers are unlikely to disclose their status to prospective employers due to fears over stereotyping. Stakeholder feedback highlights that self-reporting is contributing to the poor, post-school evidence available for this under-represented group.

The substantial ‘hidden’ care leaver population makes it difficult to reach and engage with this client group. It is therefore important to engage with young people before they leave care and to support them fully through the transition phase and into positive destinations.

“Stakeholders emphasised that many care leavers go on to be successful in different aspects of their adult life but others face significant barriers and challenges as a result of their upbringing and experience of being ‘looked after’.”

SDS has recently begun to collect data on care leavers and the quarter one 2015/16 statistics for MA starts show that the proportion of those who self-identify as care leavers is 0.9 per cent. It is difficult to achieve a clear picture of care leavers as a proportion of the working age population. Scottish Government’s report on Education Outcomes for Looked After Children 2013/14 37 highlights that 397 young people were looked after from August 2013 to July 2014 and left school in that period, representing less than one per cent of the 50,099 young people who left school in that period.

In consultation with stakeholders we consider that there are three main areas to address in partnership with other agencies to improve participation by care leavers groups within MAs as follows:

1. The development and delivery of a regional pipeline approach to support young care leavers through their transition phase i.e. clear connections for employment and MA opportunities are considered before they leave care 11
2. Consideration of funding contributions and support in relation to MAs
3. Building the capacity and understanding of Training Providers to enable them to offer appropriate support to young people and guide employers to appropriate assistance.

Main care leaver specific action themes

Case study
Stephen Burns from Glasgow faced more challenges than most when it came to finding a job, but becoming a Modern Apprentice has proved a winner for him.

“I was unemployed for quite a while after I left school and was really struggling,” said Stephen, who is 25.

He explained: “Some of my extended family really wanted to help me but simply couldn’t manage to and I think many people from a care background suffer from a lack of confidence, which certainly affected me.”

That all changed in January 2011 when he joined Glasgow Marriott Hotel on a 13 week work placement employability programme, which was developed to help individuals who faced additional barriers in achieving employment and who would require additional support in the workplace.

“The placement really opened my eyes to something new and made me realise that I wanted to try something different,” said Stephen, adding: “Being offered the Modern Apprentice opportunity when I finished the placement gave me hope for the future. I’ve almost finished my apprenticeship in Hospitality, Supervision & Leadership and I’ve enjoyed the challenge.”

John Connelly, Training Officer with the Marriott, is delighted with Stephen’s progress: “Stephen took his opportunity on board. He’s an excellent illustration of how well the MA programme can work.”

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9 Part 10 of The Children and Young People (Scotland) Act 2014 updated the definition of Care Leavers in the Children (Scotland) Act 1995 from April 2015 as to “any young person who ceases to be looked after on or after their 16th birthday”. All looked after children can become ‘care leavers’, including those classified as ‘looked after at home’ and in formal kinship care.

10 www.legislation.gov.uk/asp/2014/8/part/10

11 SDS now captures this data from April 2015 but as with other equality data, it relies on self-reporting


13 It is important that ‘longer transition’ periods are supported for young people leaving care and in line with Scottish Government policy we support and encourage young people to consider MA programmes before they leave care.
Cross-cutting activity

There are a number of cross-cutting actions related to MAs to tackle under-representation across the four client groups in MAs.

1. Contracting and contract monitoring
   The recruitment of individuals or selection of existing staff to undertake learning whilst in employment through Modern Apprenticeships is the role of the employer. We must use all levels available to us to support and influence the employer in making their recruitment choices. For example, we can ensure that our contracting processes with Training Providers leverage what is possible and practicable to ensure that recruitment of MAs is fair, transparent and non-discriminatory. We will undertake the following actions, providing Training Providers with the appropriate support to enable them to fulfill their contractual obligations.
   - Introduce additional evidence requirements in our contracting documentation for 2015/16 using the guidance issued by the Equality and Human Rights Commission, and monitor performance against this during the contractual year. This will be underpinned by key equalities groups and ‘taste’ the world of work for under-represented roles and ‘taste’ the world of work for MAs.
   - Promote improved understanding of MAs
     Stakeholder consultation reveals low levels of understanding by some groups regarding work-based learning pathways in general, and MAs in particular. In addition, it is vital that any campaign approaches and materials, including digital resources such as apprenticeships.scot, are reviewed with key equalities groups to ensure that they are fit for purpose for the selected audience. We will undertake the following:
     - Develop and implement marketing campaigns and provide additional content for key influencers and prospective participants to improve understanding of MAs.
     - Ensure that our existing and new materials and communication methodologies are reviewed with equality group stakeholders to ensure that the messages are appropriate and the communication methods used are accessible.

2. Capacity building
   We have already begun to work with our contracted Training Providers to develop their understanding of and ability to support diverse client groups including a Training Needs Analysis undertaken on our behalf by the Equalities Challenge Unit. We will continue to build on this activity with Training Providers.

   We will also develop the capacity of our own organisation including support for our staff involved in monitoring contractors to enable them to provide a more informed challenge to contracted Providers. The additional funds, recently provided by Scottish Government, have enabled us to fund key staff roles focused on each of the 4 groups covered by this plan. These individuals will be responsible for engaging with key stakeholders, developing and building networks, ideas and solutions for sustainable actions.

4. Regional pipeline partnership activity
   Working on the pipeline activity which starts in early years must be sustained and that is why we are engaging with Education Scotland (and aligning this activity with their test areas for STEM delivery) and those organisations responsible, for example, for STEM related inputs for girls to ensure that this activity is embedded going forward. This activity will also align with SDS’ work with local partnership working on foundation apprenticeship pathfinders. As they develop, this activity will also include the regional DSV groups to ensure that the coordination of local employer engagement, to support work-based learning pathways, has equality of access at its heart. This regional approach is outlined in Figure 1.

5. Industry engagement
   SDS coordinates Skills Investment Plans on behalf of selected industry groups in Scotland. We will ensure that these plans take account of equalities in considering actions to address skills gaps and shortages. The current iteration of the action plan includes activities in support of some industries such as construction and the oil and gas sector.
   Key to this is to embed any activity within the regional pipeline partnership activity including the work schools and employer groups are undertaking in support of the Youth Employment Strategy, including foundation apprenticeships. Particular partners that will be key to the success of this activity include Energy Skills Scotland (ESS) and Education Scotland, particularly linking to the STEM Education Strategy. In addition, emerging assets for employer engagement, such as the regional DSV groups and the Modern Apprenticeship Supervisory Board will be utilised, when developed, to promote equality of opportunity and test ideas.

6. Careers advice and guidance
   The Career Education Standard (3-18) is a response to the recommendation that careers advice and guidance start earlier in schools. This will help young people understand their capabilities and develop their aspirations. They will better understand the job market and how to be successful in their careers. It recognises the journey young people make as they progress from age 3-18 and the role of key influencers in shaping that journey. While this standard is expressed as a universal entitlement, it is clear that not all young people enjoy the same advantages, nor face the same challenges.
   It will be the responsibility of all partners to address the issue of equality. Backgrounds and circumstances must never limit potential and all partners will seek to develop practice which challenges stereotypes and ensures improved outcomes for all young people.

Figure 1: Stages in the equality regional partnership pipeline

<table>
<thead>
<tr>
<th>Early years and primary school</th>
<th>Secondary school</th>
<th>Post school transition</th>
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</thead>
<tbody>
<tr>
<td>Preventing early bias in career choice</td>
<td>Encouraging more diverse subject choices</td>
<td>Providing guidance to young people to apply for MA career pathways and ‘taste’ the world of work</td>
</tr>
<tr>
<td>Preparing young people for the world of work</td>
<td></td>
<td>Enabling employers to recruit MAs in under-represented roles</td>
</tr>
</tbody>
</table>

All involved in career education should provide advice, guidance and opportunities that contribute to:
- Eradicating discrimination;
- Promoting mutual respect and equality of opportunity across genders, social background, disabilities, ethnicities, sexual orientation and religions.

7. Baselines and reporting
   We are working to establish improved baselines with regard to disabled and BME groups (including sub-groups of BME participants). Over the years we have increased the range of reports available relating to equalities groups and will continue to review reporting with partners.

8. Creativity
   As noted earlier, many of these issues are society-wide and are longstanding in nature and stakeholders agree that no one agency has all the answers or responsibility. We welcome the opportunity and invitation given to us to engage in dialogue and workshop activity with stakeholder organisations to develop creative ideas to what are longstanding problems.
The activities described in the plan aim to improve representation of disabled, BME and care leaver individuals within Modern Apprenticeships and to reduce gender bias in representation for different MA frameworks where this exists.

Disability

Objectives:

- Support young disabled people through transition periods in their education and into employment
- Improve the successful uptake of Modern Apprenticeships by young disabled people

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/ Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>DSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Building cohesive networks to join up support</td>
<td>Foundation apprenticeships: Pathfinders will be required to establish baselines for participation of young disabled people and demonstrate positive action including reviewing recruitment practices, removing barriers and establishing support measures</td>
<td>Improved vocational choices as pathways to MAs in senior school phase</td>
<td>All targeted young people</td>
<td>Schools SFC Colleges</td>
<td>August 2015 - March 2020</td>
</tr>
<tr>
<td>Through the SDS Equality Challenge Fund six small scale regional action research projects have been commissioned with Training Providers, regional partners, employers which have set hard outcomes of addressing under-representation and lack of achievement for young disabled people on MA frameworks through recruitment and sustainment practices. Softer outputs will be shared within the SDS Training Provider network</td>
<td>Produce case studies, support materials and good practice guides and utilise findings. Improved representation of young disabled people on MA frameworks</td>
<td>Disabled people</td>
<td>Rathbone Concept Northern New College Lanarkshire West College Moray college Perth college and their partner organisations</td>
<td>September 2015 - August 2016</td>
<td>27 33 34 35 36</td>
</tr>
<tr>
<td>2. Build the capacity of Training Providers working with disabled people</td>
<td>Capacity building: Investment in our Training Providers Deliver a comprehensive suite of training to ensure that SDS contracted Training Providers can and do maximise their leverage in recruiting and supporting young people with a range of disabilities on MAs</td>
<td>Improved capacity and engagement in the disability agenda resulting in more recruitment of young disabled people to appropriate</td>
<td>Disabled people</td>
<td>Delivered in partnership with expert organisations</td>
<td>May 2015 - March 2016</td>
</tr>
<tr>
<td>Equality Challenge Unit equalities helpline for Training Providers: Develop and deliver equalities helpline to support Training Providers in their equality policy.</td>
<td>Easy access support for Training Providers on equality issues. Training Providers more equipped to take on young people from different backgrounds. More young people from under-represented groups on National Training Programmes (NTPs)</td>
<td>All young people</td>
<td>Equalities Challenge Unit Training Providers</td>
<td>December 2014 - September 2015</td>
<td>n/a</td>
</tr>
<tr>
<td>3. Establish an agreed definition of disability for data collection</td>
<td>Develop an agreed definition for disability for use in monitoring and statistical analysis and consult with partners and disabled people to identify best approach to support disability disclosure</td>
<td>Reporting on participation of disabled people in NTPs is accurate and genuinely reflects participation. Continuity of reporting across SDS systems</td>
<td>Disabled people</td>
<td>Equalities Challenge Unit Training Providers Expert partners</td>
<td>June 2015 - January 2016</td>
</tr>
</tbody>
</table>
### Disability continued

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/ Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>DSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Engage and target specific industry groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further develop apprenticeships.scot MA online application system</td>
<td>Enhanced and simplified application process for apprenticeships</td>
<td>All</td>
<td></td>
<td>By December 2015</td>
<td>27 34 35</td>
</tr>
<tr>
<td>Disability marketing campaign: Deliver a high profile, multi-channel marketing campaign on opportunities in MA, focusing on young women in STEM, to raise awareness of opportunities for young disabled people in non-traditional careers</td>
<td>More awareness of opportunities and more disabled people accessing and progressing through non-traditional training and careers</td>
<td>Disabled people</td>
<td>External media organisations</td>
<td>By March 2017</td>
<td>27 34 35</td>
</tr>
<tr>
<td>Employer engagement: a programme of engagement with employers to share knowledge of the business case for diversity, technical support for them in taking positive action in recruitment practices, signposting of recruitment incentives</td>
<td>Improved capacity within employer network to embrace positive action recruitment practices</td>
<td>All</td>
<td>Industry partners, Regional DSYW Groups</td>
<td>January 2016 - March 2020</td>
<td>31 32</td>
</tr>
<tr>
<td>Capacity building for employers: Engage with employers and employer representative bodies to create a range of CPD/capacity building activity which assists employers in their role and enhances fulfilment of marketing MAs to individuals</td>
<td>Increased numbers of employers employing under-represented groups on MAs and generally</td>
<td>All young people</td>
<td>Employers Employer representative bodies</td>
<td>Procure by December 2015 - complete by August 2016</td>
<td>20</td>
</tr>
<tr>
<td>Develop/refresh sector SIPs incorporating priorities and actions on tackling inequality</td>
<td>Increased numbers of employers aware of the equalities agenda and their role within it</td>
<td>All targeted people</td>
<td>Employers Employer representative bodies</td>
<td>March 2016</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### 5. Funding support

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/ Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>DSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver ASN Access Fund: Additional funding to support those with additional support needs on the Employability Fund. The value and efficacy of funded interventions will be evaluated</td>
<td>Improved access and support needs on the Employability Fund. The value and efficacy of funded interventions will be evaluated</td>
<td>Disabled people</td>
<td>Training Providers</td>
<td>April 2015 - March 2018</td>
<td>34</td>
</tr>
<tr>
<td>Scotland’s Employer Recruitment Incentive (SERI): A business or third sector organisation of any size (including recruitment as a Modern Apprentice) can apply for financial support if they employ an unemployed young person with additional support needs aged up to 29</td>
<td>More employers providing work experience opportunities and employing young disabled people on MA opportunities</td>
<td>Disabled people</td>
<td>Delivered by local authorities, Open Doors Consortium</td>
<td>July 2015 - March 2016</td>
<td>25 20 35 36</td>
</tr>
<tr>
<td>Open Doors Consortium support: a business recruiting a young person with a disability can receive additional in-work support for that young person through the Open Doors Consortium. This can be accessed alongside SERI to support those who are about to be recruited but who may not be able to receive SERI, and to support young people already in employment (since 1 July 2015) but for whom the employer requires additional support in order to sustain their employment.</td>
<td>More employers providing work experience opportunities and employing disabled people on MA opportunities</td>
<td>Disabled people</td>
<td>Local authorities, Open Doors Consortium</td>
<td>July 2015 - March 2016</td>
<td>20 25 34 35 36</td>
</tr>
<tr>
<td>Revise contribution levels for MAs to disabled people of older age groups to reflect their greater resource requirement</td>
<td>Training providers will be better resourced to support disabled people on their MA programme</td>
<td>Disabled people</td>
<td></td>
<td>April 2016 - March 2020</td>
<td>34 35</td>
</tr>
</tbody>
</table>

---

5 Following the uncertainty caused by the UK Government Spending Review, SERI is now paused to new starts. All young people who have already started are unaffected by the suspension and will be fully supported by SERI through their 12 month participation.
Gender

Objectives:

- Reduce gender stereotyping and gender segregation in career choices and occupational routes chosen by young people in education
- Reduce gender segregation in Modern Apprenticeship frameworks

1. Developing regional pipeline models of sustained activity

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>OSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build regionally co-ordinated school interventions to affect long term cultural change with a particular focus on challenging gender stereotypes in STEM subject areas.</td>
<td>Equality Scotland, Institute of Physics (IoP), Physics Education Network, Scottish submarine local authorities, Close the Gap, Regional Gender Pipeline Model</td>
<td>All young people but with a focus on young women</td>
<td>August 2015 - March 2016</td>
<td>27 28 30</td>
<td></td>
</tr>
</tbody>
</table>

Foundation apprenticeships: Pathfinders with schools offering work based, accredited learning. Recruitment to the pathfinders in schools will seek to address gender perceptions of STEM occupations. Reviews of the impact on uptake and good practice will be undertaken.

<table>
<thead>
<tr>
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<th>Partner involvement</th>
<th>Timeframe</th>
<th>OSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved vocational choices as pathways to MA’s (and other destinations) in senior school phase</td>
<td>SFC Colleges</td>
<td>All targeted young people, particularly young women</td>
<td>August 2015 - March 2020</td>
<td>27 28</td>
<td></td>
</tr>
</tbody>
</table>

Positive Action work tasters for young women: Work with secondary schools, employers, Training Providers (aligned to GSB activity) to include positive action taster activities linking young girls with STEM employers, preparing them to apply for MA vacancies.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium Long-term outcomes</th>
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<th>Partner involvement</th>
<th>Timeframe</th>
<th>OSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sustainable regional model to address gender segregation. More young women taking non-traditional career choices and MA career choices</td>
<td>Institute of Physics (IoP) Regional partners, including Local Authorities</td>
<td>Young women</td>
<td>January 2015 - January 2017</td>
<td>27 28 30</td>
<td></td>
</tr>
</tbody>
</table>

CITB positive action recruitment activity: Work to build positive action into recruitment and to raise awareness among girls of modern construction techniques and opportunities in construction.

<table>
<thead>
<tr>
<th>Actions</th>
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<th>Partner involvement</th>
<th>Timeframe</th>
<th>OSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>More awareness of opportunities and more young women progressing within non-traditional careers including MA’s in construction</td>
<td>CITB</td>
<td>Young women</td>
<td>April 2016 - March 2016</td>
<td>27 28 30</td>
<td></td>
</tr>
</tbody>
</table>

2. Industry/employer engagement

<table>
<thead>
<tr>
<th>Actions</th>
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<th>Partner involvement</th>
<th>Timeframe</th>
<th>OSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement with industry sectors and special interest groups to deliver a range of projects aimed at highlighting and addressing gender imbalances in the workforce e.g. Shell ‘Girls into Energy’ Programme, Girls into Energy, Women in Work Project etc.</td>
<td>More young women will consider non-traditional career pathways in STEM subject areas</td>
<td>Young women</td>
<td>Equate</td>
<td>March 2015 - March 2016</td>
<td>27 30</td>
</tr>
</tbody>
</table>

Development sector Skills Investment Plans, reviewing industry demand data through a ‘gendered lens’ incorporating priorities and actions on tackling gender equality where it exists.

<table>
<thead>
<tr>
<th>Actions</th>
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<th>Partner involvement</th>
<th>Timeframe</th>
<th>OSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased numbers of employers aware of the gender challenges and their role within it</td>
<td>Young men and all young people Employers</td>
<td>Employer representative bodies</td>
<td>March 2017</td>
<td>27 30 31</td>
<td></td>
</tr>
</tbody>
</table>

3. Pipeline Model; Close the Gap & Engender: West Lothian “Regional Gender Pipeline” project with West Lothian. Develop and implement the regional gender pipeline model of initiatives/ support to address gender segregation, tapping into the funds, support and expertise of national partners in a co-ordinated approach. (aligned to the Education Scotland 5 test destination) in senior school phase.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium Long-term outcomes</th>
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<th>Partner involvement</th>
<th>Timeframe</th>
<th>OSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved vocational choices as pathways to MA’s (and other destinations) in senior school phase</td>
<td>SFC Colleges</td>
<td>All targeted young people, particularly young women</td>
<td>August 2015 - March 2020</td>
<td>27 28</td>
<td></td>
</tr>
</tbody>
</table>

Gender Bias GAP for Training Providers and sharing of gender related best practice through Training Provider networks. Deliver a programme of CPD for Training Providers to ensure their practice promotes equality of opportunity and provide platform opportunities to share “what good looks like”

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>OSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training providers can identify good practice and are better prepared to recruit and support targeted young people on SDS programmes</td>
<td>Young women</td>
<td>Equate</td>
<td>May 2015 - March 2016</td>
<td>27 28 29</td>
<td></td>
</tr>
</tbody>
</table>
Gender

4. In apprenticeship support/networking

Consideration and implementation of networking models to support young people in non-traditional apprenticeships

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/Long-term outcomes</th>
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<th>Timeframe</th>
<th>DDSW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All young people</td>
<td>By August 2016</td>
</tr>
</tbody>
</table>

Gender people in non-traditional apprenticeships

networking models to support young people in MAs

2. Industry/employer engagement (cont)

Scoping exercise with partners to establish the most effective approach to engage employers at different phases of the "pipeline"

Capacity building for employers: Engage with employers and employer representative bodies to create a range of CPD/capacity building activity which assists employers in their role and enhances fulfilment of marketing MAs to individuals

<table>
<thead>
<tr>
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<th>Partner involvement</th>
<th>Timeframe</th>
<th>DDSW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All young people</td>
<td>By August 2016</td>
</tr>
</tbody>
</table>

Gender people in MAs and support young women on MA frameworks

of addressing gender bias where it exists

employers which have set hard outcomes of addressing gender bias where it exists

enhanced capacity and focus on MAs and generally

Improved capacity within employer network to embrace positive action recruitment practices and support young people in MAs

Improved gender balance

Initial focus on young women

To be determined 2016 - 2020

27 30 29

Objective:

• Improve the successful uptake of Modern Apprenticeships by individuals from BME communities

• Improve the successful uptake of Modern Apprenticeships by individuals from BME communities

Black and Minority Ethnic groups

Objectives:

• Broaden the range of career pathways taken by young people from Scotland’s Black and Minority Ethnic (BME) communities

• Improve the successful uptake of Modern Apprenticeships by individuals from BME communities

3. Challenge Fund activity

“What does good look like?” Gender-related action research projects: Through the SDS Equality Challenge Fund three small scale regional action research projects have been commissioned with Training Providers, regional partners, employers which have set hard outcomes of addressing gender bias where it exists

Employer engagement: a scoping exercise will be undertaken with partners to establish the most effective approach to engage employers at different phases of the "pipeline"

Employer engagement: a scoping exercise will be undertaken with partners to establish the most effective approach to engage employers at different phases of the "pipeline"

Enhanced and simplified application process for apprenticeships

To deliver targeted focused marketing campaigns for Modern Apprenticeships to encourage the recruitment of people from different ethnic backgrounds

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>DDSW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increased numbers of young BME people engaged in MAs</td>
<td>Young people from BME communities</td>
</tr>
</tbody>
</table>

Foundation apprenticeships: Pathfinders will be required to establish baselines for participation of young people of ethnic origin and demonstrate positive action including reviewing recruitment practices, removing barriers and establishing support measures

Further develop apprenticeships.scot MA online application system

To deliver targeted focused marketing campaigns for Modern Apprenticeships to encourage the recruitment of people from different ethnic backgrounds

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/Long-term outcomes</th>
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<th>Partner involvement</th>
<th>Timeframe</th>
<th>DDSW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All targeted young people</td>
<td>Schools SFC Colleges</td>
</tr>
</tbody>
</table>

The Ambition – Developing the Young Workforce

The Ambition – Developing the Young Workforce

Introduction

1. Targeting BME communities: Increased knowledge of MAs, referral routes and pathways

2. Targeted, focused marketing campaigns

3. Challenge Fund activity

4. In apprenticeship support/networking

5. Appendix
### Actions Short/Medium/Long-term outcomes Targeted groups Partner involvement Timeframe DSYW

| 3. | Capacity building: Investment in our Training Providers | Improved capacity in Training Provider network | All | BME expert organisations | August 2015 - March 2020 | 31 32 |
| 4. | Improve understanding of MAs | “What does good look like?” BME related action research projects: Through the SDS Equality Challenge Fund seven small scale regional action research projects have been commissioned with Training Providers, regional partners, employers which have set hard outcomes of addressing under-representations of people from ethnic backgrounds and improving representation of young BME people on MA frameworks through recruitment and sustainment practices. Softer outputs from the projects will be shared within the SDS Training Provider network. | Produce case studies of good practice and utilise findings. Improvements in BME representation on MAs. | Young people from BME communities | Rathbone Fife Migrant Forum Glasgow Clyde college WEASREC Moray College Perth College and their associated partners | By August 2016 | 27 31 32 |
| 5. | Partnership working to increase engagement with female BME community | Community capacity building: Engage with appropriate external organisations to encourage female and youth participation from the BME community in MAs. | Increased engagement with female BME community and more young BME women progressing to MAs. | Young people from BME communities | Yusef Youth Amina Dundee International Women’s Group Other BME groups | January - December 2015 | 27 31 32 |
## Young people in care and leaving care

**Objectives:**
- Support young people in care and leaving care through transition periods in their education and into employment
- Improve the successful uptake of Modern Apprenticeships by young people in care and leaving care

### Actions

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>OSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regional pipeline approach to support young care leavers through the transition phase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation apprenticeships: Pathfinders will be required to establish baselines for participation of young care leavers and demonstrate positive action including reviewing recruitment practices, removing barriers and establishing support measures, linking with corporate parenting responsibilities (Children &amp; Young People (Scotland) Act)</td>
<td>Improved vocational choices as pathways to MAs in senior school phase</td>
<td>All targeted young people</td>
<td>Schools SFC Colleges</td>
<td>August 2015 – March 2020</td>
<td>27 28</td>
</tr>
<tr>
<td>Care Connections: develop and deliver regional pipeline approach to support young care leavers into MA opportunities (including transition from employability pathways such as activity agreements)</td>
<td>More young care leavers will see MAs as appropriate career pathway</td>
<td>Care Leavers Who Cares Scotland MCR SCYD</td>
<td>September 2015 – August 2016</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Further develop apprenticeships on MA online application system</td>
<td>Enhanced and simplified application process for apprenticeships</td>
<td>All</td>
<td>By December 2015</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>2. Build the capacity and understanding of Training Providers cont.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equality Challenge Unit: Equalities Helpline for Training Providers: Develop and deliver equalities helpline to support Training Providers in their equality policy</td>
<td>Easy access support for Training Providers on equality issues. Training Providers more equipped to take on young people from different backgrounds. More young people from under-represented groups on MAs</td>
<td>All young people</td>
<td>Equalities Challenge Unit Training Providers</td>
<td>December 2014 – September 2016</td>
<td>n/a</td>
</tr>
<tr>
<td>Scotland’s Employer Recruitment Incentive (SERI): A business or third sector organisation of any size (including recruitment as a Modern Apprentice) can apply for financial support if they employ an unemployed young person with additional support needs aged up to 29</td>
<td>More employers providing work experience opportunities and employing young disabled people on MA opportunities</td>
<td>Young care leavers</td>
<td>Delivered by Local Authorities, Open Doors Consortium</td>
<td>1 July 2015 – 31 March 2016</td>
<td>20 25 34 35 36</td>
</tr>
<tr>
<td>More young people from BME communities</td>
<td>Young people from BME communities</td>
<td>Training Providers</td>
<td>May 2015 – August 2016</td>
<td>31 32</td>
<td></td>
</tr>
<tr>
<td>More young people on SDS programmes</td>
<td>Young people from BME communities</td>
<td>Training Providers</td>
<td>May 2015 – August 2016</td>
<td>31 32</td>
<td></td>
</tr>
<tr>
<td>More young people on SDS programmes</td>
<td>Young people from BME communities</td>
<td>Training Providers</td>
<td>May 2015 – August 2016</td>
<td>31 32</td>
<td></td>
</tr>
<tr>
<td>More young people on SDS programmes</td>
<td>Young people from BME communities</td>
<td>Training Providers</td>
<td>May 2015 – August 2016</td>
<td>31 32</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
- Following the uncertainty caused by the UK Government Spending Review, SERI is now paused to new starts. All young people who have already started are unaffected by the suspension and will be fully supported by SERI through their 12 month participation.
**Common Actions**

The following sets out common actions across all groups.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>DSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contracting and contract management</td>
<td>Embed the delivery of equality outcomes into procurement assessment of MAs and employability programmes. Embed the delivery of equality outcomes into procurement assessment of MAs and employability programmes.</td>
<td>All</td>
<td>EHRC Equality Advising Group members</td>
<td>April 2016 - March 2017</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Embed specific focus on equality outcomes in contract monitoring arrangements.</td>
<td>All</td>
<td>Equality Advisory Group members</td>
<td>Initial changes 2015</td>
<td>30</td>
</tr>
<tr>
<td>2. Developing the capacity of Training Providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equality Challenge Unit Equalities Helpline for Training Providers: Develop and deliver equalities helpline to support Training Providers in their equality policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easy access support for Training Providers on equality issues</td>
<td>All young people</td>
<td>Equality Challenge Unit Training Providers</td>
<td>December 2016 - September 2016</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Develop the capacity of Training Providers to enable individuals to self report characteristics, promote to a more diverse group of participants, assist employers and promote retention.</td>
<td>All young people</td>
<td>Equality Challenge Unit Training Providers</td>
<td>October 2015 - March 2020</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**3. Developing the capacity of SDS contract monitoring staff**

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>DSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the capacity of SDS contract monitoring staff to challenge Training Providers on progress in relation to improving representation.</td>
<td>SDS staff better equipped to challenge Training Providers on progress in improving representation amongst all groups.</td>
<td>All young people</td>
<td>Equality Advisory Group representatives</td>
<td>Summer 2014 - March 2020</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**4. Improve understanding of MAs**

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>DSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement campaigns and additional content to improve awareness of MAs.</td>
<td>Improved understanding of MAs. Improved uptake of MAs by under-represented groups.</td>
<td>All young people</td>
<td>Focus groups of young people Employers Training Providers Special interest groups</td>
<td>2015 - end March 2016</td>
<td>n/a</td>
</tr>
<tr>
<td>Review SDS digital interfaces and other materials for individuals, Training Providers, employers and other special interest groups to assess accessibility and identify opportunities to embed and develop specific content relating to equalities and under-represented groups.</td>
<td>Digital content positively promotes under-represented groups. More young people from under-represented groups utilise SDS digital services and other services.</td>
<td>All young people</td>
<td>Focus groups of young people Employers Training Providers Special interest groups</td>
<td>February 2015 - March 2016</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Common Actions (cont.)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Short/Medium/Long-term outcomes</th>
<th>Targeted groups</th>
<th>Partner involvement</th>
<th>Timeframe</th>
<th>DSYW</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Industry engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity building for employers: Engage with employers and employer representative bodies to create a range of CPD/capacity building activity which assists employers in their role and enhances fulfilment of marketing MAs to individuals</td>
<td>Increased numbers of employers willing to employ under-represented groups on MAs and generally</td>
<td>All young people</td>
<td>EHRC Equality Advising Group members</td>
<td>January 2016 - March 2020</td>
<td>20</td>
</tr>
<tr>
<td>Develop/refresh sector SIPs incorporating available baselines, priorities and actions on tackling inequality</td>
<td>Specific industry awareness of issues and actions to address</td>
<td>All targeted young people</td>
<td>Employers Employer representative bodies</td>
<td>Food and Drink, Financial Services and Tourism by March 2016 Rolling programme thereafter</td>
<td>n/a</td>
</tr>
<tr>
<td>6. Baselines and reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop improved baselines for disabled and BME group participation levels</td>
<td>Improved understanding of baseline position to inform actions</td>
<td>Disabled and BME groups</td>
<td>Equalities Challenge Unit</td>
<td>January 2016</td>
<td>n/a</td>
</tr>
<tr>
<td>Review range of published data reports with partners and identify any improvements required</td>
<td>Improved understanding of participation levels to inform actions</td>
<td>All young people</td>
<td>Equalities Advisory Group</td>
<td>Annual</td>
<td>n/a</td>
</tr>
<tr>
<td>7. Creative solutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host stakeholder workshops to identify creative solutions to issues</td>
<td></td>
<td>Equalities stakeholder and business organisations</td>
<td>By end of March 2016</td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>
The Action Plan directly responds to the KPIs for equality in apprenticeships presented in Developing the Young Workforce - Scotland’s Youth Employment Strategy, as shown in Table 3. In keeping with our commitment to equality of opportunity within Modern Apprenticeships and in line with the recommendations made by the Commission for Developing Scotland’s Young Workforce (DSYW) and the actions and milestones in Developing the Young Workforce (DYW).

### 5 Targets and Key Performance Indicators

<table>
<thead>
<tr>
<th>DSYW KPI</th>
<th>Description</th>
<th>Equalities group</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 10</td>
<td>Increase the employment rate for young disabled people to the population average by 2021</td>
<td>Disability</td>
</tr>
<tr>
<td>KPI 7</td>
<td>Reduce to 60% the percentage of MA frameworks where the gender balance is 75:25 or worse by 2021</td>
<td>Gender</td>
</tr>
<tr>
<td>KPI 9</td>
<td>Increase the number of MA starts from minority ethnic communities to equal the population share by 2021</td>
<td>BME</td>
</tr>
<tr>
<td>KPI 11</td>
<td>Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021</td>
<td>Care leavers</td>
</tr>
</tbody>
</table>

The milestones and targets set out below detail what SDS hopes to achieve through the lifespan of the equality action plan. SDS is committed to underpinning this plan with a formative evaluation process which will inform future activity. The action plan therefore has to be considered as an iterative plan which will develop based upon our learning of “what works” and “what does good look like”? SDS will update the action plan on an annual basis.

### Key milestones

Table 4 presents a summary of key milestones for equality in MAs in relation to the Youth Employment Strategy.

<table>
<thead>
<tr>
<th>Year</th>
<th>SDS DSYW Activities</th>
<th>Equalities: Key Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>Targeted MA campaign activity developed Easier access to Modern Apprenticeship vacancies through My World of Work</td>
<td>Marketing to raise awareness in under-represented groups Development of application system on apprenticeships.scot</td>
</tr>
<tr>
<td>2016-17</td>
<td>Individual equality action plans begin to increase participation by under-represented groups Challenge Fund projects Employer engagement Pilot activity Delivery of partnership projects High profile marketing campaigns Evaluation of activity to shape future activity</td>
<td></td>
</tr>
<tr>
<td>2017-19</td>
<td>Milestones based on formative evaluation of activity to date: period of high engagement Sustained activity working towards a pipeline approach to tackling gender imbalance Continued awareness-raising of MAs in all underrepresented groups Capacity building work with Training Providers to ensure balanced supply and demand in all areas Network building to ensure joined-up support</td>
<td></td>
</tr>
<tr>
<td>2020-21</td>
<td>Achievement of MA volume target and diversity targets Proven and sustainable action plans in place for future delivery</td>
<td></td>
</tr>
</tbody>
</table>

### Equality targets

In general, the targets relate to the 16 to 24 population as funding for the older age groups is targeted only towards defined occupational groups in line with the Scottish Government’s economic strategy. These targets for Modern Apprenticeship starts should be considered as a minimum performance level and they will be reviewed on an annual basis as our knowledge and formative evaluation of approach provides more intelligence to develop future milestones for equality within the programme.

### Disability

**Target:** Increase the employment rate for young disabled people to the population average by 2021 (MA starts to increase to match the percentage of disabled 16 to 24 year olds (who self-report a disability) in the population by 2021.

MA starts from disabled young people should equal the population average for 16 to 24 year olds in Scotland as per the APS which is currently 12.5% (APS 2014/15). (The percentage of 16 to 24 year olds in work who report a disability is 8.6%). We are aware that there is under-reporting of disability by 16 to 24 year olds through self-identification.
### Key milestones

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</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>Targeted MA campaign activity developed. Easier access to Modern Apprenticeship vacancies through My World of Work.</td>
<td>Marketing to raise awareness in under-represented groups. Development of application system on apprenticeships.scot.</td>
</tr>
<tr>
<td>2017-19</td>
<td>Milestones based on formative evaluation of activity to date: period of high engagement.</td>
<td>Further delivery of partnership projects across all equality areas. Sustained activity working towards a pipeline approach to tackling gender imbalance. Continued awareness-raising of MAs in all under-represented groups. Capacity building work with Training Providers to ensure balanced supply and demand in all areas. Network building to ensure joined-up support.</td>
</tr>
<tr>
<td>2020-21</td>
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<td>Proven and sustainable action plans in place for future delivery.</td>
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We have set incremental milestones relating to the first three years of delivery of this plan as follows:

- **2015/16**: 2% of all MA starts, numbering approximately 510 starts (5.5% of all MA starts)
- **2016/17**: 6% of all MA starts (17% of all MA starts)
- **2017/18**: 8% of all MA starts (25% of all MA starts)

For 2018/19 and beyond we will review achievements and revise future targets.

### Gender

**Target:** Reduce to 60 per cent the percentage of MA frameworks where the gender balance is 75:25 or worse by 2021.

- **2014/15:** The data shows that 72% of all frameworks with starts had a gender balance of 75:25 or worse.
- **2015/16:** Further consideration of this KPI with stakeholders suggests that, due to a range of factors, the attainment of this indicator may not necessarily reflect the cultural shift required to address gender bias. We will continue to monitor against the existing KPI and will begin to develop, with partners and gender equality groups, a range of indicators that demonstrate progress in addressing the strong gender bias in some MA frameworks.

**2016/17:** We will publish performance data in relation to the indicators developed with partners.

### BME

**Target:** Increase the number of MA starts from minority ethnic communities to equal the population share by 2021.

- **2015/16:** Target: Increase the number of MA starts from minority ethnic communities to equal the population share by 2021. MA starts from young people from BME communities should equal the population share for 16 to 24 year olds in Scotland as per the Annual Population Survey (APS) which is currently 5.1% (APS 2014/15). We have set incremental targets for this increase as follows:
  - **2015/16:** 7% of all MA starts, numbering approximately 425 starts (5% of all MA starts)
  - **2016/17:** 8% of all MA starts (14.5% of all MA starts)
  - **2017/18:** 9% of all MA starts (20% of all MA starts)

For 2018/19 and beyond we will review achievements and revise future targets.

### Care leavers

**Target:** Increase positive destinations for looked after children by four per cent per annum resulting in parity by 2021.

The year 2015/16 will be the first year that SDS will collect self reported care leaver data on the MA programme which we intend to utilise this year to establish a baseline figure upon which to develop future incremental milestones for delivery of this plan.

What will be different by 2021?

The ambition set out in DYW Youth Employment Strategy was to:

- address gender stereotyping and gender segregation in career choices and occupational routes chosen by young people in education.
- address gender segregation in Modern Apprenticeship frameworks.
- broaden the range of career pathways taken by young people from Scotland's black and minority ethnic (BME) communities.
- improve the successful uptake of MAs by individuals from BME communities.
- support young disabled people through difficult transition periods in their education and into employment.
- increase the employment rates for young disabled people to the population average.
- support young care leavers through difficult transition periods in their education and into employment.
- increase positive destinations for young care leavers, aiming for parity in 2021.
## Appendix 1: Recommendations from the Commission for Developing Scotland’s Young Workforce (DSYW)

### Employer support

**Recommendation 20:** A small business Modern Apprenticeship recruitment incentive package should be developed to equip and support smaller and micro businesses to recruit and train more young people.

**Recommendation 25:** Financial recruitment incentives should be re-examined and carefully targeted to achieve the most benefit in providing sustainable employment for young people.

### Cross-cutting equality issues

**Recommendation 27:** Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority Ethnic groups, young disabled people and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.

**Recommendation 28:** Senior phase vocational pathways should be designed to encourage more gender balance across occupations. This considered as having a contributory factor in improving MA participation for the targeted group.

**Recommendation 29:** The Scottish Funding Council and colleges should develop an action plan to address gender disparities within college education. This should be underpinned by realistic but stretching improvement targets. The Scottish Funding Council should report on this annually. This considered as having a contributory factor in improving MA participation for the targeted group.

### Gender

**Recommendation 31:** A targeted campaign to promote the full range of Modern Apprenticeships to young people and parents from the BME community should be developed and launched to present the benefits of work based learning as a respected career option and alternative to university.

**Recommendation 32:** SDS should set a realistic but stretching improvement target to increase the number of young people from BME groups starting Modern Apprenticeships. Progress against this should be reported on annually.

### Young disabled people

**Recommendation 33:** Careers advice and work experience for young disabled people who are still at school should be prioritised and tailored to help them realise their potential and focus positively on what they can do to achieve their career aspirations.

**Recommendation 34:** Funding levels to colleges and MA Training Providers should be reviewed and adjusted to reflect the cost of providing additional support to young disabled people, and age restrictions should be relaxed for those whose transition may take longer.

**Recommendation 35:** Within Modern Apprenticeships, SDS should set a realistic but stretching improvement target to increase the number of young disabled people. Progress against this should be reported on annually.

**Recommendation 36:** Employers who want to employ a young person with a disability should be encouraged and supported to do so.

### Care leavers

**Recommendation 38:** Across vocational education and training, age restrictions should be relaxed for those care leavers whose transition takes longer.

**Recommendation 39:** In partnership with the third sector, the Scottish Government should consider developing a programme which offers supported employment opportunities lasting up to a year for care leavers.
Appendix 2: Equality-related activity in 2014/15

The projects and activity supported in 2014/15 ranged in scale and size, but there were a few common themes and lessons learned. There were tangible benefits identified in relation to the numbers of people engaging in Modern Apprenticeships or progressing into them.

The activity resulted in the development of a number of positive achievements including:

- **improved partnership and networking:** Training Providers working in partnership to share expertise and progress individuals from being supported through the Employability Fund to moving on to an MA. Greater understanding within the Training Provider network of how others operate and how they can support each other: Stronger links between Training Providers and community groups.

- **the building of strong foundations for Regional Partnership models with key stakeholder agencies to interest girls and young women, and their key influencers, in STEM careers through sustained, joined up interventions leading to MAs or other post-school routes.** Given the impact of cultural norms on choices these partnerships are essential to the success of the Action Plan.

- **engagement with employers specifically on the topic of ASN and disability and the capabilities of individuals.**

- **promotional activity and material that supports employers, Training Providers, young disabled people and those from a BME background.** This includes case studies of young people from BME communities accessing MAs, and good practice with MAs linking employers, young disabled people and Training Providers.

- **capacity building of contracted Training Providers:** an understanding of the Training needs of contracted Training Providers through a needs analysis undertaken on our behalf by the Equalities Challenge Unit. Early implementation of capacity building activity including sharing of the lessons learned in the pilots.

- **changes to paperwork and reporting:** Reporting and guidance in relation to the recording of equalities information by contractors has changed for 2015/16 operations of MAs and the Employability Fund.

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