



Equality & Diversity Mainstreaming Report Equality Evidence Review 2019–2020

Annex D: Equality Evidence Review 2019 – 2020

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Glossary

ASN	Additional Support Needs
BAME	Black Asian Minority Ethnic
BME	Black Minority Ethnic
EHRC	Equality and Human Rights Commission
FTE	Full Time Equivalent
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
LGB	Lesbian Gay Bisexual
LGBT	Lesbian Gay Bisexual Transgender
MA	Modern Apprenticeship
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
SFC	Scottish Funding Council
SLDR	School Leavers Destinations Returns
SQA	Scottish Qualifications Authority
STEM	Science Technology Engineering and Mathematics
SVQ	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 characteristics¹. 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 denomination² but no detailed information on the religion or belief of school pupils.

¹The 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

²Roman 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.

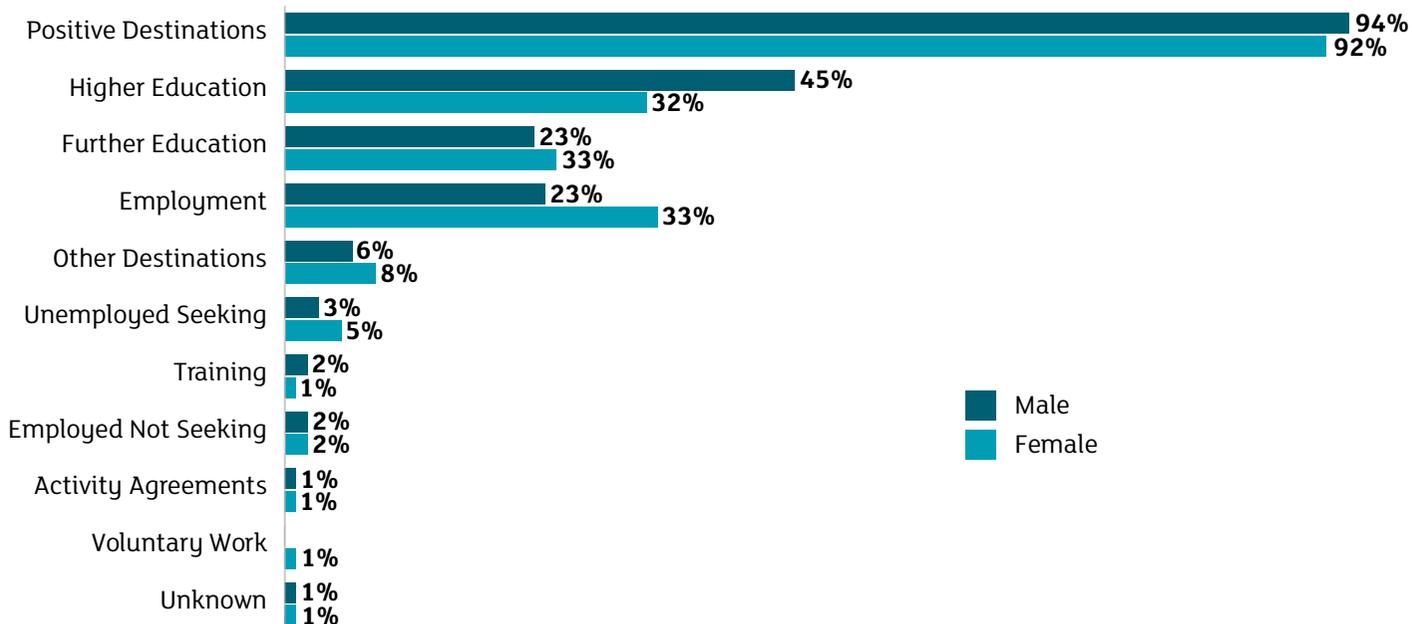
Destinations data for school pupils from the School Leaver Destination Return (SLDR) for 2017-18 shows that girls are more likely to enter positive destinations than boys. They are also more likely to progress to higher education, as illustrated in figure 1.1.

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

Source: SQA attainment data

Figure 1.3: Pupil destinations by ASN 2017-18



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
Art and Design	91%	81%	85%	79%	90%	94%
Biology	74%	70%	74%	72%	76%	70%
French	90%	83%	88%	86%	87%	86%
History	81%	73%	85%	79%	83%	81%
English	90%	80%	80%	70%	84%	75%
Chemistry	79%	75%	78%	75%	83%	81%
Mathematics	65%	64%	77%	73%	79%	72%
Physics	84%	72%	82%	73%	88%	77%
Computing Science	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 6³ 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.

³Equivalent 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.

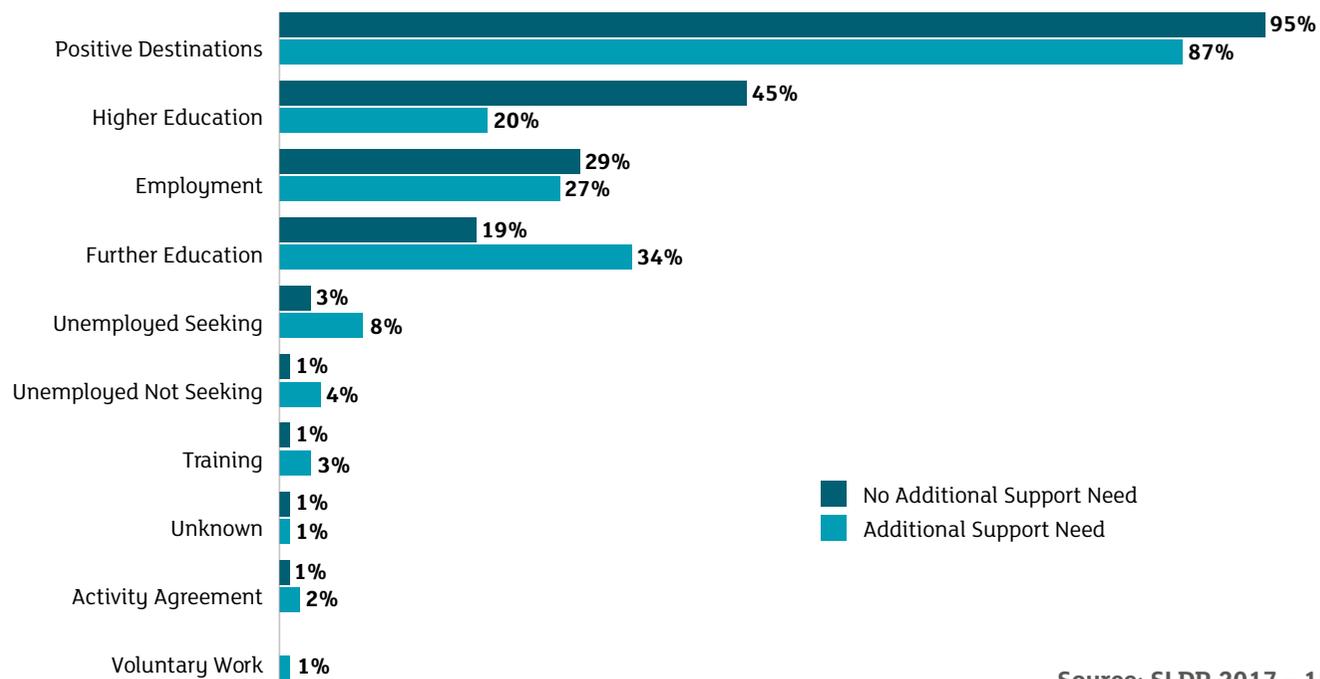
The terms ethnic minority and BME are both used in this review and refer to the definition used in the source data or research.

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, outlined in figure 2.2, 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 that 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 ethnicity, 2017-18



Source: SLDR 2017 – 18

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

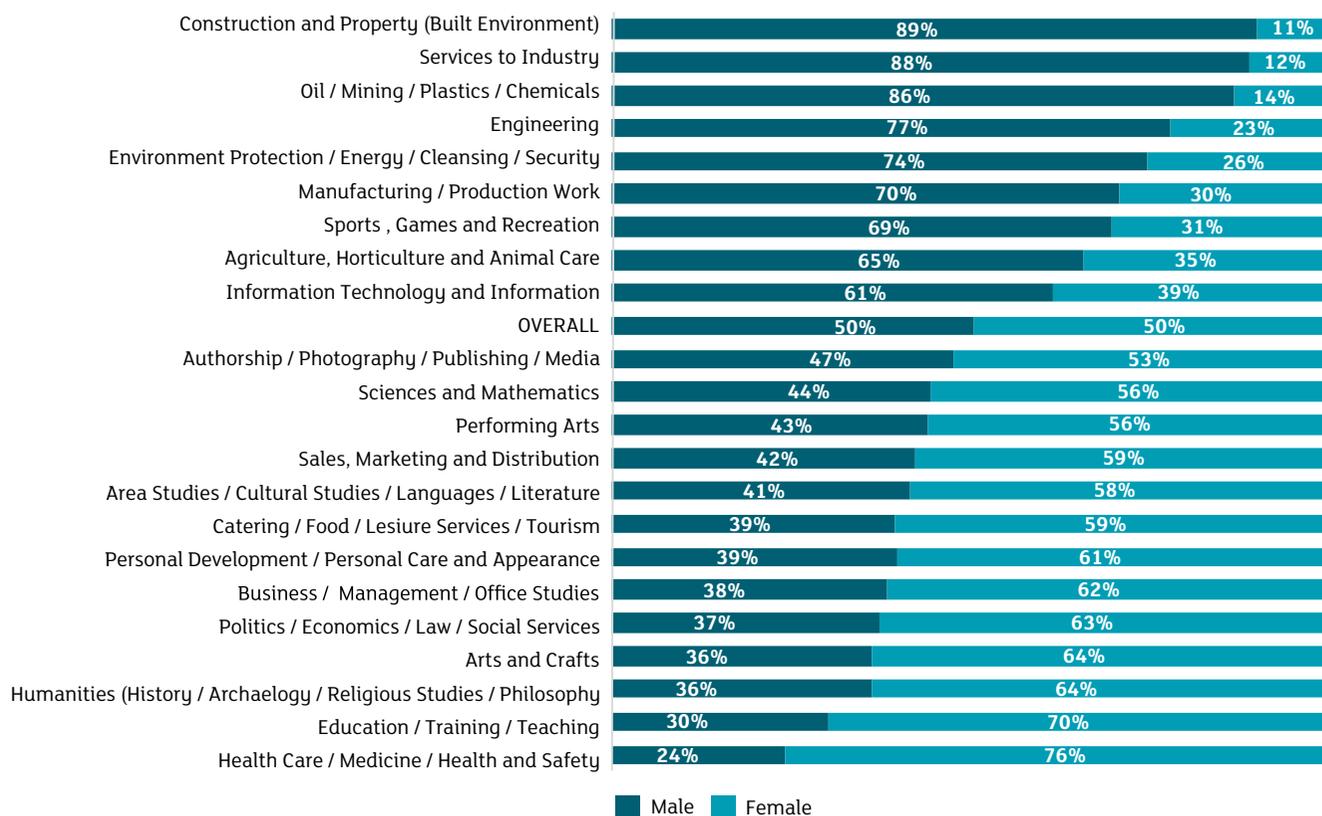
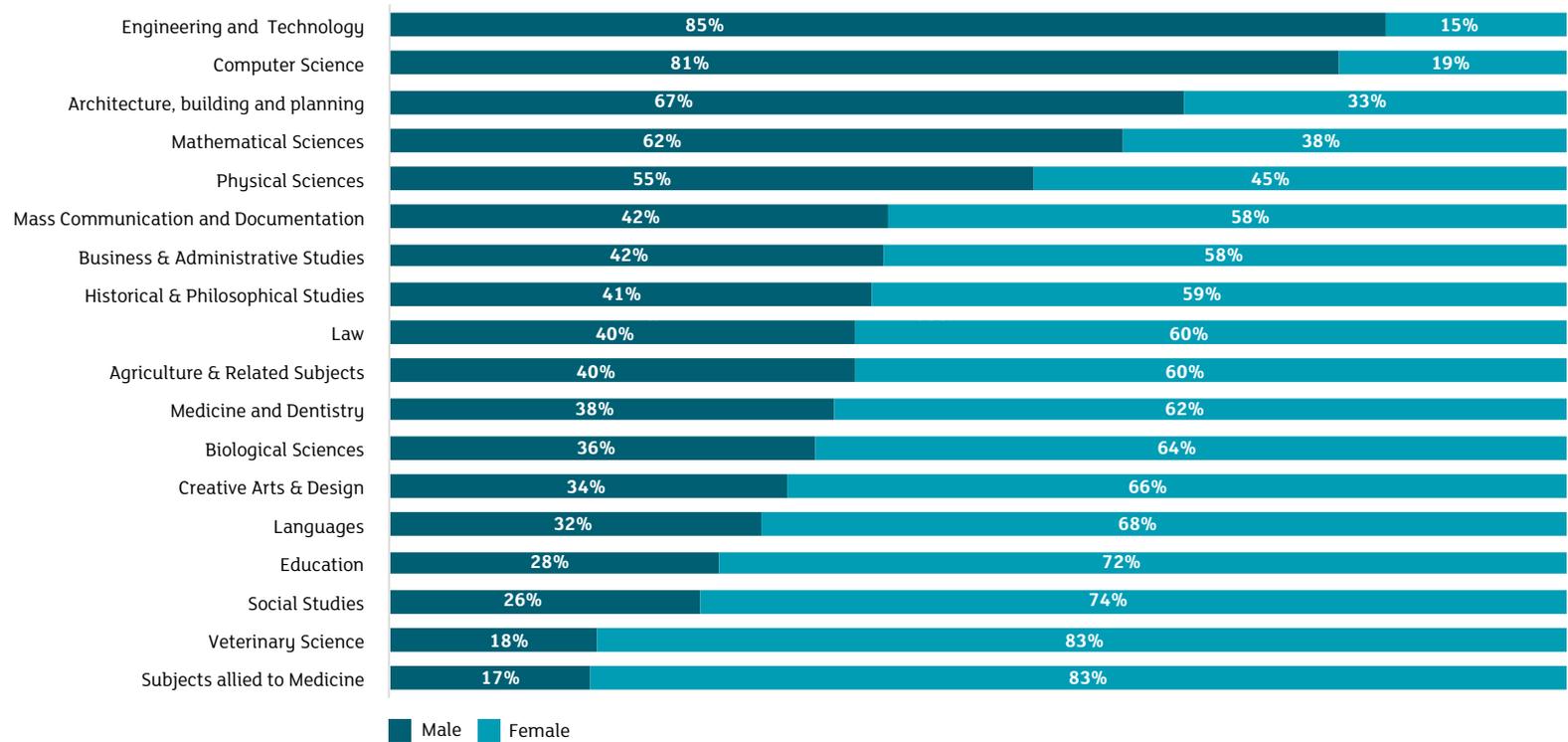


Figure 2.2: Subject choices for University Entrants at Scottish Universities 2016 - 2017



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
All	6.2	All	6.5

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.

²⁵Further 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
All	17.5		10.5

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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