

Equality & Diversity Mainstreaming Report 2017 – 2021

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A handwritten signature in black ink, appearing to read 'John McClelland'.

John McClelland CBE
Chair, Skills Development Scotland



A handwritten signature in black ink, appearing to read 'Damien Yeates'.

Damien Yeates
Chief Executive, Skills Development Scotland

In this, our third Equality and Diversity Mainstreaming Report, we are proud to reflect upon the progress we have made in embedding inclusive practice and equality with our customers and partners, and throughout our organisation.

Our vision is for a productive, inclusive and resilient society that values skills and realises the potential of its people and businesses. We are passionate about our role as a leader in inclusive growth within the public sector, and that means that equality and fair work principles are at the heart of everything we do.

Our Corporate Plan articulates our ambitions both as a public sector body, providing services to the people of Scotland, and as an employer. We are committed to equality and diversity within our own workforce as well as embedding it in our service delivery. We seek to lead by example in our practices and to achieve real and demonstrable change.

We are committed to taking positive action and driving projects and activities that put equality of opportunity at the heart of their delivery. Some examples have included the introduction of increased contribution rates for older disabled Modern Apprentices and the provision of equality and diversity training as part of a free structured programme of continuing professional development (CPD) for training providers. The mainstreaming of the results of these projects will help us to challenge stereotypes and drive change within the skills system.

Skills Development Scotland remains a passionate advocate for a strong, vibrant and diverse economy. This report provides us with an opportunity to reflect on our contribution to this through both our service delivery and as an employer.

Importantly, we also look to the future and set the equality outcomes we will work towards for 2017-21. While we are encouraged by the progress made in the last four years, we of course recognise there is much more to do. We will continue to strive to motivate, progress and embed inclusive practice throughout the way we work and within our organisation.

Finally, we would like to offer a heartfelt thanks to the many partner organisations across the length and breadth of Scotland who work so tirelessly to make a difference. In particular, we would like to acknowledge the tremendous support of our Equality Advisory Group, made up of representatives of a variety of equality groups. Their expert advice and guidance is invaluable and we would like to take this opportunity to thank each and every one of them for all their support and input.

The progress we have made so far is testament to the enthusiasm and commitment of our team and partners to drive greater opportunity for all and promote the benefits of a diverse workforce and fair workplace practices.

We look forward to continuing this important work and, alongside our partners, building on our progress over the next four years to make a lasting contribution to an inclusive, productive and resilient Scotland.

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Introduction

About Skills Development Scotland (SDS)

We are Scotland's national skills body, focused on contributing to Scotland's sustainable economic growth by supporting people and businesses to develop and apply their skills.

We work with partners at national, regional and local levels to create a Scotland where:

- **employers are able to recruit the right people with the right skills at the right time**
- **employers have high performing, highly productive, fair and equal workplaces**
- **people have the right skills and confidence to secure good work and progress in their careers**
- **there is greater equality of opportunity for all.**

We do this by delivering services for individuals and employers that help them to achieve their ambitions. By building strong partnerships with providers, funders and influencers of education and training, we drive a focus on delivering the programmes that will make a real difference to Scotland's communities and economy. Investment in the right skills, at the right time and in the right place, is at the heart of our approach to supporting individual achievement, as well as business and economic growth and a fairer Scotland.

Our 2020 Vision

In 2015 we published our Corporate Plan for the period 2015 – 2020. This plan articulates our five Corporate Goals, which are grouped as our ambition for individuals, our ambition for employers, and our ambition for our organisation. The importance we place on celebrating, supporting and promoting equality and diversity is reflected through these goals.

Our ambition for individuals, as articulated in our corporate goals, is that 'People have the right skills and confidence to secure good work, progress in their careers and achieve their full potential' and that there will be 'Increased equality of opportunity for all'. We aim to achieve these goals by delivering a diverse and inclusive range of services that help people build the skills to manage their career throughout their lifetime. This empowers them to:

- **Choose the right pathway through education and into work;**
- **Acquire essential career management, employability and work-based skills;**
- **Take advantage of opportunities available to them within our economy and its employers;**
- **Anticipate and plan ahead throughout their career.**

Targeted delivery of this support, to those who need it most, reinforces our commitment to equality of opportunity, and works to ensure all individuals achieve their full potential, regardless of their personal characteristics, beliefs or experiences.

Likewise, our ambition for employers is that 'Employers are better able to recruit the right people with the right skills at the right time' and that 'Employers have high performing, highly productive, fair and equal workplaces'.

While we work towards Scotland's employers becoming more fair and equal workplaces as an end in itself, this work also supports employers' ability to 'recruit the right people', as they must first embrace equality and diversity within their organisation to be sure of meeting this objective.

Our final corporate goal is our ambition for our own organisation; that 'SDS is an employer of choice, an exemplar of fair work and internationally recognised for excellence, innovation and customer-focus'. As a public body and an employer, we are committed to equality and diversity within our own workforce and seek to lead by example in our practices.

As each of our five goals is stretching, and equality is measured in relative terms, we recognise that there will always be room for improvement. However, our commitment to achieving real and demonstrable change in each of these areas is genuine, and is integral to our broader success as an organisation.

Achievement of our goals is underpinned by four corporate values that drive our work:

- **We put the needs of our customers at the heart of all we do.**
- **We demonstrate self-motivation, personal responsibility and respect.**
- **We continually improve to achieve excellence.**
- **We make use of our combined strengths and expertise to deliver the best outcomes.**

The equality outcomes outlined in this report are, therefore, set within the broader context of our commitment to support individuals to fulfil their potential, to achieve equality of access and opportunity for all, to support fair and equal work places, to lead by example as an employer, and to uphold our corporate values through our work.

About this report

This Equality and Diversity Mainstreaming Report (or 'Mainstreaming Report') demonstrates how, through a wide range of policies, initiatives, and continuous improvement activities, SDS is working to embed equality and diversity throughout our organisation and meet our responsibilities as a public sector body. It describes our ongoing commitment to equality of access and opportunity, and to celebrating diversity. It also fulfils our reporting duties for 2017 as set out in The Specific Duties (Scotland) Regulations 2012.

The report:

- **Builds on our Mainstreaming Reports of 2013 and 2015 and provides an overview of key achievements and mainstreaming progress made within SDS since their publication.**
- **Provides detail of our progress in relation to each of our 2013 Equality Outcomes, and our work with industry and employers.**
- **Sets out our new revised equality outcomes for 2017 – 2021 together with the actions we will take to progress them, and the measures we will use to report on progress.**

It is important to note that this report covers activity up to March 2017 and that all work is ongoing.

Context

Our Responsibilities as a Public Body

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

In addition to this, as a listed authority in The Specific Duties (Scotland) Regulations 2012 SDS has a duty to¹:

- **Report progress on mainstreaming the equality duty**
- **Publish equality outcomes and report progress**
- **Assess and review policies and practices**
- **Gather and use employee information**
- **Publish gender pay gap information**
- **Publish statements on equal pay, etc.**
- **Consider award criteria in relation to public procurement**
- **Consider other matters, as specified from time to time by Scottish Ministers**
- **Publish Board diversity information.**

The above information must be published in an accessible manner every second year, commencing 2013. We published our first Mainstreaming Report in April 2013 which included our Equality Outcomes, employee data and equal pay audit. A subsequent report was published with updated figures in 2015. This report fulfils our reporting duties under these regulations for 2017; and in line with these requirements, our employee information, and pay gap information are published in Annex A and B of this document.

In addition to this core equality legislation, there is also a range of other Scottish Government strategies and

policies that impact and inform our work on equality. These include Developing the Young Workforce – Scotland's Youth Employment Strategy, the Race Equality Framework, the Children and Young People (Scotland) Act 2014 (particularly in reference to Corporate Parenting), the British Sign Language Scotland Act 2015 and the National Strategy for Community Justice. Where these documents, or our own response to them, have generated specific actions or targets for SDS, we have aimed to reflect these in our equality action plans.

We are also mindful of the specific requests of public bodies listed in our annual Letter of Guidance, and of possible future obligations on SDS from recent or anticipated publications, such as recommendations from the Fairer Scotland Action Plan (2016) and the first British Sign Language (BSL) National Plan, expected later in 2017.

Equality Evidence Review

In line with best practice, we have conducted an Equality Evidence Review to gather and understand available external research and to inform our new equality outcomes. The Review presents evidence on education and employment outcomes across the protected characteristics and for those with care experience.

In particular the review provides information on:

- **Qualifications, subject choice, participation in STEM subjects, attainment, and destinations from school, college and university.**
- **Labour market participation, including modern apprenticeships, employment, career progression, STEM careers and best practice in employment across the protected characteristics.**

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

¹The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

Key findings

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

The Equality Evidence Review is published in full in Annex D of this document.

Our Approach to Mainstreaming

Our ambition remains to go beyond the requirements set out in legislation and to aspire to be a leader in equality within the public sector. We continue to be committed to using the social model of disability² to inform our actions and approach. We also seek to address disadvantages faced by any group accessing the education and skills system, even when they are not specifically covered by the Equality Act 2010.

This, our third Equality Mainstreaming Report, demonstrates how through a wide range of policies, initiatives, activities and developments to service delivery, we not only comply with our legal duties, but continue to embed equality, diversity and inclusive practice throughout our organisation.

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

- **Embedding Equalities throughout SDS**
- **Board Diversity 2020**
- **Equal Pay Statement**
- **Development of our staff**
- **Procurement**

Embedding Equality throughout SDS

SDS uses a range of specific staff resource and complementary governance arrangements to ensure that equality, diversity and inclusion is considered and responsibility is taken at all levels of the organisation. The Equality Team within our HR Department, led by our Equality and Diversity Adviser, is responsible for the implementation of mainstreaming within SDS. In addition to this, other teams have also invested in creating positions with a specific equalities remit. These colleagues support their own team function, as well as other parts of the organisation, and are responsible for building capacity among their colleagues with regard to mainstreaming equality in our external service offer.

Governance Groups

The three main groups which contribute to mainstreaming are our Equality Champions, our Equality Management Group and our Equality Advisory Group; each of these is described briefly below.



Rachel Woods is autistic and was one of the apprenticeship heroes featured in Scottish Apprenticeship Week 2017

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

Equality Champions

SDS benefits from a group of Equality Champions – dedicated front-line staff from across Scotland - who volunteer to support their colleagues and promote equality and diversity across our activities. Our 40+ Equality Champions nationwide include a trade union representative. The Equality Champions help to:

- **communicate information on equality issues, developments and best practice to all local teams**
- **identify potential equality issues and challenges across the organisation, collecting objective data where appropriate**
- **provide feedback on equality issues to those responsible for particular products/services**
- **build and maintain positive relationships with partner agencies and organisations in their local authority area who can partner SDS to address any equality issues.**

Updates on the work of this group are reported to our Equality Management Group, our Executive Leadership Group (ELG) and relevant Board committees on a regular basis.

“The existence of Equality Champions definitely encourages and highlights equality awareness throughout SDS and especially within my local team.

It enables the team to share good practice, support one another and to provide helpful information to clients using SDS services”.

Mark Harrison, Careers Advisor, East Lothian



Equality Management Group

The Equality Management Group is chaired by our Head of National Training Programme (NTP) Development, who has responsibility for overseeing the embedding of equality in the NTP external service offer. The group comprises representatives from across SDS, from a range of teams and directorates throughout the organisation.

The group aims to:

- **Drive forward equality and diversity, actively championing equality in our day-to-day business**
- **Monitor, review and report on equality and diversity related activity across the whole organisation**
- **Share equality activity taking place in their team with others on the Equality Management Group**
- **Identify areas for development, sharing best practice on how to engage, consult and involve those with protected characteristics and their representative groups**
- **Support directorates and teams to raise awareness of equality and diversity issues and responsibilities amongst colleagues.**

Equality Advisory Group

The Equality Advisory Group (EAG) is chaired by a member of the SDS Board with responsibility for equality and comprises representatives from partner organisations and key SDS staff, including several members of the ELG.

The remit of the group is to:

- **Provide expert advice and support on the needs of, and barriers facing, protected groups**
- **Help SDS ensure the needs of those with protected characteristics are given appropriate consideration as part of any service developments**
- **Share best practice between SDS and its partners on how to engage, consult and involve those with protected characteristics and their representative groups**
- **Provide ongoing advice and guidance on equality and diversity, ensuring SDS not only complies with equality legislation but demonstrates a culture of continuous improvement.**

The EAG minutes are circulated to the SDS Board members, ensuring the expert advice shared is delivered directly to our senior leaders.

The organisations which make up our Equality Advisory Group are listed in Appendix 1.

Our Equality & Diversity Adviser attends the meetings of all governance groups, and is able to act as a direct communication channel between all three; reporting on discussions, actions, advice given and decisions made, supporting a cyclical relationship amongst the groups.

The membership of each group, from careers advisers to senior leaders, then take responsibility for cascading information to their colleagues throughout the business, to ensure maximum benefit is achieved. This ensures a clear line of communication throughout the organisation, so that all colleagues can benefit from the knowledge and insight of EAG contributors.



People attending our EAL careers event at Springburn Academy

Case Study: Equality Champions in Action
Equality Champions (ECs) based in Glasgow identified a lack of awareness of available learning and career options, and communication of these opportunities, as particular issues facing the ethnic minority communities they support. In February 2017, ECs from our George Square centre organised a careers event at Springburn Academy, which provided information and guidance specifically for young people and their parents who have English as an additional language (EAL).

Our ECs worked in close partnership with other organisations to support individuals to make informed choices on their learner and employee journey. Several speakers from SDS provided information on how, and when, individuals can access our Careers Information Advice and Guidance (CIAG) services, as well as outlining the benefits of undertaking a Modern Apprenticeship (MA). Individuals from Clyde College, Glasgow Kelvin College, Project Scotland, and the University of Glasgow also provided information on the opportunities they offer. Interpreters were available on the day so this information could be shared, and questions could be asked and answered, in Urdu, Arabic, Portuguese, Swahili, French, and Sorani Kurdish.

Young people and parents both gave excellent feedback on the event, highlighting that ‘much of the info is new to us’ and saying that it had been ‘very well organised’ and was ‘a very great event’.

Graham Parker, Acting Head Teacher of Springburn Academy, expressed his gratitude to the ECs, saying: “Events like this are very effective in widening access to opportunities for EAL pupils and their families. New to English and bilingual families are often disadvantaged because of the language barrier and lack of social capital, so [we have] a responsibility to be inclusive by making such information equally available to all. Working in partnership with careers guidance staff from SDS and outside agencies such as colleges, universities, and volunteer groups was an effective way to get the message across and encourage parents to have high aspirations. I feel that the day was a real success and feedback indicated that parents agreed so we’ll do more of these in future, hopefully rolling out this model to other schools.”

Business and Service Development

Since 2015, we have enhanced the requirement for completing equality impact assessments (EqIAs) as part of our business development process. This now ensures that any new projects or services, or significant changes to existing projects or services, cannot be signed-off or implemented before an equality impact assessment is completed.

We have built in a range of resources to support project managers in completing the assessments and this will ensure the needs of all groups are considered. We have also promoted the impact assessment process as an opportunity to better identify proactive actions to help us meet our public sector duties. Published EqIAs are made available on our Corporate Website, including our SDS websites EqIA, and our Marketing Communications EqIA, both dated June 2016.

Further enhancement of our EqIA will take place in 2017 in line with our Corporate Parenting Plan commitments, to ensure that care experience is given equal consideration to the protected characteristics.³

³Our Corporate Parenting Plan 2015-2018 is available here: <https://www.skillsdevelopmentscotland.co.uk/media/42428/corporate-parenting-plan-2015-18.pdf>

Board Diversity 2020

In ‘A Plan for Scotland: The Scottish Government’s Programme for Scotland 2016-17’ there is a commitment to introduce a Gender Balance on Public Boards Bill to redress the gender imbalance of public authority non-executive board members. In response to earlier iterations of the Plan for Scotland, and the requirements laid out in our Letter of Guidance, SDS has already been working proactively with Scottish Government for a number of years to improve the diversity and gender balance of the SDS Board. For example, as recommended by Scottish Government, SDS engaged with the Institute of Directors Developing Board Experience team in 2014 to identify a female candidate with an interest in gaining Board experience and with relevant expertise to support our work. Fiona Sasan (a practising lawyer) was appointed for two years as a co-opted member of the SDS Board and also served on SDS Board Sub-Committees. During 2016-17 we recruited two further female co-opted members (Beth Corcoran and Agnes Valentine) to strengthen our Board in relation to specialist skills, including finance and accounting and information technology. As of 31st March 2017, our Board Membership, including executive, non-executive and co-opted members, was 58% male, compared to 67% male in 2015. A full breakdown of our Board membership by gender since 2013 is available in Appendix 2.

As well as working to improve the diversity of the SDS Board members, we seek to ensure that our serving Board members receive appropriate training and other development opportunities in relation to equality and diversity. As part of our Board’s continuous professional development (CPD) programme in 2017 all members will be invited to receive training on unconscious bias and corporate parenting.

Board members can also play an important role in promoting equality, diversity and inclusion. Caroline Stuart is the SDS Board Equality Champion and chairs our Equality Advisory Group (EAG), which another Board member (Grahame Smith) also attends. In her role as Equalities Champion, Caroline also contributes to numerous information and promotional events on equality topics with external stakeholders and partners.

We remain committed to supporting the Scottish Government in their aspiration to achieve and maintain increased diversity and gender balance on the Boards of public bodies in Scotland going forward.

Equal Pay Statement

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

Our 2013 and 2015 Mainstreaming reports included commitments in support of our equal pay statement. The below table provides an update on progress against those commitments.

Year of Report	Commitment	Progress made
2013	Develop Salary Setting and Review Guidance for managers to ensure all decisions in relation to pay are consistently managed and reflect good practice in relation to equal pay.	Guidance developed and implemented.
	Develop Job Evaluation Guidance and implement job evaluation training to a range of HR, trade union and business representatives. Job evaluation panels will consist of a mixture of representatives	Guidance developed and implemented. Training completed and Job Evaluation Panels now meet regularly.
	Developing Pay Protection Guidance to ensure a consistent approach to pay protection where applicable.	Guidance developed and implemented.
	Provide regular updates to trade union representatives of job evaluation outcomes.	Regular updates have been provided. The method for doing this going forward is currently under joint review with our recognised trade unions.
2015	Carry out regular external audits of job evaluation outcomes to ensure consistency and aid transparency.	This is currently under joint review with our recognised trade unions and a respected external expert, with a view to agreeing an appropriate quality assurance method.
	Implement a new HR Management System that allows us to monitor HR policies and practices to ensure there is no indirect discrimination.	Our new HR Management System is now in place. Work is ongoing to develop our management information suite to monitor the range of HR policies and practices.
	Undertaking an equal pay audit every two years and publishing the outcome in our Equality and Diversity Mainstreaming Report.	We undertook an Equal Pay Audit in our 2013 Mainstreaming Report, and again in 2015. Our 2017 Equal Pay Audit is contained in Annex B of this report.

In addition to continuing progress against the above, where required, we additionally commit to the following actions which seek to address issues which may impact equal pay:

- **We will review the outcome of the research we commissioned from Close the Gap to identify real and perceived barriers to women’s progression in the organisation and develop an action plan to progress recommendations.**
- **We will continue to work with a wide range of partners, including specialist disability and ethnic minority organisations to help advertise our Young Talent vacancies to a diverse range of applicants. In addition we will continue to be flexible on age and level of vocational qualifications we offer our MAs, in order to meet the candidates needs and abilities.**
- **We will continue to monitor the application of all of our work and family policies, which includes flexible working.**
- **We will ensure that all our People Managers, and others involved in the recruitment process, have completed unconscious bias training, while conducting a wider awareness campaign on the issue with all colleagues.**
- **We will monitor applications for SDS vacancies, including promotions by protected characteristic, from application, to short listing, to appointment, to identify any patterns.**
- **We will continue to target identified equality issues within our workforce as part of our strategic approach to reward and recognition.**

Development of our workforce

SDS is dedicated to equality of opportunity for colleagues within our organisation, including a commitment to support 21 hours of CPD each year for each member of staff. In addition, from 2017 every employee will have a digital personal learning record which they can use to record their development activities more easily. This will support better informed discussions with their manager, as part of our ‘My Contribution’ approach to managing development and performance.

We have made a considerable commitment to the sponsorship of employees to undertake professional qualifications which have been agreed through analysis of learning needs. While the main focus of this training is on qualifications in Careers information, Advice and Guidance, other accreditations such as CIPD and CIMA are also supported.

At present we are able to report on funded staff development by gender as shown in the following tables. However, the introduction of the Learning Management System in 2017, mentioned above, will enable us to capture and publish a more complete breakdown of employee development by protected characteristic in future.



SDS colleagues in Edinburgh receiving Trans Inclusion training in 2016

Funded Profession Qualification Development 2015-17

2015-16	Gender		
	Male	Female	All
Continuing	3	10	13
New Funding	16	53	69
Totals	19	63	82

2016-17	Gender		
	Male	Female	All
Continuing	15	37	52
New Funding	13	54	67
Totals	28	91	119

Examples of our development activity include:

- Our commitment to the development of young talent, offering Modern Apprenticeships and paid internships, as well as developing Trainee Careers Adviser programmes. This has had a positive impact on the age profile of the organisation over the last four years.
- A bespoke equality and diversity module at SCQF level 8 has been developed in partnership with Edinburgh Napier University to meet the needs of our Skills Investment Advisers (SIAs).
- A range of mandatory compliance e-learning modules for all employees including information management and data protection.
- A suite of development modules for our People Managers accredited by the Institute of Leadership and Management, with a programme for ‘Aspiring People Managers’ also planned.
- A bespoke development programme for Careers Information Advice and Guidance colleagues.

“Since starting the Equality and Diversity module I have increased my knowledge of the importance of embedding equality and diversity in the workplace – in particular within Modern Apprenticeships. The module has also helped me analyse the benefits and challenges involved in doing this, and consider what contribution I can make in my role as an SIA.”

Marguerite Adam, Skills Investment Adviser (SIA), Edinburgh



An e-learning module on equality and diversity is mandatory for all new members of staff, and another on the management of diverse teams is also mandatory for all new People Managers. Completion of these modules is monitored by HR. An audit process has been established for the mandatory e-learning which has resulted in an increase in the successful completion rate. As mentioned previously, we recently rolled out unconscious bias e-learning for all People Managers and those involved in the recruitment process. Further training development in this area, and in Corporate Parenting, is planned for all employees.

Procurement

The new Procurement Reform Regime was introduced on 18 April 2016. SDS as a contracting authority is required to interpret and implement:

1. **Procurement Reform (Scotland) Act 2014**
2. **Procurement (Scotland) Regulations 2016**

SDS considers the requirements of the Equality Act as part of the process of selecting our suppliers and will continue to ensure compliance with the Scottish Government Scottish Procurement Policy Note 8/2012.

We have now introduced a more rigorous procurement process to comply with the Equality Act 2010. For example, for the National Training Programmes we now require that our providers develop, implement and review their own equality action plans. We have also embedded equality into the programme rules to ensure enforceability.

We use national and sectoral contracts for generic goods and common services, such as utilities, stationery and marketing services, which have been procured by the Scottish Government, and include compliance with the Equality Act as a mandatory requirement. We have published our Responsible and Sustainable Procurement (RaSP) strategy and policy to outline our longer term approach to Responsible and Sustainable Procurement and to help colleagues understand our commitments.

We also work closely with Ready for Business to engage with the third sector and Supported Businesses to ensure we buy more sustainably and maximise social value. Further information on SDS procurement can be found on our corporate website.

Case Study: The SDS Procurement Team
The SDS Procurement Team committed to be volunteers for a day and visited the British Association of Supported Employers at Larbert in January 2016. They presented on how to bid for public sector contracts; assisting supported businesses that employ disabled people to win public sector business. The team were delighted to receive a note of thanks from one of the supported businesses that went on to win a major contract with a Scottish local authority having applied the advice our staff provided during the volunteering day.

Key Achievements and Progress: 2013 – 2017

Achievement against our 2013 Outcomes

In our first Mainstreaming Report, published in 2013, we set ourselves three Equality Outcomes for the period 2013 – 17. They were:

1. Young disabled people and those from a Black and Minority Ethnic (BME)⁴ community in school, have the Career Management Skills (CMS) to make positive and sustained transitions to learning or work.
2. Improved participation in the SDS Modern Apprenticeship (MA) Programme by those from Black and Minority Ethnic (BME) communities and disabled people together with an improved gender balanced occupational participation across MA frameworks.
3. SDS is recognised both internally and externally as demonstrating a culture of dignity and respect.

In our 2015 report, we revised these outcomes slightly to focus on ensuring there was more equal take-up of our CIAG products and services from protected characteristic groups within schools, and to extend the focus of our second outcome to include National Training Programmes beyond just MAs.

This page shows key results in relation to these three outcomes.

Key results 2013 – 2017 – Outcome 3



Since
2013



Year
accredited
2013



Year
accredited
2015



Year
accredited
2015

Key results 2013 – 2017 – Outcome 1

Percentage of school leavers in a positive follow-up destination,
by pupil characteristic, 2012/13 to 2014/15 [Source: School Leavers' Destinations Report]

	2012/13	2013/14	2014/15
Ethnicity			
White – Scottish	90.3	91.5	91.9
White – non-Scottish	92.1	92.8	92.1
Mixed or multiple ethnic groups	92.0	93.6	92.8
Asian - Indian	91.2	96.6	96.3
Asian - Pakistani	92.4	93.2	95.2
Asian - Chinese	98.8	98.8	97.1
Asian - Other	95.7	97.0	96.2
African/ Black/ Caribbean	91.9	96.0	94.4
All other categories	92.1	91.9	91.2
Disability			
Declared or assessed disabled	84.1	--	86.1
Not declared or assessed disabled	90.5	--	92.2

Key results 2013 – 2017 – Outcome 2

	2013/14	2014/15	2015/16	2016/17 (Q3) ⁵
MA Starts from ethnic minorities from 2013 – most recent	1.1% (284)	1.4% (361)	1.6% (414)	1.7% (301)
MA starts from disabled people from 2013 – most recent	0.40% (92)	0.41% (103)	3.9% (990)	8.1% (1,422)
Gender balance across occupational frameworks⁶	74%	72%	73%	68%

Key results 2013 – 2017 – Outcome 3

	2013	2014	2015	2016
% employees reporting SDS is an equal opportunities employer	81%	–	82%	90%

⁴Following subsequent guidance from Scottish Government we no longer use the terminology 'Black and Minority Ethnic (BME)', however, this was the original wording of our Outcomes as published in 2013, and is used here only for clarity and consistency.

⁵At the time of publication we can only report MA statistics to quarter 3 of 2016 - 17 (correct to December 2016).

⁶The KPI measure relating to gender representation within Modern Apprenticeships in Scotland's Youth Employment Strategy (2015) is to reduce the number of MA frameworks with a 75:25 gender balance (or worse) to 60% of frameworks by 2021. This is a long-term target which relies on the shift of deeply engrained social and cultural factors. In 2015/16, nearly three-quarters (74%) of MA frameworks had a gender balance of 75:25 or worse. This KPI is currently under review and may be changed for future years.

Progress and Achievement since 2015

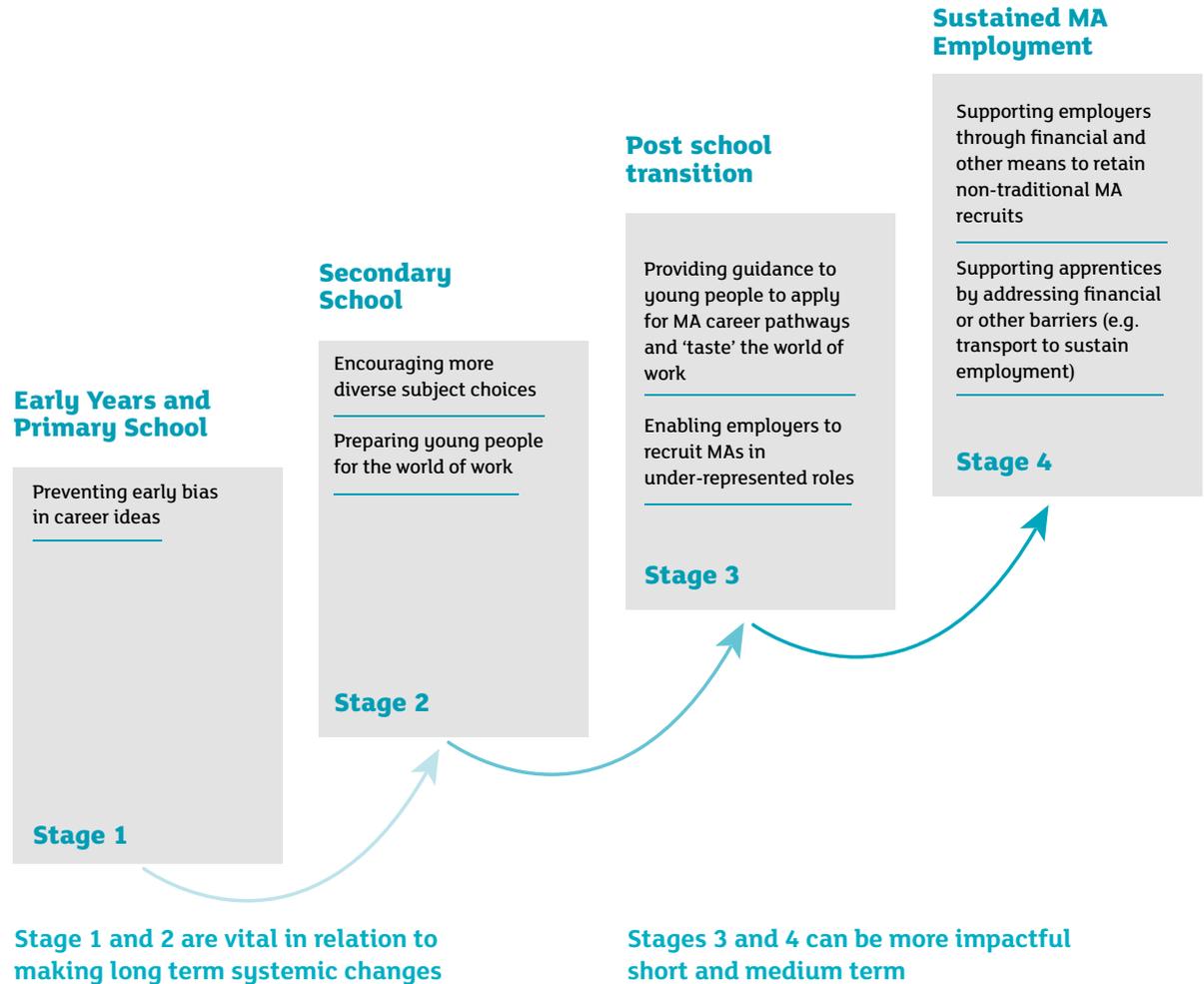
Our work supporting progress and achievement against our equality outcomes is wide ranging. This section gives an indication of this extensive work carried out since 2015 when we last reported our activity. As some of our actions could contribute to progress against more than one outcome, for ease of reporting we have separated the following into four subheadings:

- **Supporting Individuals**
- **Supporting Employers**
- **Influencing and Supporting Stakeholders and Partners, and**
- **Continuous Improvement as an Employer.**

Supporting Individuals

Since 2015, we have implemented a range of measures to support young people from diverse backgrounds to remove real and perceived barriers in relation to their journey to the workplace. This has included work to “influence the influencers” of young people (focused on bias relating to career choice), supporting non-traditional career aspiration amongst primary and secondary school pupils, and providing evidence-based careers information, advice and guidance. After school, we focus on supporting young people to achieve to the best of their capability, for example, by ensuring training providers challenge unconscious bias in employers’ recruitment practices, support employers to understand how to maintain an inclusive work environment, and how to make ‘reasonable adjustments’ where required.

Figure 1 – The Equality Regional Partnership Pipeline



Access to Apprenticeships

In 2015 we published our Equalities Action Plan for Modern Apprenticeships (MAs) in Scotland. The five year plan reflects the role we can play in stimulating change in the short, medium and long-term. It specifically outlines the challenges to be addressed to improve the participation of disabled, care experienced and ethnic minority groups in MAs, as well as addressing gender imbalance within uptake of some occupational frameworks.

One of the challenges we face in seeking to improve participation is that a considerable proportion of MA starts are from existing employees being offered development opportunities, rather than individuals recruited into a new MA post; we are therefore only able to influence the recruitment of the remaining proportion of MA starts. Within these constraints, we optimise the leverage that we have in order to influence employers to attract, recruit and support diversity in their apprentice workforce.

Since 2015, our approach has been to develop, fund and manage creative equality activity at all stages in the equality pipeline (see Figure 1 above), from early school years through to support for apprentices and employers. The pipeline represents the various stages of the learner and employee journey which must be targeted to improve the chances of young people from under-represented groups taking up and sustaining apprenticeship opportunities.

Since 2015, we have supported action across all stages of the pipeline as well as introducing cross-cutting activity which underpins all four stages. This work has included:

- Developing and implementing a **comprehensive suite of school-focused activity** from primary to S6, with a key focus on choosing careers options based on strengths rather than cultural norms.
- Unconscious bias **training for key influencers** (teachers, parents and peers) to challenge assumptions of traditional career choices.
- Creating **additional pathways to MAs** through the development and piloting of Foundation Apprenticeships.
- **Engaging** a wide range of ethnically diverse **community groups**, care experienced and disabled young people and linking them and their influencers to apprenticeship opportunities.
- Promoting and **sharing effective practice** and knowledge to individuals and employers through our marketing, digital channels and events.
- **Creating networks and resources** to support successful transition of under-represented groups into apprenticeships.
- **Engaging employers** to assist them in recruiting and supporting apprentices from more diverse groups in their workforce.
- Piloting **mentoring support for apprentices** from under-represented groups to help them improve their chances of success.
- Piloting **increased contribution rates** for older disabled MAs. We are now implementing the highest rate of funding contributions for all disabled and care experienced MAs, up to and including the age of 29, for all MA frameworks.

- Improving our **recording and reporting of equality characteristics**. We undertook an external consultative review of how we monitor and report on disability. We recognise there is more to do in this area, however this has so far resulted in:
 - improved guidance and CPD for our contracted training providers and contract management staff on encouraging disclosure
 - more detailed disability classifications that allow us to better understand the challenges and successes of disabled people in apprenticeships.
- Enhancing equality requirements in our **apprenticeship contracting processes**. All training providers are now required to produce their own equality action plan which outlines the positive steps they are taking to encourage employers to recruit more diversely and support individuals in the workplace. The equality activity of providers will be reviewed as part of our regular quality and equality monitoring of training provider activity, and will inform our annual commissioning process.

More detail on our equality work in relation to Apprenticeships can be found in our MA Equality Action Plan Annual Report due to be published later in 2017.

Case Study: Anthea Koon, who recently completed an Engineering Modern Apprenticeship

Engineering Modern Apprentice, Anthea Koon, was born and brought up in Glasgow following her parents' immigration to Scotland from China over 30 years ago. Anthea talks of her experiences:

"My biggest concern growing up was actually what I was going to study at University. It is quite frequent in the Chinese culture to think 'your child must succeed, they must go to University, and they must have the best job'. It is very much in the culture.

But other influencers encouraged me with hands on stuff and working with tools. I love finding out how things work and I realised that what I wanted to do was work with my hands, with tools. I wanted to work on the shop floor doing things, and you don't need to go to university to do that!

Serving a Modern Apprenticeship has risen above any and all expectations I had and it has presented opportunities to me to have some fantastic experiences; not only within my apprenticeship but outside of it as well.

I have been well supported throughout, and was able to sit an HNC rather than the original NC in my contract. I have worked with a large and diverse group of people within the company, including on a project with the Smallpeice Trust to encourage young people, particularly girls, who are interested in STEM careers such as engineering.

I have also been getting actively involved with Unite the Union, including both the LGBT+ and the Young Members' Committees, attending several conferences and events throughout the year to continue improving equality and opportunities for young people.

Working on the project with Smallpeice, and with the trade union, has been a fantastic part of my apprenticeship. It is wonderful to be able to work with people dedicated to diversity, inclusion and equality."



Our Digital Offer

In order to support better outcomes for disadvantaged groups, we have also focused on continuous improvement of our digital delivery and resources; for example, My World of Work, our online Careers Information Advice and Guidance (CIAG) tool, which was relaunched in January 2016. We consulted with diverse customer groups at every stage of the redevelopment work, and when developing content, resulting in a much more engaging and accessible site. We updated:

- **Information on rights and disclosing disability,**
- **Information for what help is available for people new to Scotland,**
- **Content for people with additional support needs in work and in education, and added a new BSL page on our services and for the exam results helpline campaign.**

We developed new iCan tools for a younger audience on My World of Work, which can also be used to support secondary school pupils with additional support needs, as well as launching a digital version of 'My Career Plan'.

We also introduced a designated page on our corporate website which demonstrates the breadth of equality and diversity work that SDS engages in.

Our Digital Services team constantly reviews and actively seeks to improve the accessibility of the SDS digital estate. As part of quality assurance we check accessibility with every new release. Website accessibility audits occur on each of our sites on an annual basis to ensure we are maintaining, or improving, their accessibility. Regular insight sessions and workshops take place with a variety of disability (and other relevant equality) partner organisations and their customers, ensuring that we are constantly improving our online services.

Equipping our staff

The digital resources available to colleagues have also been improved, particularly those which support the delivery of frontline services to customers with protected characteristics. This has included the (re)development and publishing of major resources on our employee intranet, Connect. The Equality and Diversity pages on Connect provide a range of resources to support all staff including our Equality Toolkit, equality webinars and guidance documents to support specific groups, and guidance on Equality Impact Assessments.

In addition to this we have sought to address specific needs to improve colleague competence and confidence in providing services. Our new **Additional Support Needs (ASN) Resource** for operational colleagues provides an overview of different additional support needs; information on how individual conditions may affect individuals – including potential challenges and strengths; practical strategies for working with individuals with additional support needs; communication tips; guidance on Assistive Technologies; links to other SDS resources and signposting to further external information. We also developed and rolled-out an Additional Support Needs module as part of the package of continuing professional development for our CIAG operations colleagues.



Our new ASN resource supports operational colleagues



A screenshot of one of our Labour market guides

Supporting Employers

Since 2015 we have also developed and made available a number of equality-focused resources and enhancements to our digital channels for employers and training providers; particularly regarding the recruitment and sustained success of young people from under-represented groups. This has included:

- **publishing a tailored version of our Equality Toolkit externally,**
- **hosting the equality helpline (equality@sds.co.uk)**
- **producing 32 equality-focused Labour Market Information guides for MAs in infographic format, and**
- **providing a new 'how to' guide highlighting help, support and legal obligations for employers: 'Why diversity is good for business'.**

We used these tools and resources in support of a campaign to engage employers and encourage them to take positive action in recruiting and supporting apprentices from under-represented groups. This included engagement through the 19 operational regional DYW groups.

Where available, we used funding to encourage equality and diversity amongst the workforce of Scotland's employers. We funded the delivery of seven employer-led projects which highlighted effective practice for recruiting and supporting MAs from under-represented groups. We delivered targeted funding support to encourage employer recruitment of disabled and care experienced apprentices, through Pathways into MAs, the ASN Discretionary Fund and Scottish Employer Recruitment Incentive (SERI), as well as offering in-work support funding through the Open Doors Consortium. We also signpost and support employers and training providers to utilise other available funding streams, including Access to Work and local authority incentives.

Case Study: Girls into Digital

In March 2016, we ran a three-day 'Girls into Digital' programme to test approaches to tackling occupational segregation in the digital sector. SDS delivered this in partnership with City of Edinburgh Council, Edinburgh College, Heriot Watt University, Microsoft, Standard Life, RBS, QA, You Train and Creative Exchange.

The aims of the programme were to:

- Engage girls in S3 in digital careers through a range of activities
- To raise awareness of digital Modern Apprenticeships
- Develop parity of esteem between Modern Apprenticeships and Further/Higher Education routes
- To inspire girls by providing opportunities for them to meet female role models working in technology.

28 girls (aged 13 and 14) from seven different schools in Edinburgh were selected. The girls were selected by their high schools to attend as they were potentially interested in technology and computing as a career choice. Over the course of the three days the girls received training in digital skills, went on information gathering visits and were supported to develop an app themselves.

Microsoft Scotland hosted the first day of the event, and put on a range of interactive sessions, including hands-on activities in the Microsoft Tech Centre, talks with female role models working in the digital sector, and tuition on how to use Yammer Groups and Office Sway.

Edinburgh College tasked the girls with creating an interactive treasure hunt app to give tourists further insight into Trinity House Maritime Museum in Leith. The app included trails which offer location-based multi-choice questions that take you on a tour, leading to a reward at the end.

The Computer Science department at Heriot-Watt University also hosted one session of the event. Organised by Dr Tessa Berg and Dr Diana Bental, the girls were welcomed by the Head of Computer Science, and received a welcome address from one of the female Professors, Fairouz Kameraddine. Current undergraduate students organised a challenge for the school girls and put together a variety of tasks and materials to use on the day, including a website to gather information from, and a coding task for them to complete. The day also included a tour of the robotics lab, a networking lunch and Computer Science themed goody bags.

84% of the participants reported that the event had improved their understanding of opportunities in technology. One student from Royal High School said: "I thoroughly enjoyed it and I was surprised how many jobs there are in technology. I now know about many more careers. Modern apprenticeships are a great alternative route".



Influencing and Supporting Stakeholders and Partners

Where possible, we have used our influence as a partner and contractor to extend the reach of our equality ambitions. A key element of which has been the provision of a structured programme of Continuing Professional Development (CPD) to our training provider network, made available free at the point of use. This included a webinar programme on basic Equality & Diversity (3i training), face to face advanced workshops (Equality Challenge Unit), deaf awareness training (The Academy of BSL) and Understanding Learning Disabilities (SCLD). **Our CPD activities reached 117 training provider organisations and over 500 individuals.**

Training Providers who participated said:

"The training has given me a much clearer understanding of the differences between learning disabilities and learning difficulties. I found everything and the session very useful."

"I will be sharing the knowledge gained with the rest of my team to ensure we all have a better understanding of the difficulties faced by young people and adults with learning disabilities."



As well as our regional partnership programmes to support the recruitment and success of under-represented people in MA opportunities, we have contributed more broadly at a local level to improving learning and employment outcomes for disadvantaged groups, and have worked with local partners to improve access to our CIAG services from key customers.

Our Partnership Development and Integration (PD&I) Team works with a range of partners across Scotland to develop and then roll-out resources which extend the reach and impact of our work. This has included the development of partner resources on My World of Work, co-designed with teachers, such as an activity on gender stereotyping to use during lessons. Each activity is designed to meet a range of experiences and outcomes set out in Building the Curriculum 4. The resources also support teachers to deliver the ‘I can’ statements defined by the Career Education Standard and fit with the recommendations of Developing the Young Workforce.

As well as working at a local level, SDS engages with key equality stakeholders and partners at a national level, where appropriate, to support change and improve outcomes across Scotland. For example, we contributed to the Scottish Government’s New Scots Strategy by working with a range of partners including the Scottish Refugee Council, to implement actions in relation to educational opportunities and the employment of refugees/asylum seekers.

Continuous Improvement as an employer

As an employer we continue to look at our own practices and processes to ensure they support equality and diversity among our workforce. Since 2015 we have revised and updated our Dignity at Work policy and re-launched it to all colleagues. The re-launch was supported by training sessions which included case studies to stimulate thought and discussion. This reinforced the role of individual responsibility in promoting a culture of dignity and respect.

We also reviewed our recruitment process to ensure it is as inclusive as possible, incorporating advice on unconscious bias at shortlist and interview stage and widening the advertising of our vacancies using partners and stakeholders to ensure we are attracting as diverse a range of applicants as possible.

Information on our commitment to, and investment in, staff development is available earlier in this report. We have also already mentioned how a new Equality and Diversity newsfeed has been developed on our staff intranet ‘Connect’ as a further channel to keep colleagues up to date with equality and diversity issues. Plans are in place to refresh the wider equality and diversity intranet pages.

We are a Disability Confident Employer, a Stonewall Diversity Champion and an Investor in Young People. Results from our employee surveys continue to demonstrate improved perceptions by employees across a number of equality areas as shown below.

The culture survey in 2015/16 showed a need for increasing awareness and understanding of LGBT issues by staff. In response to this we organised an awareness session for our Equality Champions from the Scottish Transgender Alliance who also delivered a webinar on trans issues which was recorded and made available to all colleagues on our intranet. Trans Guidance and a bite sized learning resource were produced and shared to help staff to be confident and comfortable in supporting trans customers and colleagues. We also developed Transgender Policy Guidance to support colleagues who may be transitioning, and the managers supporting them.

In 2016 we attended Glasgow Pride for the first time, exhibiting both as an inclusive employer and as a provider of inclusive services. Feedback from the event was extremely positive both from customers attending the event and from colleagues who felt it demonstrated the clear commitment of SDS to LGBT+ equality. Also in 2016, we took part in the Stonewall workplace equality index and significantly improved both our previous score and ranking. An action plan will be developed as a result of feedback from this benchmarking exercise.

Through our Young Talent programme, incorporating MAs, Graduate Internships, and our Trainee Careers Adviser programme, we have supported the Scottish Government’s Youth Employment Strategy and in turn have improved the age diversity of our workforce. From the 1st of April 2015 - 31st March 2017, we have employed 111 young people through our Young Talent programme. 89% of Young Talent leavers have made positive transitions, many of them securing employment within SDS. This has had a significant impact on the age profile of our organisation as shown in Annex A.

SDS culture survey results

% Employees that Agree / Strongly agree:	2013	2015	2016	Change
SDS is an Equal Opportunities Employer	81%	82%	90%	+9
SDS welcomes and accommodates the different needs of all colleagues	59%	72%	86%	+27
SDS is committed to improving performance on E&D	69%	76%	77	+7
SDS demonstrates a culture of dignity and respect	64%	69%	-	+5

⁷From 2016, changes in our employee survey means that we now capture views on ‘SDS is an Equal Opportunities Employer’ and ‘SDS welcomes and accommodates the different needs of all colleagues’ on an annual basis, while the other two measures will continue to be monitored on a biennial basis.

In working to improve the diversity of the SDS workforce, we adopted a more inclusive approach to our recent MA recruitment. Our vacancies were promoted through our Equality Advisory Group partners and others including Who Cares? Scotland. We also reviewed our recruitment process and amended our assessment centre tasks. Our Resourcing and Young Talent teams worked with recruiting managers prior to interviews to highlight changes to the process and to reinforce the importance of equality and diversity. The improved engagement with under-represented groups resulted in more diverse applicants and appointments including three of the nine successful applicants who identified as disabled. We have ensured that appropriate in-work support has been put in place for those who need it.

Case Study: SDS colleague, Fariha Saeed, on her experience of fasting for Ramadan

Last year was the first time I fasted for the month of Ramadan while in full-time employment. It was the longest I'd ever fasted, roughly 20 hours with the fasts breaking after 10pm, and sadly, also during Glasgow's heat wave.

The support I received from SDS during this time was great and very much appreciated! I spoke to my line manager before Ramadan and asked him if there was a private room I could use for prayer. He found a great spot which was (conveniently) behind my desk and I was allowed flexibility with the timing of my lunch break so I could always catch the afternoon prayer. The location of this prayer room was then shared on our intranet for the benefit of all Muslim colleagues in Glasgow. I was also told to rest and take it easy if ever I felt light headed. I found my colleagues were supportive and curious, and I had lots of great chats about the purpose, spiritual and health benefits of fasting during Ramadan.

As Ramadan has moved further and further into the long daylight hours over the past few years, the combination of summer holidays from university and part-time employment never made it too difficult for me to cope with. 2016 was the hardest Ramadan I have ever practised, the combination of long hours, thirst, sunshine, lack of sleep and 9-5 hitting me hard. However, the support (and even motivation!) from colleagues made it a lot easier to deal with. I felt grateful to have an understanding and supportive employer such as SDS which considered my health and wellbeing during a challenging time and made the experience positive for me. I feel better prepared for Ramadan 2017, not only because I know what to expect but because I appreciate having a supportive employer that makes me feel confident and open enough to practice my religion no matter where I am.



Our Equality Outcomes 2017 - 2021

Having considered our responsibilities as a public body, our review of the evidence, our progress to date, and our commitment to continuous improvement, we have revised our Equality Outcomes for 2017 – 2021. The new outcomes are given below.

Equality Outcome 1	Increased participation in education, training or employment amongst young people who are disabled, from an ethnic minority group, or are care experienced.	
Evidence	<ul style="list-style-type: none"> • See Equality Evidence Review (link) • Equality Impact Assessment of School Offer (link) 	
Protected characteristic/ Public Sector Equality Duty	<ul style="list-style-type: none"> • Age • Race • Care Experience⁸ • Disability 	<ul style="list-style-type: none"> • Advance equality of opportunity • Challenge discrimination • Foster good relations
SDS Goal	<p>Goal 3: People have the right skills and confidence to secure good work, progress in their careers and achieve their full potential</p> <p>Goal 4: Increased equality of opportunity for all</p>	
Measures	<ul style="list-style-type: none"> • Overall Participation Measure rate by equalities groups⁹ • % gap in Participation Measure rates of targeted equality groups relative to average 	

Equality Outcome 1 – Actions



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



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



Equip and support young people, through Career Management Skills, to follow non traditional pathways where appropriate.



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



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



Work with partners to improve the outcomes for young people who are disabled, from an ethnic minority group, or are care experienced.

⁸We recognise that care experience is not a protected characteristic, but in line with the commitment made in our Corporate Parenting Plan 2015-18, we aim to treat care experience with equal status to the protected characteristics.

⁹We cannot currently report the Participation Measure for all the equality groups we would wish to, but hope to develop that reporting functionality over the lifespan of these objectives. 2016 Baseline information for the Participation Measure is available in Appendix 3.

Equality Outcome 2	Improved year-on-year participation across the SDS apprenticeship family¹⁰ and in SDS funded employability provision, by disabled people, ethnic minority groups and care experienced young people/care leavers, with improved gender balance in apprenticeships	
Evidence	See Equality Evidence Review (link) See Equality Impact Assessment (link) See MA Equality Action Plan (link)	
Protected characteristic/Public Sector Equality Duty	• See Equality Evidence Review (link) • Equality Impact Assessment (link)	
Protected characteristic/ Public Sector Equality Duty	<ul style="list-style-type: none"> • Age • Gender • Race • Care Experience • Disability 	<ul style="list-style-type: none"> • Advance Equality of opportunity • Challenge discrimination • Foster good relations
SDS Goal	Goal 1: Employers are better able to recruit the people with the right skills at the right time Goal 2: Employers have high performing highly productive, fair and equal workplaces Goal 3: People have the right skills and confidence to secure good work, progress in their careers and achieve their full potential Goal 4: Increased equality of opportunity for all	
Measures¹¹	<ul style="list-style-type: none"> • The employment rate for young disabled people, relative to the population average. • % of MA frameworks where the gender balance is 75:25 or worse • % of MA starts from minority ethnic communities relative to the population share • The number of care experienced young people who successfully take up MAs. • The achievement rates of MAs and the EF by gender, ethnicity, disability and care experience 	

Equality Outcome 2 – Actions

 <p>Encourage young people to challenge assumptions regarding traditional career choices (upstream of MAs).</p>	 <p>Leverage improved participation through contracting and quality/equality review arrangements with our training providers.</p>	 <p>Support training providers in recruiting from a wider pool and in making reasonable adjustments to their delivery to optimise the chances of success for under-represented groups.</p>
 <p>Support employers by promoting the business benefits of diversity and linking them with support where available.</p>	 <p>Support employers to retain non-traditional MA recruits.</p>	 <p>Support apprentices and trainees by addressing financial or structural barriers to help them to continue on their programme.</p>

¹⁰Includes Modern Apprenticeships, Foundation Apprenticeships and Graduate Level Apprenticeships.

¹¹A number of the measures listed in this table carry specific Scottish Government targets. Detail of these targets can be found in our MA Equality Action Plan (insert link).

We are currently able to report equality information relating to MAs, however, over the lifespan of this Outcome (2017-2021) we hope to be able to build in measures relating to FAs and GLAs also, as those programmes further develop and expand.

Equality Outcome 3		SDS is an employer of choice, an exemplar of fair work and is recognised as demonstrating a culture of dignity and respect	
Evidence	See Equality Evidence Review (link) See Equal Pay Audit (link) SDS Equality & Diversity Culture Survey 2015 Your Views survey 2016		
Protected characteristic/ Public Sector Equality Duty	<ul style="list-style-type: none"> • Age • Gender • Race • Care Experience • Disability 	<ul style="list-style-type: none"> • Gender reassignment • Sexual orientation • Religion and belief 	<ul style="list-style-type: none"> • Advance Equality of opportunity • Challenge discrimination • Foster good relations
SDS Goal	Goal 4: Increased equality of opportunity for all Goal 5: SDS is an employer of choice, an exemplar of fair work and internationally recognised for excellence, innovation and customer focus		
Measures	<ul style="list-style-type: none"> • % of employees reporting information on each of the protected characteristics • The SDS employee profile relative to the diversity of the Scottish working age population • % employees reporting that 'SDS is an equal opportunities employer' • % employees reporting that 'SDS welcomes and accommodates the different needs of all colleagues' • % employees reporting that 'SDS demonstrates a culture of dignity and respect' • Monitoring of career progression, vocational qualifications achieved and CPD hours 		

Equality Outcome 3 – Actions



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



Continue to take action to reduce our gender pay gap.



Continue to track progress of employee views on equality and diversity within SDS.



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



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



Work to continuously improve equality of opportunity within SDS, specifically in relation to career progression

Future Monitoring and Reporting

The work and ambitions highlighted through our equality objectives, and the wider content of this Mainstreaming Report, are very much ongoing, and progress against these will continue to be monitored on that basis. The cross-organisational group which developed this report, led by our Equality and Diversity Adviser, will have a role in monitoring progress against the actions identified; as will the governance groups outlined earlier in the document. Each of the equality outcomes has a senior responsible owner within the business who will be held accountable for ensuring satisfactory progress is made. Six monthly updates on progress will be provided to the Equality Advisory Group.

A full update on progress against our equality outcomes will be reported in our next Mainstreaming Report, due in 2019. However, a number of actions and measures will also be reported via other SDS corporate publications, including the annual update of the Modern Apprenticeship Equality Action Plan, the publication of the Participation Measure and the Corporate Parenting Plan.

Appendices and Annexes

Appendix 1: Our Equality Advisory Group Members

The organisations that give their valuable time and expertise as members of the Equality Advisory Group are:

- **BEMIS**
- **Capability Scotland**
- **Close the Gap**
- **Engender**
- **Glasgow Centre for Inclusive Living**
- **Glasgow Disability Alliance**
- **One Parent Families Scotland**
- **Scottish Refugee Council**
- **Stonewall Scotland**
- **Scottish Trade Unions Congress (STUC)**
- **The Scottish Throughcare and Aftercare Forum**
- **The Scottish Transgender Alliance**

Appendix 2: SDS Board Membership by Gender since 2013

This table shows the gender breakdown of the SDS Board, taken at 31st March each year from 2013 – 2017. Please note:

- Figures shown include both appointed and co-opted non-executive members, and executive members, of the Board.
- The Chief Executive is the sole executive member of the Board.
- Percentages have been rounded to nearest whole number.

Gender Split	31/03/2013	31/03/2014	31/03/2015	31/03/2016	31/03/2017
Male	6	5	8	8	7
Female	4	2	4	4	5
Total	10	7	12	12	12
Percentage Male	60%	71%	67%	67%	58%

Appendix 3: 2016 Participation Measure Baselines

Going forward, the annual Participation Measure will form a key part of our equality reporting. For Ethnicity and Disability, we will use 2016 figures as our baseline. Based on data from the shared dataset between 1st April 2015 and 31st March 2016

Status Grouping	Identified as having a Disability	NOT Identified as having a Disability	16-19 year old Total
Total 16-19 Cohort	5,861 (2.6%)	216,719 (97.4%)	222,580
Participating	82.8%	90.6%	90.4%

Status Grouping	Ethnic Minority ¹²	Non Ethnic and Non Visible Ethnicity ¹³	Not Known / Not Disclosed	16-19 year old Total
Total 16-19 Cohort	9,729 (4.4%)	207,029 (93.0%)	5,822 (2.6%)	222,580
Participating	92.9%	90.3%	89.2%	90.4%

Note: Percentages may not total 100% due to rounding

¹²The Ethnic Minority totals include young people from the following ethnic groups: Mixed or Multiple Ethnic Groups, Asian, Asian Scottish or Asian British, African, Caribbean or Black and Other Ethnic Background

¹³Non Ethnic and Non Visible Ethnicity group totals includes young people from the following ethnic groups: White – Scottish, White – Other British, White – Irish, White – Polish, White – Gypsy/Traveller and White – Other

Annex A: Our Employee Data

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

In all tables (A1 - C2) numbers less than ten have been replaced with an asterisk (*) as per EHRC guidance to avoid the potential identification of individuals.

This annex includes:

Table A1 – SDS Employee Data 2013 – 17

Table A2 – SDS Employee Leaver Data 2013 – 17

Table A3 – SDS Employee Recruitment Data 2013 – 17

Table A4 – SDS Employee Promotion Data 2016 – 2017

Table A1: SDS Employee Data 2013 – 2017	2013		2014		2015		2016		2017		Variance 2013 - 17
	No	%									
Headcount	1182		1280		1336		1458		1561		
Age Range											
16 – 24	*	*	48	3.8%	67	5.0%	74	5.1%	94	6.0%	+5.2%
25 – 34	187	15.8%	205	16.0%	192	14.4%	212	14.5%	244	15.6%	-0.2%
35 - 49	549	46.4%	555	43.4%	559	42.0%	603	41.4%	634	40.6%	-5.8%
50+	437	37.0%	472	36.9%	513	38.5%	569	39.0%	589	37.7%	+0.7%
Disability											
Yes	49	4.1%	49	3.8%	49	3.7%	46	3.2%	55	3.5%	-0.6%
No	1118	94.6%	1217	95.1%	1159	86.7%	1272	87.2%	1383	88.6%	-6.0%
No Response	15	1.3%	14	1.1%	128	9.6%	138	9.5%	123	7.9%	+6.6%
Gender											
Female	885	74.9%	954	74.5%	989	74.0%	1056	72.4%	1123	71.9%	-3.0%
Male	297	25.1%	326	25.5%	347	26.0%	402	27.6%	438	28.1%	+3.0%
Transgender											
No	1024	86.6%	1106	86.4%	1057	79.1%	1079	74.0%	1209	77.5%	-9.1%
No response	63	5.3%	79	6.2%	91	14.1%	208	14.3%	161	10.3%	+5.0%
Prefer not to say	95	8.0%	95	7.4%	188	6.8%	169	11.6%	191	12.2%	+4.2%
Ethnicity											
White Scottish / British / Irish	1043	88.2%	1129	88.1%	1169	87.5%	1251	85.8%	1345	86.2%	-2.1%
White Other	*	*	10	0.7%	11	0.8%	12	0.8%	18	1.2%	+0.4%
Mixed or Multiple Ethnicity	*	*	*	*	*	*	*	*	*	*	--
Asian, Asian British, Asian Scottish	*	*	*	*	*	*	10	0.7%	*	*	+0.2%
African, Caribbean or Black	*	*	*	*	*	*	10	0.7%	12	0.8%	+0.4%
Other ethnicity	*	*	*	*	*	*	*	*	*	*	--
Prefer not to say	76	6.4%	75	5.9%	73	5.5%	66	4.5%	66	4.2%	-2.2%
No Response	38	3.2%	44	3.4%	57	4.3%	98	6.7%	101	6.5%	+3.3%
Religion											
Buddhist	*	*	*	*	*	*	*	*	*	*	+0.1%
Catholic	194	16.4%	214	16.7%	226	16.9%	233	16.0%	249	16.0%	-0.4%
Other Christian	23	5.2%	62	4.8%	67	5.0%	54	3.7%	62	4.0%	-1.2%
Church of Scotland	292	24.7%	312	24.4%	329	24.7%	343	23.5%	358	22.9%	-1.8%
Hindu	*	*	*	*	*	*	*	*	*	*	+0.1%
Jewish	*	*	*	*	*	*	*	*	*	*	-0.1%
Muslim	*	*	*	*	*	*	*	*	*	*	+0.1%
Sikh	--	--	--	--	--	--	*	*	--	--	--
Another Religion or Belief	17	1.4%	22	1.7%	22	1.7%	27	1.9%	34	2.2%	+0.8%
None	377	31.9%	401	31.3%	398	29.8%	418	28.7%	434	27.8%	-4.1%
Prefer not to say	182	15.4%	202	15.8%	215	16.1%	228	15.6%	249	16.0%	+0.6%
No Response	49	4.1%	56	4.4%	68	5.1%	137	9.4%	159	10.2%	+6.1%
Sexual Orientation											
Heterosexual / Straight	928	78.5%	1022	79.8%	1070	80.0%	1156	79.3%	1255	80.4%	+1.9%
Lesbian / Gay / Bisexual	16	1.3%	16	1.3%	19	1.4%	23	1.6%	22	1.4%	+0.1%
Prefer not to say	190	16.1%	189	14.8%	184	13.8%	176	12.1%	176	11.3%	-4.8%
No response	48	4.1%	53	4.1%	63	4.7%	103	7.1%	108	6.9%	+2.8%

Findings

- As a result of our Young Talent Programme, detailed earlier in the report, our age profile has become more diverse. We have increased the number of employees aged 16 to 24 year from fewer than 10 in 2013 to 94 in 2017. This initiative has also had an impact in increasing the overall headcount.
- There has been a slight reduction in the proportion of female colleagues and corresponding increase in the proportion of male colleagues since 2013. Our gender split is 72% female and 28% male. We recognise that this ratio is not yet reflected at manager and leadership levels although some progress has been made since 2015. We will use the findings from the Close the Gap research we commissioned which looked at real and perceived barriers to progression for women, to identify any further action we can take to address this.
- We recognise that we have further ongoing work to do in relation to the under-representation of disabled people within our workforce. We are aware that we have underreporting in relation to our disability statistics. We have also implemented a number of reasonable adjustments for employees who we cannot record a subsequent change in employee status for until our new HR management information system is fully in place. We will be introducing a self service reporting option later in 2017 to enable employees to update all their personal details, supported by a communications campaign, which should address some of our under-reporting issues.



Current and former SDS Young Talent programme participants

- We have had a slight increase in reporting of employees from an ethnic minority background but we recognise there is still an issue of under-representation and we need to continue to act to improve the diversity of our workforce.
- We have been working closely with partner organisations, including our Equality Advisory Group to advertise vacancies more widely and have provided unconscious bias training for all staff involved in the recruitment process.

Table A2: SDS Leavers Data 2013 – 2017		2013		2014		2015		2016		2017		Variance 2013 - 17	
		No	%	No	%	No	%	No	%	No	%		
Headcount		28		40		58		105		108			
Age Range													
16 – 24	*	*	*	*	*	*	*	28	26.7%	15	13.9%	-0.4%*	
25 – 34	*	*	10	25.0%	20	34.5%	21	20.0%	22	20.4%	22	20.4%	-8.2%*
35 - 49	*	*	11	27.5%	11	19.0%	18	17.1%	28	25.9%	28	25.9%	-2.6%*
50+	*	*	18	45.0%	12	20.7%	38	36.2%	43	39.8%	43	39.8%	+11.2%
No data	--	--	--	--	--	--	--	--	--	--	--	--	
Disability													
Yes	--	--	*	*	*	*	*	*	*	*	*	+0.9%	
No	28	100.0%	38	95.0%	49	84.5%	56	53.3%	67	62.0%	67	62.0%	-38.0%
No Response ^x	--	--	--	--	--	--	--	--	--	--	--	--	
Gender													
Female	21	75.0%	27	67.5%	36	62.1%	68	64.8%	70	64.8%	70	64.8%	-10.2%
Male	*	*	13	32.5%	16	27.6%	37	35.2%	38	35.2%	38	35.2%	+10.2%
No Data	--	--	--	--	--	--	--	--	--	--	--	--	
Transgender													
No	21	75.0%	28	70.0%	45	77.6%	50	47.6%	56	51.9%	56	51.9%	-23.1%
No response ¹⁴	--	--	--	--	--	--	--	--	--	--	--	--	
Prefer not to say	*	*	--	--	*	*	10	9.5%	10	9.3%*	10	9.3%*	-1.5%
Ethnicity													
White Scottish / British / Irish	24	85.7%	34	85.0%	42	72.4%	76	72.4%	90	83.3%	90	83.3%	-2.4%
White Other	--	--	*	*	*	*	*	*	*	*	*	+2.8%	
Mixed or Multiple Ethnicity	--	--	*	*	--	--	*	*	*	*	*	+0.9%	
Asian, Asian British, Asian Scottish	*	*	--	--	*	*	--	--	*	*	*	-0.8%	
African, Caribbean or Black	--	--	--	--	*	*	*	*	*	--	--	--	
Other ethnicity	--	--	--	--	--	--	*	*	*	*	*	+0.9%	
Prefer not to say	*	*	*	*	*	*	*	*	*	*	*	-2.7%	
No Response	*	*	*	*	*	*	16	15.2%	16	15.2%	16	15.2%	+1.2%
Religion													
Buddhist	--	--	--	--	--	--	--	--	--	--	--	--	
Catholic	*	*	*	*	*	*	16	15.2%	12	11.0%	12	11.0%	+3.9%
Other Christian	*	*	*	*	*	*	*	*	*	*	*	+2.9%	
Church of Scotland	*	*	*	*	*	*	24	22.8%	27	25.0%	27	25.0%	--
Hindu	--	--	--	--	--	--	--	--	--	--	--	--	
Jewish	--	--	--	--	--	--	--	--	--	--	--	--	
Muslim	--	--	--	--	*	*	--	--	*	*	*	+0.9%	
Sikh	--	--	--	--	--	--	--	--	*	*	*	+1.9%	
Another Religion or Belief	--	--	*	*	*	*	*	*	*	*	*	+3.7%	
None	*	*	*	*	19	32.8%	22	20.9%	31	28.7%	31	28.7%	-3.4%
Prefer not to say	*	*	*	*	*	*	16	15.2%	13	12.0%	13	12.0%	-2.3%
No Response	*	*	*	*	10	17.2%	21	20.0%	11	10.2%	11	10.2%	-7.7%
Sexual Orientation													
Heterosexual / Straight	18	64.3%	27	67.5%	42	72.4%	79	75.2%	89	82.4%	89	82.4%	+18.1%
Lesbian / Gay / Bisexual	*	*	*	*	*	*	--	--	*	*	*	-4.3%	
Prefer not to say	*	*	*	*	10	17.2%	10	9.5%	10	9.5%	10	9.5%	-3.3%
No response	*	*	*	*	*	*	16	15.2%	16	15.2%	16	15.2%	-10.5%

¹⁴We identified the need to change our approach to capturing 'no response' in relation to disability and transgender system classifications, as this previously only captured 'yes' or 'no' responses in the HR system. The new approach has now been implemented as at March 2017.

In table A3 the main trend which has been highlighted previously is the increase in 16-24 year olds through the work of our Young Talent Programme. In addition we also actively monitor applications across the protected characteristics from the point of application submission, to shortlisting, to interview to identify any trends.

Table A3: SDS Recruitment Data 2013 – 2017	2013		2014		2015		2016		2017		Variance 2013 - 17
	No	%	No	%	No	%	No	%	No	%	
Headcount	57		136		138		210		195		
Age Range											
16 – 24	*	*	43	31.6%	37	26.8%	61	29.0%	48	24.6%	+21.1%
25 – 34	24	42.1%	52	38.2%	34	24.6%	53	25.2%	58	29.7%	-12.4%
35 - 49	23	40.4%	31	22.8%	36	26.1%	67	31.9%	65	33.3%	-7.1%
50+	*	*	10	7.4%	*	*	29	13.8%	24	12.3%	-1.7%
No Data	--	--	--	--	22	15.9%	--	--	--	--	--
Disability											
Yes	*	*	*	*	*	*	*	*	*	*	+2.8%
No	55	96.5%	135	99.3%	116	84.1%	119	56.7%	162	83.1%	-13.4%
No Response ^x	--	--	--	--	--	--	--	--	--	--	--
Prefer not to say	--	--	--	--	*	*	--	--	*	*	+0.5%
Gender											
Female	37	64.9%	96	70.6%	82	59.4%	124	59.0%	127	65.1%	+0.2%
Male	20	35.1%	40	29.4%	39	28.3%	86	41.0%	68	34.9%	-0.2%
No response	--	--	--	--	17	12.3%	--	--	--	--	--
Transgender											
No	26	45.6%	136	100.0%	--	--	132	62.9%	170	87.2%	+41.6%
No response ¹⁵	--	--	--	--	--	--	--	--	--	--	--
Prefer not to say	*	*	--	--	--	--	*	*	*	*	-2.5%
Ethnicity											
White Scottish / British / Irish	50	87.7%	121	89.1%	105	76.1%	169	80.5%	163	83.6%	-4.1%
White Other	*	*	*	*	*	*	*	*	*	*	+2.3%
Mixed or Multiple Ethnicity	*	*	*	*	*	*	*	*	*	*	-1.3%
Asian, Asian British, Asian Scottish	--	--	*	*	--	--	*	*	*	*	+1.0%
African, Caribbean or Black	--	--	*	*	--	--	*	*	*	*	+1.0%
Other ethnicity	--	--	--	--	*	*	--	--	--	--	--
Prefer not to say	--	--	--	--	*	*	*	*	--	--	--
No Response	*	*	*	*	20	14.5%	25	11.9%	19	9.7%	+0.9%
Religion											
Buddhist	*	*	--	--	--	--	*	*	--	--	-1.8%
Catholic	15	26.3%	25	18.4%	22	15.9%	29	13.8%	25	12.8%	-13.5%
Other Christian	*	*	*	*	*	*	14	6.7%	14	7.2%	+1.9%
Church of Scotland	10	17.5%	29	21.3%	24	17.4%	46	21.9%	37	19.0%	+1.5%
Hindu	--	--	--	--	--	--	*	*	--	--	--
Jewish	--	--	--	--	--	--	--	--	--	--	--
Muslim	--	--	*	*	*	*	*	*	*	*	+0.5%
Sikh	--	--	--	--	--	--	*	*	--	--	--
Another Religion or Belief	*	*	*	*	*	*	*	*	11	5.6%	+3.8%
None	15	26.3%	34	25.0%	53	38.4%	42	20.0%	44	22.6%	-3.7%
Prefer not to say	*	*	30	22.1%	10	7.3%	25	11.9%	35	17.9%	+3.9%
No Response	*	*	*	*	17	12.3%	39	18.6%	28	14.4%	+7.4%
Sexual Orientation											
Heterosexual / Straight	49	85.9%	123	90.4%	114	82.6%	174	82.9%	164	84.1%	*1.8%
Lesbian / Gay / Bisexual	*	*	*	*	*	*	*	*	*	*	-2.2%
Prefer not to say	*	*	*	*	*	*	*	*	*	*	+0.1%
No response	*	*	*	*	17	12.3%	28	13.3%	18	9.2%	+3.9%

¹⁵We identified the need to change our approach to capturing 'no response' in relation to disability and transgender system classifications, as this previously only captured 'yes' or 'no' responses in the HR system. The new approach has now been implemented as at March 2017.

Table A4 shows a breakdown of promotions in SDS by protected characteristic, which was not possible to report in previous mainstreaming reports. This table also highlights an increase in promotions for employees aged 16-24, attributed to the positive destinations achieved by participants of the Young Talent Programme.

Table A4: SDS Promotion Data 2016 – 2017	2015 - 16		2016 - 17		Variance 2016 - 17
	No	%	No	%	
Headcount	76		82		
Age Range					
16 – 24	12	15.8%	24	29.3%	+13.5%
25 – 34	14	18.4%	16	19.5%	+1.1%
35 - 49	39	51.3%	34	41.5%	-9.8%
50+	11	14.5%	*	*	-4.7%
Disability					
Yes	*	*	--	--	-3.9%
No	63	82.9%	62	75.6%	-7.3%
No Response	10	13.2%	20	24.4%	+11.2%
Gender					
Female	57	75.0%	64	78.0%	+3.0%
Male	19	25.0%	18	22.0%	-3.0%
Transgender					
No	55	72.4%	55	67.1%	-5.3%
No response	14	18.4%	22	26.8%	+8.4%
Prefer not to say	*	*	*	*	-3.1%
Ethnicity					
White Scottish / British / Irish	61	80.3%	68	82.9%	+2.6%
White Other	*	*	*	*	+1.1%
Mixed or Multiple Ethnicity	*	*	*	*	-0.1%
Asian, Asian British, Asian Scottish	*	*	*	*	-0.1%
African, Caribbean or Black	*	*	*	*	-0.1%
Other ethnicity	*	*	--	--	-1.3%
Prefer not to say	*	*	*	*	-0.1%
No Response	*	*	*	*	-0.7%
Religion / Belief					
Buddhist	*	*	*	*	-0.1%
Catholic	12	15.8%	22	26.8%	+11.0%
Other Christian	--	--	*	*	+3.7%
Church of Scotland	28	36.8%	17	20.7%	-16.1%
Hindu	*	*	--	--	-1.3%
Jewish	--	--	--	--	--
Muslim	--	--	--	--	--
Sikh	--	--	--	--	--
Another Religion or Belief	--	--	*	*	+4.9%
None	17	22.4%	14	17.1%	-5.3%
Prefer not to say	*	*	*	*	-0.8%
No Response	*	*	12	14.6%	+4.1%
Sexual Orientation					
Heterosexual / Straight	63	82.9%	67	81.7%	-1.2%
Lesbian / Gay / Bisexual	*	*	*	*	+2.4%
Prefer not to say	*	*	*	*	-2.9%
No response	*	*	10	12.2%	+1.7%

Annex B: SDS Equal Pay Audit

Equal Pay Audit & Gender Pay Gap information

This annex includes:

Table B1 – Gender Distribution of Staff

Table B2 – Gender Pay Gap by Grade

Table B3 – Percentage of staff part-time by grade

Our 2017 pay audit has demonstrated a further narrowing in the SDS gender pay gap to 11.2% from 13.1% in 2015. This continues the trend in reduction from 14.6% in 2013 and 15.7% in 2010.

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

Gender pay gaps are a measure of whether or not an organisation pays equal pay for equal work on the assumption that each grade broadly represents work of equal value.

There are three pay grades where the identified pay gap is greater than 5%. This is the threshold where EHRC advise investigation. SDS has investigated each of the pay grades where the pay gap is greater than 5%.

Table B1: Gender Distribution of Staff

Grade	Number of males	Number of females	Total	Percentage of grade		Percentage of gender	
				Male	Female	Male	Female
MA	10	14	24	41.7%	58.3%	2.3%	1.2%
Intern	*	27	35	*	77.1%	1.8%	2.4%
SDS 2	*	20	25	*	80.0%	1.1%	1.8%
SDS 3A	20	37	57	35.1%	64.9%	4.6%	3.3%
SDS 3CD	16	156	172	9.3%	90.7%	3.6%	13.9%
SDS 4A	49	95	144	34.0%	66.0%	11.2%	8.5%
SDS 4CD	163	515	678	24.0%	76.0%	37.1%	45.9%
SDS 5	83	173	256	32.4%	67.6%	18.9%	15.4%
SDS 6	55	63	118	46.6%	53.4%	12.5%	5.6%
SDS 7	22	19	41	53.7%	46.3%	5.0%	1.7%
SDS 8	*	*	*	*	*	1.1%	0.3%
SNRD	*	--	*	*	--	0.5%	--
CEO	*	--	*	*	--	0.2%	--
Total	439	1122	1561				

Table B2: Gender Pay Gap by Grade

Grade	Female pay as a % of male pay	Pay gap
MA	100.1%	+0.1%
Intern	100.1%	+0.1%
SDS 2	100.0%	0.0%
SDS 3A	106.9%	+6.9%
SDS 3CD	103.5%	+3.5%
SDS 4A	101.8%	+1.8%
SDS 4CD	100.0%	0.0%
SDS 5	97.3%	-2.7%
SDS 6	98.7%	-1.3%
SDS 7	94.8%	-5.2%
SDS 8	91.4%	-8.6%
SNRD	--	--
CEO	--	--
Total	88.8%	11.2%

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

Table B3: Percentage of staff part-time by grade

Grade	Part time
MA	4.2%
Intern	2.9%
SDS 2	36.0%
SDS 3A	3.6%
SDS 3CD	35.5%
SDS 4A	11.7%
SDS 4CD	30.4%
SDS 5	14.1%
SDS 6	11.0%
SDS 7	4.9%
SDS 8/SNRD/CEO	0.0%

Total Part Time Male: 5.0%
 Total Part Time Female: 29.1%

- At SDS 3A the gap is in favour of women and is directly related to the length of service of women in this grade.
- At SDS 7 the pay gap is as a result of the gender distribution at this grade and there is no evidence of pay discrimination.
- In grade SDS 8 the gap is down to length of service in role. It is worth noting that the gender balance in this grade has improved since the 2015 audit and has moved from 100% male to 62.5% male and 37.5% female.

In 2016-17 SDS undertook a strategic review of the SDS pay and grading framework with the aim of making a strongly evidenced multi annual pay submission to Scottish Government. The review was undertaken in close partnership with our recognised trade unions and reflected our shared focus on embedding equal pay and wider equality considerations in our proposals.

The strategic review actively sought to reduce our gender pay gap, recognising the particular issue faced by having a higher proportion of our female workforce at lower grades. In practice this means we prioritised investment in improved pay outcomes for employees at SDS4 and below via planned increases to pay band maxima from 2016 to 2019, coupled with a higher level of basic award during 2016 and 2017.

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

As mentioned previously:

- We commissioned research, by Close the Gap as independent external experts, and in consultation with our trade unions, to understand what further actions we can take to improve the gender balance across grades above SDS4. In particular this work sought to identify and understand any perceived barriers to career progression within SDS, with a particular emphasis on the female perspective. Work is in progress to take forward recommendations.
- We have reviewed our resourcing policy in consultation with our trade unions, our Equality team and partners who are members of our Equality Advisory Group, ensuring that equality best practice is fully integrated into both policy and practice.
- All recruiting managers receive training in “unconscious bias” to ensure selection decisions are consistently fair and objective.

Annex C: Occupational Segregation within SDS: Disability & Race

This annex includes:

Table C1 – Occupation Segregation – Race

Table C2 – Occupational Segregation – Disability

Table C1: Occupational Segregation – Race

Grade	Ethnic Minority ¹⁶	White (Other)	White Scottish/ Brittish/ Irish	Percentage of Ethnicity		
				Ethnic Minority	White (Other)	White Scottish/ Brittish/ Irish
MA	--	*	21	--	*	1.6%
Intern	*	*	28	*	*	2.1%
SDS 2	--	--	23	--	--	1.7%
SDS 3A	*	--	48	*	--	3.6%
SDS 3CD	*	--	154	*	--	11.4%
SDS 4A	*	*	122	*	*	9.1%
SDS 4CD	14	*	571	45.2%	*	42.4%
SDS 5	*	*	223	*	*	16.6%
SDS 6	--	--	108	--	--	8.0%
SDS 7	*	--	38	*	--	2.8%
SDS 8	--	--	*	--	--	*
SNRD	--	--	*	--	--	*
CEO	--	--	*	--	--	*
Total	31	18	1345			

There are small numbers of employees from an ethnic minority community. The highest numbers of ethnic minority employees are in grade SDS 4CD, which is also where the highest percentage of staff are concentrated. This is the only grade we are able to publish figures for, in order to protect the confidentiality of employees.

Table C1 does not include the 167 employees who did not respond / preferred not to say.

¹⁶Given the small numbers, categories have been amalgamated. Ethnic minority includes: Asian, Asian British, Asian Scottish, African, Caribbean or Black, mixed or multiple ethnicity and other ethnicities.

Table C2: Occupational Segregation – Disability

Grade	Number of Disabled People	Number of Non-Disabled people	Percentage of Disability	
			Disabled	Non-Disabled
MA	*	17	*	1.2%
Intern	*	26	*	1.9%
SDS 2	--	23	--	1.7%
SDS 3A	*	45	*	3.3%
SDS 3CD	*	140	*	10.1%
SDS 4A	*	131	*	9.5%
SDS 4CD	25	611	45.5%	44.2%
SDS 5	10	232	18.2%	16.8%
SDS 6	*	109	*	7.9%
SDS 7	--	38	--	2.7%
SDS 8	--	*	--	*
SNRD	--	*	--	*
CEO	--	*	--	*
Total	55	1383	--	--

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

Table C2 does not include the 123 employees who did not disclose their disability.

Pregnancy & Maternity

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

For the period 1st April 2015 – 31st March 2016, there were 28 employees who went on maternity leave (1.9% of the workforce). For those who returned from maternity leave within this period (36), 58.3% returned to their substantive post, and the rest returned on flexible working arrangements.

For the period 1st April 2016 – 31st March 2017, there were 36 employees who went on maternity leave (2.3% of the workforce). For those who returned from maternity leave within this period (26), 61.5% returned to their substantive post, and the rest returned on flexible working arrangements.

Disciplinary & Grievance

There were fewer than 10 employees who went through a disciplinary or grievance process in both 2016 and 2017. Hence, due to the low numbers, we are not able to report on this.

Annex D: Equality Evidence Review

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Glossary

ASN	Additional Support Needs
BAME	Black Asian Minority Ethnic
BME	Black Minority Ethnic
CIPD	Chartered Institute of Personnel and Development
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 Transsexual
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.**
- **The interaction of certain protected characteristics leads to some of the greatest inequalities. For example for ethnicity and disability; gender and religion; and age and disability.**
- **Gender inequalities are evident early on in school. In particular, the subject choices made at school can be seen to have a long term impact and may contribute to occupational segregation.**
- **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 gap is information relating 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 & Diversity Mainstreaming Report and provide evidence to support the SDS Equality Outcomes.

Evidence is presented for schools, further and higher education and employment. Where 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 out perform boys at school and go on to higher education in greater numbers.**
- **Girls and boys make different subject choices at school, with girls less likely to choose physics and computing, restricting the future range of occupations open to them.**
- **Ethnic minority pupils perform well at school. However, there are disparities across ethnic groups with gypsy travellers and white boys under performing when compared to other groups.**
- **Outcomes for pupils with Additional Support Needs (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 far behind other pupils. Care experienced young people are less likely to enter positive destinations than other young people.**
- **A significant evidence gap exists in relation to sexual orientation, gender identity 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 in certain subjects at college and university, with significant imbalances in engineering, construction, childcare and nursing.**
- **A large number of disabled young people progress on to college but smaller numbers go on to university.**
- **Young people from ethnic minority groups progress on to higher education in large numbers. However, there are concerns around the progression made at university and the levels of qualifications obtained.**
- **Young people's experiences in relation to sexual orientation are better for college and university when compared to school.**
- **In relation to gender identity, the evidence suggests that the bullying and harassment experienced at school continues for many trans students at college and university.**
- **Gaps in evidence exist in relation to care experienced young people, sexual orientation and on the experiences of particular ethnic groups and disabilities.**

Employment

- **Women's experience of the labour market is different to that of men. Women are significantly under-represented in many areas of the labour market and at higher occupational levels. Women still experience a persistent pay gap and are more likely to work part time.**
- **Despite ethnic minority groups performing well at school, and being well represented in further and higher education, their labour market outcomes still do not match the rest of the population. In addition, although large proportions of ethnic minority groups 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 under represented in the STEM sector.**
- **The statistics for participation in Modern Apprenticeships have shown improvement, particularly in relation to disability. However, under representation is still an issue in relation to gender, ethnicity and disability.**
- **Particular 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 and gender identity.**
- **The business case for greater workforce equality and diversity is strong and growing in awareness.**

Introduction

The SDS Equality Evidence Review provides a review of recent research evidence in relation to education and employment across the protected characteristics¹⁷¹⁸. 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 the SDS Equality Outcomes
- To support the SDS MA Equality Action Plan
- Support internal Equality Actions Plans
- Provide evidence to support the SDS continuous improvement and business excellence approach
- Provide SDS colleagues with accessible and up to date information on the protected characteristics
- Update the information provided in the previous Equality Evidence Review 2015.

Care experienced young people are included in this review. Although they are not one of the protected characteristics in our Corporate Parenting Plan 2015-18 we commit to treating them as such due to the poor educational and labour market outcomes they experience.

The evidence is presented in the following sections:

- School education
- Further and higher education
- Employment, including the labour market, employment in the STEM sector and the business case for equality and diversity. 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 out perform boys at school and go on to higher education in greater numbers. However, 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.
- Pupils from an ethnic minority 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 under performing when 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 far behind other pupils. Care experienced young people are less likely to enter positive destinations than other young people.
- A significant evidence gap exists in relation to sexual orientation, gender identity 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 2016 Pupil Census are outlined below.

- A total of 684,415 school pupils attend publically funded schools in Scotland - 280,983 in secondary and 396,697 in primary and 6,735 pupils in special schools.
- White-Scottish and White-other British account for 86 per cent of pupils and the largest other ethnic backgrounds are White-Other 4.8 per cent, Asian Pakistani 1.9 per cent and mixed 1.2 per cent.
- There were a total of 2165 refugees and 882 asylum seekers.
- Most children with Additional Support Needs (ASN) are educated in a mainstream setting but some with more complex or specific needs are educated in special schools.
- Nearly one quarter of pupils are recorded as having ASN (170,329 pupils). This includes pupils in special schools and those in mainstream schools. Of those with ASN 60 per cent were male and 40 per cent female.
- The most prevalent ASN need is social, emotional and behavioural difficulty; followed by English as an additional language; other moderate learning difficulty; specific learning difficulty; and dyslexia. For girls the most prevalent ASN is English as an additional language and for boys it is social, emotional and behavioural difficulty.
- A total of 16,265 pupils were assessed or recorded as having a disability – 68 per cent of whom were boys.
- In 2015, 15,404 children were looked after, accounting for 1.5 per cent of the under 18 population in Scotland.

¹⁷The protected characteristic are: age, disability, gender identity, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

¹⁸Marriage and civil partnership are not considered due to a lack of relevant evidence in relation to this characteristic.

Information is not available on the sexual orientation or gender identity of school pupils. Information is available on the denomination¹⁹ of schools, but no detailed information is available on the religion or belief of school pupils.

Gender

Significant differences are evident in the subject choices made by girls and boys. These differences can have an impact on the future college and university courses, choices of apprenticeship, jobs and careers available to both boys and girls.

Information on subject broken down by gender can be drawn from the SQA data on exams taken in the senior phase²⁰. The gender breakdown for a selection of subjects taken at SQA National 5, Higher and Advanced Higher level in 2014-15 is outlined in table 2.1. At National 5 there is gender balance for mathematics, chemistry, English and history. This balance is maintained for mathematics and chemistry through to Advanced Higher but for English and history a gap starts to emerge with more girls taking these subjects. For physics and computing the gap starts at National 5 where boys are over represented and Art and Design and Biology where girls are over represented, these patterns continue to the Higher and Advanced Higher level.

The evidence suggests that girls perform well at school and go on to positive destinations in greater numbers than boys.

The Participation Measure provides a data set on the activity of those aged 16-19. This includes current school pupils and those who have recently left school. For gender the participation rate for females is 91 per cent and for males it is 89.7 per cent. Females are more likely to be participating in education at 75.9 per cent compared to 66.9 per cent of males.

Table 2.1: Subject choice selected subjects by gender 2014-15

	National 5		Higher		Advanced higher	
	Female	Male	Female	Male	Female	Male
Art and design	77	23	79	21	81	19
Biology	67	33	65	35	67	33
French	65	35	74	26	75	25
History	53	47	59	41	60	40
English	52	48	60	40	71	29
Chemistry	51	49	51	49	50	50
Mathematics	51	49	47	53	48	52
Physics	27	73	27	73	28	72
Computing	20	80	19	81	15	85

Source: SQA attainment data

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

In terms of attainment, figures from the 2014-15 SLDR (School Leavers Destinations Returns) show that girls score higher than boys with 66 per cent gaining one or more qualification at or above SCQF level 6²¹, compared to 55 per cent of boys.

Attainment across individual subjects is available by looking at attainment data available from the SQA broken down by gender. Attainment for selected subjects²² across National 5, Higher and Advanced Higher is outlined in table 2.2. Girls tend to score higher than boys across all subjects and levels; in physics and computing, where girls are under-represented, their attainment is still above that of boys.

¹⁹Roman Catholic and non-denominational

²⁰Full breakdown of all data is available at <http://www.sqa.org.uk/sqa/64717.html>

²¹Equivalent to Higher or SVQ level three. See SCQF for further details: <http://scqf.org.uk/framework-diagram/Framework.htm>

²²Further details of all attainment can be found at <http://www.sqa.org.uk/sqa/64717.html>

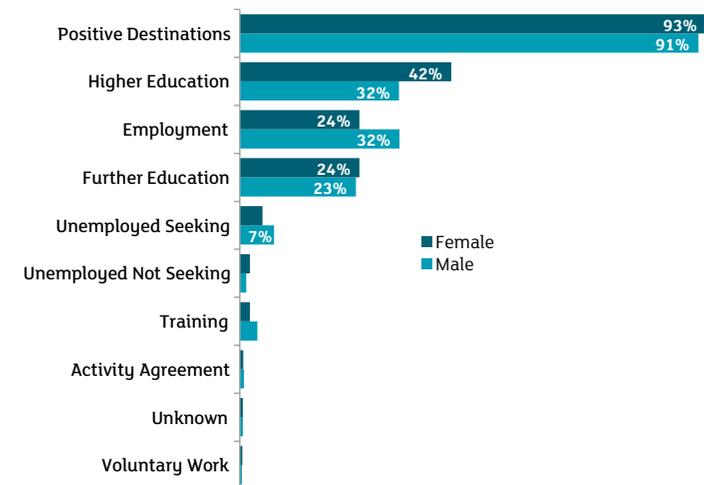
Table 2.2: Attainment for selected subjects at National 5, Higher and Advanced higher, grade A – C 2015 by gender

	% Grade A – C					
	National 5		Higher		Advanced higher	
	Female	Male	Female	Male	Female	Male
French	92	86	85	85	83	80
English	90	84	78	76	83	80
Art and design	88	77	91	84	89	85
Computing	86	83	72	67	90	84
Physics	83	71	82	74	81	77
History	80	75	90	88	86	87
Chemistry	73	72	75	75	83	78
Biology	72	68	71	72	79	74
Mathematics	62	62	74	72	74	66
Overall	82	78	78	75	84	78

Source: SQA attainment data

Destinations data for school pupils from the SLDR for 2014-15 shows that girls are slightly more likely to enter positive destinations than boys. Figure 2.1 shows that girls are more likely than boys to progress to higher education whereas boys are more likely to go into work.

Figure 2.1: Post school destinations by gender, 2014-15



Source: SLDR 2014 - 15

Ethnicity

Definitions of ethnicity

- A range of definitions of ethnicity are used in administrative data, surveys and research reports.
- SDS uses the term Ethnic Minority and defines ethnic minority 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.
- Following guidance, SDS does not use the term BME any more. However, the terms ethnic minority and BME are both used in this review according to the definition used in the source data or research.

Pupils from ethnic minority backgrounds tend to have higher levels of attainment and outcomes (see Hutchinson et al, 2009; EHRC, 2016). The overall participation rate for ethnic minorities is 92.9 per cent compared with 90.3 per cent of non ethnic minority groups. The rate for those participating in education is 84.6 per cent compared with 70.5 per cent of non ethnic minority.

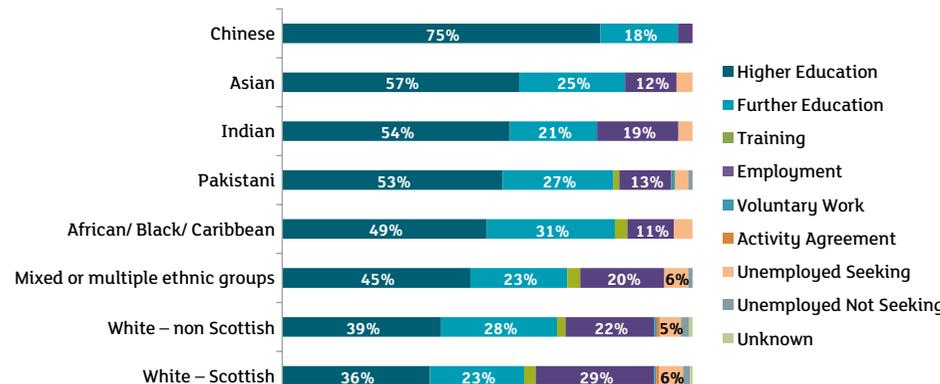
Destinations data by ethnicity, outlined in figure 2.2, shows that all ethnicities, with the exception of the ‘other’ category are more likely to be in a positive destination than white Scottish and white non Scottish. The highest is for Asian Chinese with a positive destination rate of 97 per cent. Asian Chinese pupils have the highest level of achievement across all ethnic groups, with 88 per cent achieving one or more awards at SCQF level 6 or better. The figures also show that ethnic minority groups are more likely to progress on to higher education than those from a white background.

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, as outlined below.

Educational Outcomes of Gypsy/Travellers in Scotland

- Gypsy/Travellers account for 0.1 per cent of the population in Scotland and have a much younger age profile (2011 Census)
- Gypsy, Roma and Traveller children have lower educational attainment than other ethnicities. Half of Gypsy/Travellers aged 16 and above have no qualifications compared to only around a quarter of the population as a whole (Scottish Government, 2015).
- It has been observed that mainstream schools have typically failed to accommodate interrupted learners. It has been estimated that only 20% of Gypsy/Traveller children of secondary age regularly attend school
- Gypsy/Travellers in Scotland, compared to the population as a whole are less likely to be full-time students and more likely to have no qualifications.
- Low levels of educational attainment amongst this group translate into a weak position in the job market and ultimately into low income.

Figure 2.2: Post school destinations by ethnicity, % 2014-15



Source: SLDR 2014 - 15

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)

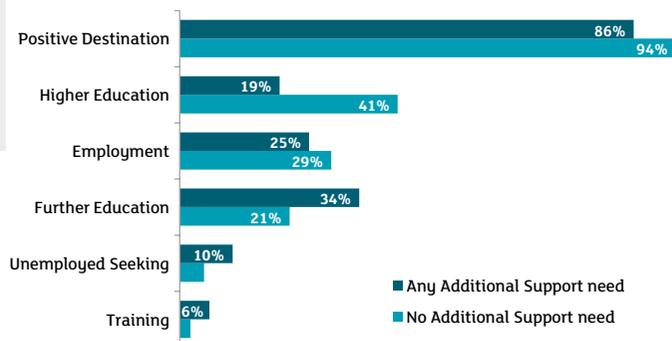
Only the definition of disability applies to adults. However, the extended definition of additional support needs applies to children and young people and includes disability.

Pupils with ASN tend to have poorer outcomes than those without ASN. The participation rate of 16-19 year olds identifying as disabled is 82.8 per cent compared to a rate of 90.6 per cent of those identifying as not disabled. The majority of those identifying as being disabled are participating in education (64.4 per cent). In addition those who identify as disabled are more likely to be unemployed than those who do not identify as disabled.

Pupils with ASN tend to have lower achievement levels. Figures from the 2014-15 SLDR show that only 33 per cent of pupils with ASN achieved one or more qualifications at SCQF level 6 or above compared to 67 per cent of pupils with no ASN. McTier et al (2016) highlight that pupils with a learning disability achieve markedly lower levels of qualifications than other pupils, with only 17 per cent of pupils with a learning disability achieving an SCQF Level 6 or above qualification, compared to the average of 58 per cent.

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 2.3. The poorest outcomes are achieved by those with social, emotional and behavioural difficulties, mental health problems, and learning disability. While outcomes are better for those with English as an additional language or dyslexia.

Figure 2.2: Post school destinations by ethnicity, % 2014-15



Source: SLDR 2014 - 15

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) state that there are weak post-school transitions for young people with a learning disability and that this can reflect a lack of aspiration of what young people with a learning disability can achieve. In addition, the Work Foundation (2013) found that the experience of a chronic condition while still in school can create significant challenges, because symptoms and hospital appointments can have implications for school

attendance, leaving students behind their peers. The resulting struggle to catch up on work can have an impact on exam results, which has obvious further implications for future education and employment options.

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 who have been previously looked after and care leavers.

Care experienced and looked after children obtain lower qualification levels on average than all school leavers. For care experienced pupils the evidence shows that in 2014/15, 73 per cent left school at the earliest opportunity as opposed to 27 per cent of all leavers (SDS ASN resource). Only 77 per cent of care experienced school leavers were in a positive destination compared with 93 per cent of all leavers. Furthermore, only 4 per cent of care experienced school leavers entered Higher Education compared to 37 per cent of all leavers. (SDS ASN guidance: Care Experience).

A number of reasons can be identified for the poorer outcomes of care experienced young people:

- **Young people leaving care often do so between 16 and 18 years old, compared with the average age of leaving home which is currently 25 years old. This means they can be asked to make career planning decisions at a time when their home lives are very unstable.**
- **If a young person is unsure about where they are going to live, this can also impact on the options available to them.**
- **Care experienced young people may not have the networks that their peers have so have fewer opportunities to gain work experience, mock interviews etc, and also to consider all their options. (SDS, ASN resource: Care Experience)**

Sexual Orientation

Evidence on sexual orientation at school focuses on incidences of bullying and the negative outcomes this has on future education and career plans (Stonewall, 2016). Stonewall (2014) found that LGBT parents' expectations of their children's being bullied at school were high. 67 per cent expected their child to be bullied because of their parents' sexual orientation or gender identity, rising to 76 per cent for children in secondary school.

The EHRC Sexual Orientation Research Review (Mitchell et al, 2008) highlighted that many schools fail to teach about and/or provide information on LGB issues, as well as failing to provide support to young LGB pupils recognising their sexual orientation.

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

Gender Identity

In relation to gender identity the evidence suggests that incidences of bullying tend to be higher than for sexual orientation. There is also evidence of schools and the education sector in general failing to represent or take into account the needs of LGBT individuals (Hudson-Sharp and Medcalf, 2016).

Religion or Belief and 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

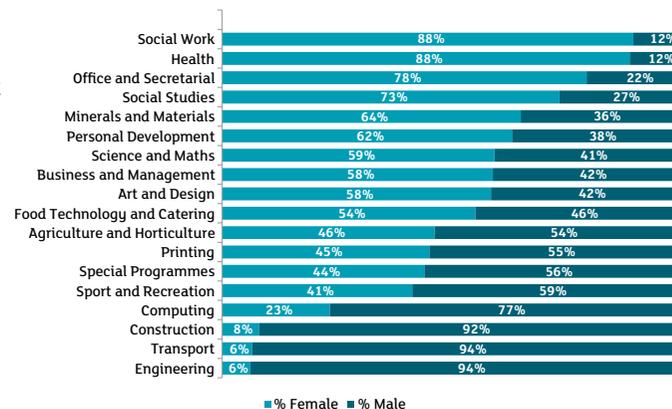
- **Gender imbalance is an issue for certain subjects at college and university. Of particular concern is the lack of women in engineering and construction and the lack of men in childcare, social studies and nursing.**
- **The representation of disabled students at college and university has improved. However, there is concern that disabled people have lower levels of qualifications.**
- **Ethnic minority young people progress on to higher education in large numbers. Concerns are around the progression made at university and the levels of qualifications obtained. 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. A lack of evidence exists in relation to this group at college and university.**
- **Experiences of college and university are better for young people in relation to sexual orientation.**
- **Incidences of discrimination and bullying continue at college and university in relation to gender identity.**
- **Evidence gaps exist in relation to the participation and outcomes of care experienced young people at college and university and for sexual orientation, gender identity, religion or belief, and pregnancy and maternity.**

Gender

The gender breakdown of college students for 2014-15 was 49 per cent male and 51 per cent female. The gender breakdown for those at university for 2014-15 was 57 per cent female and 43 per cent male (SFC, 2016a).

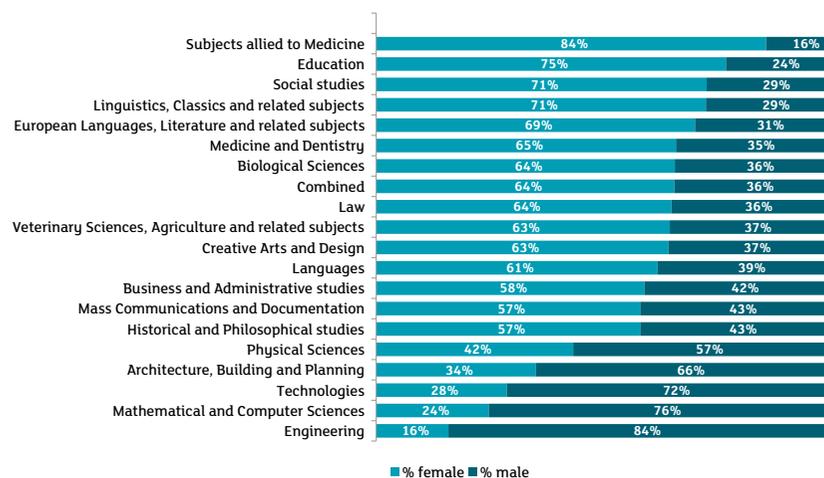
Although there is a fairly even balance in terms of student numbers there is evidence of gender segregation by subject choice at both college and university. Figure 3.1 outlines the gender gap at college and shows that the top subjects for females are social work and health while the top subjects for males are engineering and transport. There is a similar divide at university (see figure 3.2) where the top subjects for females are subjects allied to medicine and education and for males it is engineering and mathematical and computer sciences.

Figure 3.1: Subject choices at college (FTE) 2014 - 15



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

Figure 3.2: Subject choice for university entrants (FTE) 2014 - 15, per cent



Source: SFC

The recommendations of Developing the Young Workforce committed the SFC to work to address gender imbalances at the subject level within College and Universities. The SFC Gender Action Plan (SFC 2016c)²³ identifies a number of areas of under representation at college and university which are outlined in table 3.1 below. The greatest imbalance in male dominated subjects is identified as being in engineering.

Table 3.1: Under representation at College and University by gender

Female under representation	
College	University
Construction (general) Building and construction operations Engineering/ technology Mechanical engineering IT/computer science/ programming Vehicle maintenance	Architecture, building and planning Engineering Technologies Computer Sciences
Male under representation	
College	University
Childcare services Hair / personal services	Social studies Nursing

Source: SFC (2016c) Gender Action Plan

Table 3.2: Subject Choice at college and university for BME entrants (FTE) 20115-15

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		6.5

Source: SFC (2016a) Learning for All

Ethnicity

Students with a BME background accounted for 6.2 per cent of college enrolments for 2014-15. At university BME students account for 6.5 per cent of students in 2014/15 (SFC, 2016a).

Table 3.2 outlines the subject choices of BME college and university entrants. They show that for college the most popular subjects are social studies and science and maths whereas at university it is medicine and dentistry and engineering.

²³Further details can be found in the SFC (2016) Gender Action Plan technical report.

For BME college leavers in 2014-15, 82 per cent moved into further study post-qualification compared to the average of 79 per cent. Only 3.9 per cent of BME confirmed qualifiers moved into negative destinations, 0.5 per cent below the average of 4.4 per cent (SFC 2016 College destinations).

Although 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.

UK evidence shows that individuals from ethnic minorities are more likely to enter university than white British people regardless of their background (Wouter Zwysen and Longhi, 2016) and more likely to hold a degree level qualification (McGregor-Smith Review, 2017). However, there are differences in the types of university attended and the qualifications and outcomes achieved (Wouter Zwysen and Longhi, 2016). For example 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. It has been found that 13 per cent of white British and Chinese students graduate with first-class honours, but only 5 per cent 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 per cent) compared with ethnic minority undergraduates (60 per cent). The gap was particularly high for Black male undergraduates (46 per cent) compared with**

White male undergraduates (74 per cent).

- **BME students are less likely than white students to have spent time working in a relevant area prior to starting their course; those in their final year were less likely to have undertaken a placement as part of their course, and/or an internship (Forson et al, 2015)**
- **HEFCE data on employment outcomes in England 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 per cent compared to 66 per cent for White qualifiers (McGregor-Smith Review, 2017).**

Disability

For the UK as a whole Tinson et al (2016) state there is a considerable 'skills gap' between disabled and non-disabled people when measured by qualifications. Only 15 per cent of disabled people have a degree, compared with around 30 per cent of non-disabled people.

In 2014 - 15 disabled people accounted for 17.5 per cent of college students in Scotland. For those studying for FE qualifications in college the figure is 19.8 per cent, and 10.5 per cent of students in higher education have declared disability. Access to both colleges and universities for those who declared a disability has improved over time (SFC, 2016a).

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

Table 3.3 outlines the 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 3.3: Subject choice for disabled entrants to college and university 2014-15

College	% BME	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	Veterinary Sciences, Agriculture and related subjects	12.2
Social Work	17.1	Physical Sciences	12.2
Minerals and Materials	16.0	Law	10.5
Health	15.3	Architecture, Building and Planning	9.5
Social Studies	15.0	Business and Administrative studies	9.2
Personal Development	14.7	Subjects allied to Medicine	9.2
Sports and Recreation	13.7	Combined	8.8
Transport	13.1	Engineering	8.4
Construction	11.7	Medicine and Dentistry	8.2
Business and Management	10.9	European Languages, Literature and related subjects	7.6
Printing	10.7	Education	7.4
Engineering	8.8	Languages	7.0
All	17.5		10.5

Source: SFC (2016a)

Care Experience

The SFC (2016b) states that students with care experience are under-represented in both colleges and universities, and those within the sector go on to achieve lower educational outcomes. Figures from the SFC (2016b) show that in 2014-15 there were 591 recorded enrolments to college from students with care experience. It should be noted that SFC are currently working with colleges to improve data collection in this area, which will enable better informed analysis of the participation and attainment of students from a care experienced background at college to be carried out.

Age

Those in younger age groups make up the majority of college and university students. For 2014-15 college students in the 16-24 age group accounted for 75 per cent of full time students. This figure reflects Scottish Government policy which has asked colleges to prioritise 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.

At university there has been an increase in the proportion of entrants aged under 21 from 34 per cent to 41 per cent between 2009-10 and 2014-15 (SFC, Learning for all 2016).

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 per cent) cited the feeling of not fitting in as the main reason for considering dropping out.

Hudson- Sharp and Metcalf (2016) state that there is mixed evidence on whether LGB&T people achieved better academic outcomes. Some studies have suggested that discrimination and harassment have led to reduced attainment, whilst others suggested they have been a spur for LGB&T people to succeed. This highlights how a lack of evidence and data limitations can impact on the understanding of this group.

Gender Identity

In relation to gender identity, trans students are more likely to continue to have a negative experience of education (Stonewall Scotland, 2016). Research from the NUS highlights that one in three trans students experience bullying or harassment, higher than their LGB peers (NUS, 2014) and that half of trans respondents have seriously considered dropping out of their course (NUS, 2016). One in seven trans respondents had to interrupt their studies because of their transition. Furthermore, trans students experience an intersection of issues, with 42 per cent reporting a disability, compared to 17.5 per cent of the whole sample.

A lack of large scale evidence in relation to gender identity is a significant gap.

Religion or Belief

Limited evidence is available on the relationship between religion and belief and educational outcomes. However, data from the 2011 Census provides some useful evidence on religion and belief and education in Scotland:

- **Those in the Roman Catholic, Church of Scotland and No religion groups, are slightly less likely to be full-time students than the rest of the population. Every other religion recorded higher proportions. For example, almost 80 per cent of Hindus and Buddhists in the 16-24 age groups were full-time students. Around a quarter of Hindus, Muslims and Buddhists were students.**
- **Those who recorded their religion as Church of Scotland were the most likely to have no qualifications (35 per cent) compared to 27 per cent of the population age 16+.**
- **Those who recorded as Hindu were the least likely (5 per cent) to have no qualification. Hindus were the most likely to be highly qualified with (74 per cent having 'Level 4 and above' qualifications), while those who recorded as 'Church of Scotland were the least likely (22 per cent).**

Pregnancy and Maternity

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

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.

Employment

This section is divided into sub sections which outline participation and representation across the labour market; employment in the STEM sector; and the business case for equality and diversity. In each section relevant evidence for each of the protected characteristic is presented and any gaps in evidence highlighted.

Labour Market

This section focuses on participation and representation in work and the labour market across the protected characteristics.

Key findings

- **Women’s experience of the labour market is different to that of men. Women are significantly under-represented in many areas of the labour market and at higher occupational levels.**
- **Despite ethnic minority groups performing well at school and being well represented in further and higher education their 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 some improvement, particularly in relation to 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, a lack of career progression and in some cases a loss of employment.**
- **For Religion and Belief it is Muslim individuals who 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. 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 make in the workplace to be more inclusive.**
- **Particular gaps in evidence exist in relation to the experience of work for care experienced young people.**

Gender

Women’s experience of the labour market is different to that of men. There are significant differences in participation and representation across occupations and industries. The occupational segregation of both men and women in the labour market (horizontal segregation) and in different levels of employment (vertical segregation) impacts negatively on women’s pay, progression and labour market outcomes. For example:

- **The gender pay gap in Scotland remains at 15% (Close the Gap, 2016) highlighting the impact of occupational segregation.**
- **Women make up 59% of those who are economically inactive – compared to 41% of men. Within those figures, women are more likely to be economically inactive due to looking after family or the home compared to men. (Annual Population Survey, 2014-15).**
- **Women are more likely than men to take caring roles causing them to work part time or become economically inactive. Men are more likely than women to be economically inactive due to being sick, discouraged or a student. (Annual Population Survey, 2014-15).**
- **Women are more likely to work part time, accounting for 78% of part time employment in Scotland (Annual Population Survey, 2014-15). The lack of quality part time jobs is an issue. Part time work is often poorly paid with limited opportunities for progression.**
- **Industry of employment figures show that 86% of all construction jobs and 74% of all manufacturing jobs are taken by men, while 71% of admin, education and health and 56% of ‘other services’ jobs are taken by women (Annual Population Survey, 2014-15).**
- **90% of skilled trades occupations are undertaken by men; 88% of process, plant and machine operatives are men; and 62%**

of managers, directors and senior officials are men. A more even gender split exists for associate professional and technical occupations which are 56% male, elementary occupations which are 55% male and professional occupations which are 49% male. By contrast, 80% of administrative and secretarial jobs are female and 82% of caring and leisure jobs are female (Annual Population Survey, 2014-15).

- **Under representation is evident at the highest levels. Only 31% of Scottish company directors are female and only 21% of Scotland's small and medium-sized enterprises (SMEs) are majority led by women (Scottish Government, 2016). The lack of women on boards is not unique to Scotland and has been identified as a key issue across the globe. For example, only 26% of FTSE 100 board members are female (Fawcett Society, 2016).**
- **For Modern Apprenticeships the gender split of MAs for 2014/15 was 40% female and 60% male. This is to be expected to an extent, as girls go into higher education in larger numbers on leaving school. Within certain MA frameworks there is female under representation – 3% of construction MAs were female; 44% of Finance MAs; and 49% of Hospitality and Tourism. It should be noted that these distributions largely mirror female participation in the labour market as a whole.**

The gendered structure of MAs has been highlighted in other research. Sosenko and Netto (2013) and Women's Employment Summit (2014) note that the growth in the numbers of female apprenticeship starts is concentrated in female dominated service and care sector jobs.

The SDS Equalities Action Plan sets out the actions which SDS will undertake with partners to improve the

participation of disabled and ethnic minority groups and care leavers in Modern Apprenticeships, as well as addressing gender imbalance within the uptake of occupational frameworks.

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, ethnic minority individuals are not receiving the labour market advantages which should be expected from their positive educational outcomes (also see EHRC, 2016). The Scottish Parliament Equal Opportunities Committee found that the world of work in 2016 was still not representative of the communities and people of Scotland, and called for employment and recruitment practices to be improved in order to tackle racism and discrimination. For example in Scotland:

- **Employment rates for ethnic minorities in Scotland are on average about 13 percentage points lower than those for the white population. The difference is driven mainly by much lower employment rates for minority ethnic women which are typically below 50 per cent (about 20 percentage points lower than white women). (Regional Employment Patterns in Scotland: Statistics from the Annual Population Survey, 2015)**
- **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). In addition, TERU (2015) found that those from a white Polish background are over represented in the tourism sector (9 per cent of employees) while those from ethnic minority backgrounds are under represented in the creative industries sector with only 1.4 per cent of employees in the sector coming from an ethnic minority group.**

- **Rates of self employment are higher for ethnic minority groups which can partly reflect poor employment opportunities as employees (JRF, 2015a). In 2014-15, the self-employment rate was highest for Pakistani (32 per cent), Chinese (23 per cent) and Indian (22 per cent) groups. Bangladeshi and other South Asian groups also had high rates of self-employment (20 per cent for both groups). (Regional Employment Patterns in Scotland: Statistics from the Annual Population Survey, 2015)**

For Modern Apprenticeships, ethnic minority starts account for 1.5 per cent (Q3 2015/16). Although these numbers are low, it should be noted that this is affected by higher numbers of those from ethnic minority groups progress on to higher education. The figure also depends on individuals disclosing their ethnicity. See SDS Equality Action Plan for more details.

Wider evidence from the UK also suggests that those from 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, under-represented in well-paid jobs and are less able to secure opportunities for job progression or employment which match their skills and abilities (JRF, 2016).**
- **Ethnic minority groups are under-represented in managerial and senior positions in business (McGregor-Smith Review, 2017).**
- **Recruitment processes can 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; there is a lack of ethnic minority role models or mentors at higher levels within organisations; or there is a gap between equality and diversity policies and practice in the workplace (Hudson et al., 2013).**

Disability

The evidence suggests that disabled people face multiple disadvantages in the labour market. For example:

- **Disabled individuals in Scotland and the UK are less likely to work full time, part time or be self-employed than non disabled individuals. They are more likely to experience unemployment or worklessness.**
- **In Scotland the employment rate for those who were disabled, as defined by the Equality Act, was 42 per cent compared to 80 per cent for those who were not disabled and 73.1 per cent for the total population aged 16-64. (Scottish Government, Equality Evidence finder, disability).**
- **Disabled people are less likely to fill higher, managerial, administrative and professional occupations (ONS, 2015).**
- **Disabled people are over represented amongst those in poverty. Tinson et al (2016) highlight disabled people make up 28 per cent of people in poverty in the UK. This can be explained by the fact that disability can prevent people from working and can bring with it higher and additional costs that further reduce income.**
- **Labour market outcomes vary according to disability with the employment rate for people with a learning disability particularly low. McTier et al (2016) explain that in Scotland the employment rate for people**

with a learning disability is in the range of 7 per cent to 25 per cent compared to a disability rate of 42 per cent. In addition, those people with a learning disability who are employed are often in part-time work and/or in sheltered employment. 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.

In 2015/16 disabled people represented 3.9 per cent of MA starts. This is well on the way to meeting targets set out in the MA Equality Action Plan (target for 2015/16 is 2 per cent of MA starts and targets for 2016/17 is 4 per cent of MA starts). See SDS Equality Action Plan for more details.

As with ethnicity, the MA figures are dependent on individuals self disclosing their disability/disabilities. The SDS Equality Action Plan highlights that the under reporting of disability may be an issue. Sosenko and Netto (2013) note that some Modern Apprentices may not be willing to disclose a disability thus impacting on the official numbers reported and others may not consider their condition to be a disability.

Wider evidence on apprenticeships identifies a number of issues in relation to improving representation in MAs for disabled young people. For example McTier et al (2016) identified a number of possible barriers for those with learning disabilities. These include: people with a learning disability can be slightly older when ready to start an MA so may need longer to achieve the qualification requirements; the starting qualification requirements may act as a barrier to participation despite an individuals interest in pursuing an MA; and a lack of suitable support during the MA such as inappropriate assessment tools.

Care Experience

An evidence gap exists regarding the labour market experiences of care experienced people in Scotland. As care leavers are not a protected characteristic, there is no legal requirement for organisations to collect data, resulting in a lack of available data. The SDS Equality Action Plan highlights that care leavers may be reluctant to disclose their status to prospective employers which could make it difficult to track the long term progress of this group in the labour market.

SDS has recently begun to collect data on care experienced and the quarter one 2015/16 statistics for MA starts show that the proportion of those who self-identify as care experienced is 0.9 per cent (SDS Equality Action Plan).

Age

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

For younger workers the most significant trend in recent years has been their declining employment rate. Younger workers (16-24) saw the main impact of the recession, their rates reducing from 60.7 per cent in 2008 to 53.2 per cent in 2014 but recovering slightly to 56.2 per cent in 2015 compared to 82 per cent for the 35-49 year old age group.

Youth unemployment can have a number of negative consequences. People who experience unemployment when young, 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; Work Foundation, 2016). Unemployment at an early age has also been found to be particularly harmful to young people's mental health, compounding their disadvantage in the labour market.

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.

The number of workers aged 65 and over has almost doubled since 2004, helping drive higher employment rates for older workers. Women accounted for almost 60 per cent of the increase in those aged 50-64, whilst men accounted for around 60 per cent of the increase in those aged 65+ (Scottish Government, 2016: Regional employment patterns)

Pregnancy and maternity

Pregnancy can have a negative impact on labour market participation in terms of individuals facing discrimination, loss of pay, loss of status, a lack of career progression and in some cases loss of employment. Within the overall increase in the number of women in work there has been an increase in the number of mothers in work.

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 limited training or prospects of progression. In addition, a lack of high-skilled part-time opportunities means women may have to "downgrade" their employment to jobs where their skills are not fully used.

Pregnancy has been shown to have a detrimental impact on employment. For example the Scottish Government (2013) highlights that there are many examples of women experiencing discrimination at work due to pregnancy resulting in loss of pay, status and even their jobs.

A UK survey of mothers (BIS and EHRC 2015a) presents a mixed picture of the labour market experiences of mothers and expectant mothers. It is suggested that three quarters of mothers said they had a negative or possibly discriminatory experience during pregnancy; maternity leave; and/or on their return from maternity leave. However, the same survey found that mothers who had worked for their employer for more than five years were less likely than average to report any negative or possibly discriminatory experience.

No data is currently available on apprenticeships and pregnancy and maternity.

Religion or Belief

Limited evidence is available on the relationship between employment and religion or belief. However, the 2011 census does provide a number of insights for Scotland including:

- **Those who reported 'No religion' were the most likely to be economically active (69 per cent), and also to be working full-time as an employee (42 per cent).**
- **The 'Sikh' group reported the highest proportion of self-employed people (15 per cent).**
- **Those who reported that they were 'Church of Scotland' were most likely to be retired (35 per cent). This compared to just over a fifth (22 per cent) of the population as a whole.**
- **The proportion of people aged 16 and over who were unemployed ranged from 3 per cent ('Jewish') to 6 per cent ('Other Religion').**

UK wide research has highlighted a number of labour market inequalities by religion particularly for Muslim men and women (EHRC, 2015). Women and Equalities Committee (2016) found that Muslim individuals suffer the greatest economic disadvantages of any group in society. Unemployment rates for Muslims are more than twice that of the general population (12.8 per cent compared to 5.4 per cent) and 41 per cent are economically inactive, compared to 21.8 per cent of the general population. The disadvantage is greater still for Muslim women: 65 per cent of economically inactive Muslims are women. 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.

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). It has been suggested that the treatment of LGB people in some jobs has led to restricted job choices. For example Ellison and Gunstone, (2009) report that thirty-nine per cent of gay men and 33 per cent of lesbians said there were jobs they would not consider because of their sexual orientation. The jobs most frequently mentioned as being avoided were: the armed services, policing and manual/blue-collar jobs (because of their perceived inherent culture of masculinity and a poor image of homophobic behaviour) and working with children, including teaching (because of the way some sections of society and the media view gay and lesbian influences on children and young people) (Ellison and Gunstone, 2009).

Perceptions of a homophobic working environment, experience of harassment and an inability to come 'out' were identified as a source of stress, exclusion and contributing reasons for leaving an employer (Colgan et al, 2006).

No data is currently available on MAs and Sexual Orientation.

Gender identity

Evidence is limited on the relationship between gender identity and the experience of work.

The Scottish Transgender Alliance (2008) highlight that most trans employees are not 'out' as trans to their workplace colleagues or managers. Often it is only when an employee is actively changing their workplace gender role as part of a process of gender reassignment / transition that they will be 'out' about being trans. They note that many trans employees do not feel they can afford to take the risk of being 'out' as trans in the workplace. Unless an organisation is explicitly transgender inclusive trans people considering transitioning may fear the reaction of their colleagues and managers and may choose to leave the organisation.

Trans people who face discrimination at work may change career or even leave the workforce entirely. Workplace bullying and harassment can have a long-lasting impact on self-confidence and career development.

For trans people, discrimination and inequalities seem to occur at the point of transition. There is strong evidence that transition in a place of work is a major trigger point for experiencing inequality and discrimination.

No data is currently available on MAs and Gender Identity.

Employment in the STEM sector

This section outlines participation and representation in the STEM sector across the protected characteristics.

Key findings

- **Women and ethnic minorities are under represented at all levels in the STEM sector**
- **Much of the gender imbalance can be linked to the subject choices made by girls in school and further education.**
- **Although high proportions of ethnic minority students study STEM subjects they are less likely to have successful labour market outcomes.**
- **Evidence suggests that young people have limited knowledge of STEM careers.**
- **A significant evidence gap exists on the participation and representation in the STEM sector of disabled people, care experienced young people, sexual orientation and gender identity.**

The STEM sector tends to be characterised as being white and male, and generally under representative of the protected characteristics.

Much of the evidence on under representation in the STEM sector relates to gender, ethnicity and age. A significant evidence gap exists in relation to the other protected characteristics, although it is known that disabled people are less likely to work in STEM occupations (CASE, 2014).

Gender

Women are under represented at all levels in the STEM sector. In relation to gender the evidence shows that:

- **The gender imbalance in the STEM sector can partly be linked to the subject choices made at school. Silim and Crosse (2014) argue that one way of getting more women into STEM subjects like engineering is to make it an attractive option for girls from an early age. In other EU countries where they have higher numbers of female engineers a greater number of girls study maths and physics to the age of eighteen (OECD, 2015).**
- **Many women do not progress into STEM careers following graduation. Nearly three quarters of female STEM graduates do not remain in the STEM industry (Equate, 2016). It has been suggested that the negative image of the sector and lack of flexible working is a major barrier to women entering and progressing in STEM careers (Equate, 2016, 2015; Close the Gap, 2016).**
- **Women continue to be under-represented in the engineering sector. The engineering profession in the UK is 90 per cent male and 90 per cent white (Forson et al, 2016). Women who complete an engineering degree are less likely to enter employment after completing an engineering degree. Evidence from the Higher Education Statistics Agency suggests that men who complete an engineering degree are more likely than women to enter engineering and technology occupations (HESA 2013). It has also been found that two-thirds of female engineers do not resume their engineering jobs after taking maternity leave.**
- **In the IT sector it is estimated that there are 18m specialists working in the UK in 2014, of which only 17 per cent are women (The Tech Partnership, 2015). In Scotland only 22% of ICT professionals are female and only 14% of IT technicians are female (Equate, 2016).**

- **In contrast to IT, engineering and construction, far greater numbers of women have gone into medicine and the number of women taking medicine now outnumbers men. Silim and Crosse (2014) argue that this is because medicine is seen as a ‘caring’ profession.**

Key influencers such as parents and teachers are seen as having a role in the number of females entering the STEM sector. It has been suggested that many parents and teachers have outdated views on STEM occupations and a lack of knowledge of the variety of careers that an engineering degree can lead to (McWhinnie and Peters, 2014; Silim and Crosse, 2014). For example, the OECD (2015) found that parents were more likely to expect their sons, rather than their daughters, to work in a science, technology, engineering or mathematics field - even when their 15-year-old boys and girls perform at the same level in mathematics (OECD, 2015).

Ethnicity

Those from ethnic minority backgrounds have a higher uptake of STEM subject than those from white backgrounds (CASE, 2014). The evidence shows that:

- **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 least likely. In engineering people from Indian and Chinese backgrounds were reasonably well-represented whilst those from Pakistani, Bangladeshi and Black Caribbean backgrounds were under-represented (Royal Academy of Engineering, 2013).**

- **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 being more likely to be in engineering and technology, and graduate roles. In addition, ethnic minority graduates from engineering and technology courses are likely to fare less well than White graduates (McWhinnie and Peters, 2015).**
- **White respondents in their final year were more likely to have had some relevant work experience before undertaking their courses and were also more likely to have undertaken a work placement or internship. Of those BME respondents who did undertake a placement, they were less likely to have met a role model who inspired them (McWhinnie and Peters, 2015).**
- **Many engineers from a BME background report negative experiences of the recruitment selection process. Forson et al (2016) report that some had to change their names, or knew of people who had changed their names to more English-sounding names, in order to get jobs in the sector, while yet others had hidden their ‘foreignness’.**

Age

Evidence suggests that STEM may have an image problem among young people with many of them dismissing it as a future career or area for further study. For example, BIS (2014) found that young people struggle to come up with a range of jobs when talking about maths and engineering, and did not realise that STEM subjects are a core part of many jobs. In addition, STEM subjects were perceived as being too difficult and young people feared STEM choices would lead to poor academic performance. Furthermore, STEM was seen as being a predominantly male area of work.

However, UK Engineering (2017) reports that young people’s perceptions of engineering have grown more positive in the last five years. They found that the proportion of 11-16 year olds who would consider a career in engineering has risen from 40 per cent in 2012 to 51 per cent in 2016. However, they also found that engineering is the area of work relating to STEM that young people know the least about. UK Engineering suggests that higher priority should be given to addressing misconceptions about where STEM study can lead.

UK Engineering (2017) found that the image of engineering amongst those who influence young people is also positive – the vast majority of teachers (96 per cent) would recommend a career in engineering to their pupils, and three quarters of parents view engineering positively as a career. However, while parents are equally likely to recommend a vocational route into engineering as an academic one, pupils and teachers are more likely to favour academic routes into engineering.

The business case for equality and diversity

This section outlines the business case for equality and diversity and highlights some areas of best practice in employing people from the protected characteristics.

Employers are increasingly compelled to consider equality and diversity in the workplace for two key reasons:

- **The first are the legal obligations under the 2010 Equalities Act. It is unlawful for employers to discriminate on the grounds of gender, gender identity, race, religion and belief, sexual orientation and disability. Employers need to ensure they comply with the legislation.**
- **The second reason is the increasing awareness of the business case for equality and diversity. The business case refers to those actions that go beyond the legal minimum to promote equality and diversity in the workplace and embraces a range of issues including recruitment, retention, customer focus, service provision and marketing. The CIPD (2015) states that while legal legislation sets minimum standards “an effective diversity strategy goes beyond legal compliance and seeks to add value to an organisation, contributing to employee well-being and engagement”.**

The CIPD (2015) outlines three strands to the business case for diversity:

1. People issues - people want to work for organisations with good employment practices and to feel valued at work.
2. Market competitiveness - a diverse workforce can help to inform the development of new or enhanced products or services, open up new market opportunities, improve market share and broaden an organisation’s customer base.
3. Corporate reputation - the overall image of an organisation is seen as important in attracting and retaining both customers and employees.

Guidance exists on how organisations can adopt good practice in relation to equalities generally, and also for specific protected characteristics in relation to gender, race and disability. A number of these guides identify key legislative requirements, how to operate within these and some suggestions for good practice beyond the basic minimum. See for example, EHRC (2014), Close the Gap, Department for Business, Innovation and Skills (2013), CIPD (2015) and TUC (2016); ACAS; and Stonewall.

Increased diversity in organisations is seen as having many benefits including:

- **An increased talent pool for recruitment and promotion.**
- **Increased creativity and ideas-generation as well as improved decision-making (Forson et al, 2015);**
- **Lower turnover; higher commitment; and improved reputation with employees and customers (BIS, 2013; McKinsey, 2015);**
- **Increased financial returns – diverse organisations are more successful (see McKinsey, 2015). The Royal Academy of Engineering (2016) found that those companies in the top quartile for racial/ethnic diversity were 30 per cent more likely to have financial returns above their national industry median, and companies in the top quartile for gender diversity were 15 per cent more likely to have financial returns that were above their national industry median.**

The following are a few examples of best practice and or inclusiveness:

- **The benefits of employing and supporting trans employees are highlighted by Stonewall (2012). Changing gender role 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.

- **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).**
- **Close the Gap (2016) highlight the business benefits of increasing gender diversity in the workplace. They show that greater diversity in the workplace and the boardroom has a positive impact on productivity and profitability and gives organisations a competitive advantage.**
- **Supporting pregnant women and those on maternity leave is seen as benefiting organisations as it increases staff retention; creates better morale among employees and demonstrates the responsibility of employers to support staff (BIS and EHRC, 2015).**
- **The business case for employing people with a learning disability highlights their skills, work ethic and high retention levels. McTier et al (2016) make a number of recommendations in relation to employing people with a learning disability including providing application forms and job descriptions in large print and plain English; speaking clearly at interviews using short words and sentences and giving more time for interview; making use of practical tests so the candidate can demonstrate what they can do rather than relying on applications forms and interviews. Once employed it is important to provide a mentor, give clear instructions on job tasks and offer opportunities for progression.**

Appendix 1a: Data availability

This section outlines data availability across the protected characteristics. The lack of data on some protected characteristics is a major barrier in 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	Trans-gender	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	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, gender disaggregated data is often unavailable. In addition 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 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 particular 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 definitions of disability as used in many social surveys.

The under-representation of disabled people can be an issue where an individual chooses 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.

Care Experience

Limited evidence is available on care experienced young people. Data that is available may under-count the numbers of care experienced young people due to a reluctance amongst some to disclose that they are care experienced. Further evidence is needed on care experienced young people at college, university and in the labour market.

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.

Gender Identity

There is very little data that provides an accurate picture of the transgender population in Scotland or the UK.

Religion or Belief

The 2011 Census provides a useful source of information on religion or belief in Scotland: Many other surveys do not collect information on religion. For example 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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