



Skills  
Development  
Scotland

# SDS Equality & Diversity Mainstreaming Report

2021 – 2025

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

# Foreword

## I'm delighted to present our 2021-25 Equality and Diversity Mainstreaming Report.

This report highlights the progress achieved against the four-year equality outcomes we set in 2017. It sets out examples of the ways in which we have worked, and continue to act, to promote and increase equality of opportunity for people in Scotland who face disadvantage because of their protected characteristics or lived experience.

While we can feel encouraged by the real progress achieved in the years prior to the pandemic, we recognise there is much more to do. That is why, as part of our commitment to continuous improvement, we have taken a revised approach to developing our 2021-25 equality outcomes. Building on the learning from our CIAG and Apprenticeship Equality Action Plans, and through consultation with our colleagues and equality partners, we have developed a set of integrated, holistic, and cross-business outcomes to mainstream equality across all our organisational activity.

It is now clear that the impacts of COVID-19 are significant and unequal. Before the pandemic hit, inequality in relation to both access and outcomes existed across education and employment in Scotland. Emerging evidence shows that the crisis has exacerbated many pre-existing inequalities and drawn out more harshly the effect of deprivation on labour market participation, education, and life chances. Without effective intervention, COVID-19 is likely to continue to widen inequality in the short, medium and long-term.

Despite its negative impacts, this pandemic may also present some opportunities for positive change. For example, the large-scale shift, and changes in attitude to, remote and flexible working could prove helpful for the employment, pay and career progression of individuals within groups hardest hit by the pandemic, including women and disabled people. We will continue to monitor the differing impact of the pandemic on equality groups and ensure our services are responsive to this information.

The pandemic has changed the landscape we work in, and its full impact has not yet been realised. As we jointly negotiate recovery and renewal efforts, and maintain a focus on equality, diversity, fair work and inclusive growth, we will have to be even more innovative and adaptive to help ensure that all people are able to achieve to the best of their abilities.

We are excited to share these new equality outcomes for 2021-25 in this Report. We look forward to continuing our joint work over the next four years – as stakeholders, partners, colleagues, and customers – to progress these outcomes and to make a lasting contribution to an inclusive, productive, fair and resilient Scotland.

**Damien Yeates**

Chief Executive, Skills Development Scotland

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In this report, the term ‘minority ethnic’ is used wherever possible and when referring to people from a Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group, in line with reporting official statistics. We recognise that any one term will not resonate with everyone and we support everyone’s right to define themselves. However, for consistency with previous years, ‘BME’ and ‘BAME’ are used where these terms were referenced for reporting purposes.

# 1. Introduction

## About Skills Development Scotland

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

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

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

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

## Our Responsibilities as a Public Body

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

As set out in the Equality Act 2010, public sector organisations, including SDS, have a duty to have due regard when carrying out their public functions as a service provider, policy maker and an employer, to the need to: eliminate discrimination; advance equality of opportunity and to foster good relations. In addition to this, as a listed authority in The Specific Duties (Scotland) Regulations 2012 SDS has a duty to<sup>1</sup>:

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

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

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

This, our fifth Mainstreaming Report, fulfils our reporting duties under these regulations for 2021; and in line with these requirements, our employee information, and pay gap information are published in Annex A and B of this document.

In addition to this core equality legislation, a range of other Scottish Government strategies and policies impact and inform our work on equality. These include but are not limited to: the Education (Additional Support for Learning) (Scotland) Act (2004;2009;2016), Developing the Young Workforce – Scotland’s Youth Employment Strategy, the Race Equality Framework, the Children and Young People (Scotland) Act 2014 (particularly with reference to Corporate Parenting), A Fairer Scotland for Disabled People: delivery plan (2016); A fairer Scotland for women: gender pay gap action plan (2019); the Children (Scotland) Act 2020; 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 the activity under our new equality outcomes.

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.

## Board Diversity 2020

The Gender Representation on Public Boards (Scotland) Act 2018 sets an objective for public boards that they have 50% of non-executive members who are women. SDS has worked proactively with Scottish Government, who are responsible for appointing the SDS Board, for a number of years to improve its diversity and gender balance. We achieved greater than 50% female representation on our non-executive Board for the first time in 2018 and have sustained this position into 2021, with 53% of current members self-identifying as women.

Since the publication of our 2019 Report, four Board vacancies have been advertised in one competition round, held in September 2019. Positive measures taken to encourage applications from women included the use of gender neutral language in all associated documentation (e.g. advert, information pack, application forms). Of the 72 applications received, 47% were from women. One woman was successful and another was offered a co-opted appointment to the Board.

As of 31st March:	Men	Women
2017	7	5
2018	4	7
2019	4	8
2020	8	9
2021	8	9

# Embedding Equality at SDS

## Leadership and Governance

**Scottish Apprenticeship  
Advisory Board (SAAB)**

**Board and Committees** (Including Board Equality Champion role)  
**Executive Board and Directors Group** (With designated Equality Champions)

**SAAB Employer Equality Group**

**Equality Management Group**

**Race Equality Steering Group**

## Strategic Business Processes

**Service Development Processes**

**Corporate Planning and  
Strategy Development**

**Performance Reporting  
(inc. Official Statistics)**

## Across all our work

**Stakeholder Engagement**  
(National and local)

**Employee Engagement**  
(Allies Networks, Communities  
of Practice, Equality Champions)

**Customer Engagement**  
(Co-design activity, Feedback)

**Evaluation and Research**  
(Original research and  
Evidence Review)

## 2. Our Approach to Mainstreaming

Our ambition is still to go beyond the requirements set out in equality legislation and to lead by example within the public sector. We use the social model of disability<sup>2</sup> to inform our actions and approach and remain committed to proactively addressing disadvantage faced by anyone on their learning and career journey. This covers groups who are not specifically covered by the Equality Act 2010, but are known to have poorer outcomes, for example, those who are care experienced. This section provides detail of our continuing approach to mainstreaming within SDS, including information on:

- Embedding Equality throughout SDS
- Governance Groups
- Business and Service Development
- Procurement
- Development of Our Workforce
- Marketing and Communications

### Embedding Equality throughout SDS

Since the publication of our last mainstreaming report, we have been developing a single integrated plan to achieve our equality outcomes across service design and delivery. This development built on our learning from the Apprenticeship and Career Information, Advice and Guidance (CIAG) Equality Action Plans. While there are separate equality teams in SDS, our Senior Equality and Diversity

Advocate leads on the delivery of our integrated plan across service development and delivery, working closely with colleagues in each of the teams to join up activity.

Our equality colleagues in the National CIAG Team, led by our CIAG Policy and Professional Practice Manager, are responsible for ensuring that CIAG colleagues have the professional training, resources and support to work with customers from equality groups and help them to develop their career management skills. The National Training Programmes (NTP) Equality Team, led by our NTP Equality Manager, focuses on ensuring under-represented groups can participate and achieve within SDS commissioned apprenticeships.

Internally, our dedicated HR Equality Team ensure diversity and inclusion is central to what we do as an employer and, led by our Equality and Diversity Advisor, is responsible for the implementation of mainstreaming within SDS.

Cross-business groups, including our Equality Management Group (EMG), Equality Champions and our employee networks (LGBTI+ and BAME) also contribute to mainstreaming equality within SDS. Our EMG brings together colleagues from across the organisation, including Service Development and Delivery and Enabling Services, to embed equality across all areas of work and to share information and learning. Our networks also play a vital role in highlighting and communicating key equality information throughout the business and provides a platform to allow consultation and involvement and effective employee voice.

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

## Governance Groups

There are two executive leads for equality within the SDS Senior Leadership Team, one for SDS as an employer and the other for service development and delivery. [Our Board](#) considers equality and diversity in setting SDS's strategic direction, reviewing performance and ensuring good governance of the organisation. In early 2021, we refreshed the remit of our Board Equality Champion and Critical Friend roles to ensure that our Board and its Committees have equality embedded in their business and specific roles to champion progress.

Our Board Equality Champion liaises with the Committee Chairs and executive leads for equality, to ensure that considerations are embedded in both future planning and governance at a senior level. The role of Critical Friend for Equality sits on our Service Development Committee (SDC). This role is specific to the SDC given the importance of embedding equality in all new service development.

## Business and Service Development

Any new, or significant changes to existing, products or services within SDS cannot be signed-off or implemented without consideration of the impact on equality and diversity. We ensure focused engagement with external equality stakeholder organisations to inform such development of our services and equality outcomes.

We have also created a range of resources to support project managers in completing the assessments which ensure the needs of all groups are considered, including care experienced people. We review our approach to conducting equality impact assessments

on an ongoing basis to ensure quality and consistency. In future, it is our intention to include equality stakeholder organisations directly in the process and, where possible, incorporate related areas of impact assessment into a single process, for example, Island Communities Impact Assessment (ICIA) and children's rights impact assessments.

## Procurement

Through our procurement practices, we aim to uphold the spirit of the Equality Act and address under-representation whilst ensuring adherence with Public Contracts Regulations. Any award criteria and contract performance conditions must, in accordance with the Public Contracts (Scotland) Regulations, be related and proportionate to the subject matter of the contract or framework agreement. The inclusion of award criteria and contract performance conditions should be assessed on a case by case basis to ensure that full consideration is given to the needs of, and likely impact on, all those who will be affected by the contract. The decision to include equality-related selection criteria is made on a case by case basis and takes into account the subject matter of the contract.

Equality was first included as part of the evaluation criteria in SDS Modern Apprenticeships in 2016, and since 2017 has been applied in procurement and grant activity across the wider Apprenticeship Family and the Employability Fund. SDS also included equality criteria into the evaluation of tenders for the Pathway Apprenticeship Programme, which formed part of our response to the COVID-19 pandemic. Following earlier trialling of the approach, from 1st April 2021, SDS will be applying Fair Work First criteria to procurement for all training programmes, grants, funding streams and public contracts deemed appropriate in line with published guidance.

## Development of our workforce

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

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

## Marketing and Communications

Equality, diversity and inclusion are important themes in our marketing and communications activity. Our approach is to mainstream diversity and inclusion across all our communications channels and marketing materials.

This includes use of photography, representation, case study selection, messaging, and ensuring the highest standards of accessibility. Communications support for SDS interventions includes media handling, event management, promotional resources, web and social media content, and colleague engagement. Specific marketing and communications interventions include our work in promoting equality, diversity and inclusion across apprenticeships, in targeted sectors, and through support for partner activity.



**Make a choice for future you**  
Choose a Foundation Apprenticeship

apprenticeships.scot

National campaign, 'Make a Choice for Future You', promoting Foundation Apprenticeships, profiled student Ahmed Abdou and engineering Foundation Apprentice, Mia Pasquale, who represented females in Science, Technology, Engineering and Maths (STEM).

## Promotion of work-based learning

During the past year a focus on diversity and inclusion in the promotion of apprenticeships has been at the heart of our work. Communicating the benefits of apprenticeships has long been underpinned by our aim to encourage more uptake from individuals from under-represented groups.

Working with partners and colleagues across the business involved in the delivery of apprenticeships, we sought out opportunities to identify individuals who can help to change perceptions and encourage more individuals from under-represented groups to take up an apprenticeship.

This approach was incorporated into our campaign activity including the marketing and promotion of Foundation Apprenticeships for senior phase school pupils. The national campaign 'Make a Choice for Future You', included television and digital advertising and profiled student Ahmed Abdou and engineering Foundation Apprentice, Mia Pasquale, who represented females in Science, Technology, Engineering and Maths (STEM).

Our work has included the aim to encourage more employers to be more inclusive in their recruitment practice. Case studies from employers including Kwik-Fit and BAE Systems highlighted the benefits of a diverse workforce through apprenticeships.

The Scottish Apprenticeship Awards encouraged apprentice nominations that can demonstrate equality and diversity.

Samir Khan-Young was crowned Scotland's Apprentice of the Year, supporting the aim to demonstrate opportunities for individuals from minority ethnic communities through telling his story of his career progression through apprenticeships.

Samir Khan-Young, Graduate Apprentice at Thales and Scottish Apprentice of the Year 2021.



The employer awards included categories to recognise large employers and small medium sized enterprises (SMEs) that demonstrated their commitment to diversify their workforce, with the finalists promoted across a range of national, online and regional media channels.

SME Equality and Diversity winner, Saj Sharif, CEO and Founder of Zen Consultants Ltd created a blog to explain the benefits of a diverse workforce and her role to champion this as a member of the Scottish Apprenticeship Advisory Board's Employer Equalities group.

Scottish Apprenticeship Week was filled with a programme of virtual events and online activity which showcased a diverse range of Foundation, Modern and Graduate Apprentices from across Scotland. Activity included Meet the Expert and employer events and employers that featured females in STEM.

The week also provided a platform for organisations such as CEMVO Scotland, Who Cares? Scotland and the British Deaf Association in Scotland, to deliver a series of blogs highlighting the partnership work taking place to drive participation from under-represented groups.

### 3. Progress against our Equality Outcomes for 2017 – 21

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

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

Our identified key measures for 2017-21 for this equality outcome are:

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

The Annual Participation Measure reports the percentage of young adults (16-19 year olds) participating in education, training or employment<sup>3</sup>. As shown in **table 1.1**, between 2017 and 2020, participation increased across all groups by one percentage point (pp). This uplift was experienced across all identified groups relatively consistently, however, there was a notable increase in participation of 2.8pp for young adults identified as disabled. Despite this, the gap between the participation rate for people identified as disabled and the overall rate is still the greatest, although that gap has reduced by 1.8pp from a 4.9pp gap in 2017, to 3.1pp in 2020.

Young people who are Asian; African; Caribbean or Black; and Other ethnic groups continue to outperform their white peers. While white people have closed the gap in participation from 0.6pp to 0.1pp, their participation rate in 2020 was 92%, compared to 95.2% for non-white people. On average across all age-groups in Scotland, employment and economic activity are lower for people from minority ethnic groups<sup>4</sup>.

Females continue to have a higher participation rate than males, a gap which has widened by 0.4pp over the period.

Participation rates for all 16-19 year olds are likely to be impacted by the COVID-19 pandemic, and related recession. Evidence of this will become available in the 2021 Annual Participation Measure.

An indicative summary of action taken to progress Outcome One is given on the following pages.

<sup>3</sup> SDS, Annual Participation Measure for 16 – 19 year olds in Scotland 2020, August 2020

<sup>4</sup> Fraser of Allander 2020, <https://fraserofallander.org/economic-outcomes-for-minority-ethnic-groups-in-scotland/>

**Table 1.1: Annual Participation Measure 2017-20: Participation rates and variance from the overall rate**

Characteristic	Annual Participation Measure Rate (% people participating)				Overall change 2017-20 (pp)	Variance from overall participation rate (pp)		
	2017	2018	2019	2020		2017	2020	Change
All aged 16-19	91.1	91.8	91.6	92.1	+1.0	2017	2020	Change
<b>Gender</b>								
Females	91.6	92.5	92.2	92.9	+1.3	+0.5	+0.8	-0.3
Males	90.5	91.2	90.9	91.4	+0.9	-0.6	-0.7	-0.1
<b>Ethnicity</b>								
Asian; African; Caribbean or Black; and Other ethnic groups	94.3	95.2	95.1	95.2	+0.9	+3.2	+3.1	+0.1
White <sup>5</sup>	91.0	91.8	91.4	92.0	+1.0	-0.6	-0.1	+0.5
<b>Disability</b>								
Identified as disabled	86.2	86.3	87.0	89.0	+2.8	-4.9	-3.1	+1.8
Not identified as disabled	91.3	92.1	91.8	92.3	+1.0	+0.2	+0.2	+0.0

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

We understand that individuals have different needs and may require different levels of support from us to achieve their potential. Since

2017, the development and delivery of our CIAG service offers has continued to consider those from equality groups, to ensure that they can access our services and receive the level of support that meets their needs. In particular, this included the publication of a [CIAG Equality Action Plan](#) in December 2019 outlining the continuing challenges for identified equality groups and the specific actions SDS has committed to taking to address them.

<sup>5</sup> Note: The White ethnicity group includes young people from the following ethnicity categories: White – Scottish, White – Other British, White – Irish, White – Polish, Gypsy/Traveller and White – Other

We published examples of how we deliver this action in our 2019 Report. Further examples include:

- In **Orkney**, we deliver monthly group sessions and one-to-one appointments with young people attending The Connect Project. This Project supports young people with one or more barriers to employment, including mental health problems. Group sessions cover employability activities and one-to-one guidance sessions are focussed on developing their career management skills.
- In **Fife**, we adapted our groupwork delivery to support five classes of pupils on the Autistic Spectrum. The adaptations took into account the pupils' communication and learning difficulties.
- In **West Dunbartonshire**, an SDS staff member met with a young person from the Gypsy/Traveller community who was happy to advocate our services to his community, and express their relevance to other similar young people.

During the pandemic, additional action was taken to help ensure customers with protected characteristics could continue to engage with our services remotely. For example, our webinar series contained equality related information, and was made available with subtitles. In addition, guidance for accessing online appointments was made available in BSL and easy read versions.

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

We work with young people, and those who influence their career choices, to enable them to make learning and career choices which are not influenced or restricted by stereotypes or preconceptions.

For example, by working with Veterans Scotland to challenge perceptions of available career options for early leavers from the armed services.

We work to challenge stereotypes and change perceptions in wider society about people with protected characteristics. We act directly and indirectly, from organising specific targeted events, to providing teacher resources, and carefully considering our choice of marketing images. In support of this, gender and race competency training is being developed for our CIAG colleagues to increase the competency of our staff to challenge preconceptions and barriers.

By increasing the capacity of career influencers, such as parents and teachers, to promote and support non-traditional subject choice and learning pathways, we can achieve a much greater impact than through solely focussing on our own service delivery.

Local examples of this activity include:

- In **Angus**, we worked with the care experienced pupils in Rossie residential school, facilitating group activity and discussion on employers, job roles and gender stereotypes.
- In **West Dunbartonshire**, we ran a programme of activities with pupils at Kilpatrick School who have additional support needs (ASN) to consider their career options, including STEM opportunities.
- In **South Lanarkshire**, a School Careers Adviser delivered a group session and one-to-one support for a small group of autistic pupils on their subject choices. This helped the young people to learn how to use their career management skills to prepare to make more confident and informed decisions about their future career options.

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

Our coaching approach to career guidance has the promotion and development of CMS at its heart. As a result, this action naturally features in our offer to Senior Phase pupils. Through the development of their CMS, the young people we work with are supported and encouraged to identify and pursue the path that is right for them, including those considered to be non-traditional. In addition to this, we proactively promote non-traditional pathways where under-representation is a known issue, with a particular focus on increasing participation in apprenticeships. Our digital CIAG service, My World of Work, reinforces this approach, suggesting a range of pathways available to individuals to pursue their chosen learning and career goals. To strengthen our work in this area we have:

- Added new content to our core group work resources for careers professionals, to help challenge gender stereotypes and concepts of 'realistic' jobs for disabled people.
- Developed 'My Career Management Skills' resources to support young people with ASN. This included a pilot of the resources, allowing us to incorporate feedback from partners in disability organisations, SDS colleagues who had used the resources with customers, and from the young people themselves.

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

Our 'Next Steps' Service Offer was introduced in April 2017 to ensure that those who do not make a successful transition from school

to a positive destination are provided with additional intensive coaching support to do so. Information on care experience and other additional support needs is used to determine the required service offer. While this support is primarily targeted at people aged 15 – 18, the offer is extended to 26 years for those with known care experience as part of our corporate parenting commitments. Across Scotland, SDS colleagues work with partner organisations to co-ordinate the most appropriate support to ensure all young people make successful transitions, including those not attending school. During the pandemic, we continued delivery of these services remotely during lockdown, through additional means such as our CIAG helpline, and safely through our centres when restrictions allowed. Since 2019, we have:

- In **Highland**, SDS staff delivered a networking event at Drummond Special School in Inverness. The event encouraged pupils, parents and partners to work together to support pupils to achieve post-school transitions.
- In **Glasgow**, an SDS colleague was involved in supporting a group of young women who came to Scotland from the refugee encampment in Calais. Our colleague supported these customers in making the transition from school, advocating on their behalf with college services, supporting their application for funding and accompanying them on visits/appointments.
- In **Aberdeen**, a Careers Adviser and Work Coach provided additional group work sessions to prepare pupils leaving school from the ASN base. The focus of the group work was to develop their career management skills and support the transition from school to post-school destinations. The pupils were invited to the SDS office for one of their sessions to ensure that they know where to find support after leaving school.

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

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

To further develop this, we have introduced regular joint planning sessions between CIAG, Work-based Learning and Human Resources equality teams to ensure joined-up approaches across SDS products and services. For example:

- In **Renfrewshire**, colleagues from the work-based learning equality team worked together with CIAG to deliver the Evolving Confidently into a Modern Apprenticeship Project. A Team Leader from CIAG Operations delivered weekly sessions on career management skills to participants throughout the eight-week programme as part of wider support to help prepare the participants to apply for apprenticeship opportunities.

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

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

- Working with the **Association for Real Change** on the principles of good transitions, including their adapted version for COVID-19. Our CIAG National Team worked with them to deliver a webinar for the parents/carers of young people with ASN.
- Attending the **Cross-Party Group (CPG) for Gypsy/Travellers** and taking part in their newly formed Education sub-group. This ensures we can learn from the community and work with partners to address their needs. Building trust and pro-actively encouraging engagement is key, and we continue to develop and adapt our approach to working with partners, including STEP.
- In **Perth & Kinross**, a working group was established, including SDS representatives, to make sure care experienced young people have the same access to 'parent/child' events such as Take Your Child to Work. The plan is to extend work experience days to care experienced P6 - S2 pupils and engage more employers to offer it. We are also looking at SDS's role in supporting the young people as well, potentially through pre-placement coaching and preparation, plus post-placement review.

## ‘Crafting’ what works best for our customers

A ‘careers collage’ of brightly coloured craft paper is a perfect example of how we include the voice of customers in the development and delivery of our Careers Information Advice and Guidance (CIAG) service.

With a range of options to meet different needs, we support customers to develop their career management skills and tailor their support to suit each person. During a pilot project, Trainee Careers Adviser, Lorraine Bairstow, realised how the versatile new service materials could be further adapted for – and by – our customers.

Angus-based Lorraine took part in the pilot to robustly test the materials and had shared ‘My Plan’ content with a customer who is autistic. The customer was encouraged to ask her family and friends about things she is good at and what they like about her. She then captured these things in a collage.

Lorraine said: “When we met up again, she had created this incredible collage as she is a very visual person. She recorded the ‘My Plan’ details in a different way but one that suited her best. She found doing it her way really motivated her. Hearing what people had to say about her helped her identify positive things and incorporating that in the collage also gave her a massive confidence boost.”

An option to complete ‘My Plan’ in this way has now been incorporated into the review of the materials. Lorraine used the My Strengths worksheet with another customer, who is also autistic. Without the opportunity of face-to-face meetings with customers, especially in the current situation, Lorraine found the resource very useful in building and keeping engagement.

Graphic widely used by SDS advisers when talking to school and centre customers about their career management skills. These skills come under the four themes of self, strengths, horizons and networks.



“The material let me gather quite a lot of information in a short time and it was very positive for the customer. It allowed us to move onto a more in-depth conversation and use all the tools until it clicked for him.” said Lorraine.

Lorraine feels the materials have helped her professional practice, but more importantly have made it easier for young people to access our services in the ways that work best for them.

Pauline Stratford, Senior Executive (Additional Support Needs) at SDS said “The way that Lorraine piloted these materials was exactly what we needed to ensure they meet the needs of our customers. Her experience highlights that the materials help our customers to develop their career management skills. We can use them to make reasonable adjustments for our customers and support them to understand the benefits of working with their Careers Adviser. Importantly, Lorraine’s customers’ use of the new resources helped us to further develop and refine the resources.”

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

Our identified 2017-21 key measures for this equality outcome are:

- % of Modern Apprenticeship frameworks where the gender balance is 75:25 or worse
- % of Modern Apprenticeship starts from minority ethnic communities relative to the population share
- % of Modern Apprenticeship starts from disabled young people relative to the population share
- The number of care experienced young people who successfully take up Modern Apprenticeship
- The achievement rates of Modern Apprenticeship and the Employability Fund by gender, ethnicity, disability and care experience

Apprenticeship and Employability Fund starts and achievement rates for the year 2020/21 will not be available until after the publication of this Report. Below we have reported from 2017/18-2019/20 inclusive. The 2020/21 statistics will be published on the SDS Corporate website when available.

**Table 2.1: Gender Balance in Modern Apprenticeship Frameworks**

DYW Measure	17/18	18/19	19/20	Overall change 2017-20 (pp)
% of frameworks where the gender balance is 75:25 or worse	72%	72%	68%	-4.0

**Table 2.2: Gender Balance in Foundation Apprenticeships**

Cohort	Male	% of total	Female	% of total
Cohort 1	174	50.3%	172	49.7%
Cohort 2	577	46.4%	667	53.6%
Cohort 3	665	43.3%	870	56.7%
Cohort 4	1,485	43.1%	1,960	56.9%

## Gender

The target for gender balance across Modern Apprenticeships was set by the Scottish Government in Developing Scotland's Young Workforce. It is to reduce to 60% the percentage of Modern Apprentices frameworks where the gender balance is 75:25 or worse.

Modern Apprenticeships continue to reflect the gender imbalance in the wider workforce as apprentices are employed and may be newly recruited to an apprenticeship or an existing member of staff. The gender imbalance is accentuated by the fact that our biggest Occupational Grouping is Construction and Related Apprenticeships where 2% of participants are female. In line with Scottish Government policy we have also increased the number of apprenticeships in STEM sectors, which tend to be traditionally male dominated.

Despite this, as shown in **Table 2.1**, between 2017-20, there was a decrease in the percentage of frameworks with this split (-4pp) from 72% of frameworks with a 75:25 split or worse in 2017/18, to 68% in 2019/20. The gender breakdown in the remaining occupational groupings (i.e. excluding Construction & Related) is 52% female and 48% male overall (although there are gender segregated frameworks within the remaining groupings some of which have higher proportions of females e.g. Sport, Health and Social Care). We continue to develop projects and initiatives to address gender bias across apprenticeships including our work with The Gender Commission (see pg. 22).

**Table 2.3: Gender split across Graduate Apprenticeship Frameworks**

Framework	2017-18		2018-19		2019-20	
	Male	Female	Male	Female	Male	Female
Accounting	N/a	N/a	N/a	N/a	14	24
Business Management	N/a	N/a	103	191	143	166
Business Management: Financial Services	N/a	N/a	9	11	-	-
Civil engineering L8 & L 0	39	8	104	21	119	17
Construction and the Built Environment	N/a	N/a	44	20	83	38
Cyber Security L10	*	*	44	10	47	5
Cyber Security L11	N/a	N/a	*	*	46	7
Data Science	N/a	N/a	*	*	*	*
Early Learning and Childcare	N/a	N/a	N/a	N/a	26	20
Engineering: Design and Manufacture	*	*	105	18	117	14
Engineering: Instrumentation Measurement and Control	N/a	N/a	*	*	*	*
IT Management for Business	52	11	35	11	36	16
IT Software Development	72	23	102	27	118	36
<b>Total</b>	<b>226</b>	<b>50</b>	<b>600</b>	<b>321</b>	<b>784</b>	<b>374</b>

**Table 2.2** (on previous page) sets out the gender split across the last four cohorts of Foundation Apprenticeships. As participation grew with each successive cohort, there was also an increase proportion of females to males participating in Foundation Apprenticeships. In Cohort One, for example, 174 males (50.3%) and 172 females (49.7%) participated, while in Cohort Four, 1,485 males (43.1%) and 1,960 females (56.9%) participated.

The gender profile for Graduate Apprentices by framework is shown in **Table 2.3**. While more females than males are undertaking frameworks in Accounting and Business Management, the traditionally male-dominated frameworks such as engineering and IT have fewer female than male GAs. However, female participation in STEM frameworks has improved.

More information on how we are working to address gender balance in apprenticeships follows later in this section.

## Disability, Race and Care Experience

The tables below outline the percentage of people across Modern, Foundation and Graduate Apprenticeships that self-identified their ethnicity, impairment/health condition or learning difficulty, or care experience.

**Table 2.4** shows the percentage of people across our apprenticeship programmes that have self-identified as having an impairment, health condition or learning difficulty. Between 2017-20, there was an overall increase across all apprenticeship programmes in the percentage of people that self-identified this way. For Modern Apprenticeships, there was an increase in self-identification of 4.1pp, for Foundation

Apprenticeships a notable increase of 8.9pp, and for Graduate Apprenticeships an increase of 2.2pp respectively. Further analysis of these figures is available through our statistical publications, available on the SDS corporate website.

As shown in **Table 2.5**, between 2017-20, there was an overall increase across all apprenticeship programmes in the percentage of people that self-identified as being from a Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group. For Modern Apprenticeships, there was an increase in self-identification of 1.1pp, for Foundation Apprenticeships an increase of 1.6pp, and for Graduate Apprenticeships a very slight increase of 0.3pp respectively.

**Table 2.4: Self-identification of impairment / health condition or learning difficulty across apprenticeship programmes**

Customer Group	Starts	17/18	18/19	19/20	Overall change 2017-20 (pp)
People who self-identified an impairment / health condition or learning difficulty	Modern Apprenticeships	11.3%	14.1%	15.4%	+4.1
	Foundation Apprenticeships	7.4%	7.1%	16.3%	+8.9
	Graduate Apprenticeships	7.7%	7.8%	9.9%	+2.2

**Table 2.5: Self-identification of ethnicity across apprenticeship programmes**

Customer Group	Starts	17/18	18/19	19/20	Overall change 2017-20 (pp)
People who self-identified as being from a Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group	Modern Apprenticeships	1.9%	2.3%	2.4%	+1.1
	Foundation Apprenticeships	4.9%	6.1%	6.5%	+1.6
	Graduate Apprenticeships	4.0%	3.5%	4.3%	+0.3

**Table 2.6** shows the percentage of people commencing opportunities across our apprenticeships programmes that have self-identified as care experienced. For Modern Apprenticeships there has been a fairly consistent percentage of people self-identifying as care experienced, with a 0.1pp increase between 2017-20. There appears to have been a notable drop in the percentage of people undertaking an Foundation Apprenticeship self-identifying as care experienced, by 5.4pp over the last three years. There is no population data for care experience to benchmark this performance against. The Foundation Apprenticeship cohort is significantly smaller than the Modern Apprenticeship one, which can lead to larger percentage changes, and the 2017/18 baseline was high compared to estimates of the care experience population. Further work is required to establish if the reduction is due to under-reporting, under-representation, or the impact of COVID-19, with mitigation actions identified accordingly.

As Graduate Apprenticeships is a relatively new programme, with small participation numbers at present, disclosure control has previously been applied where figures are of such small numbers that individuals can be identified through differencing. This did not apply in 2019/20, where 0.4 percent of individuals self-identified as care experienced.

**Table 2.6: Self-identification of care experienced background across apprenticeship programmes**

Customer Group	Starts	17/18	18/19	19/20	Overall change 2017-20 (pp)
People who self-identified as care experienced	Modern Apprenticeships	1.6%	1.5%	1.7%	+0.1
	Foundation Apprenticeships	7.8%	5.1%	2.4%	-5.4
	Graduate Apprenticeships	-	-	0.4%	-



Portia Munro followed her dream to become a mechanic through an apprenticeship with Aberdeen Audi.

## Embedding Equality in Apprenticeship Development

New approaches to developing apprenticeship frameworks are ensuring that inclusion is at the heart of the process, with equality embedded at every stage.

Technical Expert Groups (TEGs) are responsible for developing new, and reviewing existing, apprenticeships in Scotland. This employer-led development process utilises the skills and experience of employers and employees to inform and shape the apprenticeship. The approach has been enhanced to ensure that equality and inclusivity are embedded at every stage.

As part of the Strategy for Standards and Frameworks, a new process has been piloted which aims to ensure that any unintentional barriers to participation in apprenticeships from equality groups are removed. This starts by including data on participation and under-representation in the apprenticeship or sector for consideration at the beginning of the process.

Employees are involved in workshops to help ensure that the apprenticeship represents the reality of work in the occupational area being developed. Outputs from these sessions, together with additional data and intelligence, are fed into the TEG as an evidence base to inform the development of the apprenticeship.

The TEG also considers eligibility, delivery, assessment, and language to ensure these aspects of the apprenticeship do not create unintentional barriers. This helps newly developed apprenticeship frameworks to be as inclusive as possible.

## Achievement Rates

Achievement rates record the proportion of all programme leavers within a year who have achieved a recognised outcome of that programme. For Modern Apprenticeships it reflects the proportion of all leavers who have achieved their apprenticeship. For the Employability Fund it is any leavers who have achieved either, or both of, an outcome or output.

As **Table 2.7** shows, the overall achievement rate for all Modern Apprentices has dropped marginally by 1.0pp over the last three years. However, the achievement rate for those who self-identify as having an impairment/health condition/learning difficulty or as care experienced has increased by 3.0pp and 6.0pp respectively. While encouraging improvement, the achievement rate for both groups is still notably lower than the overall achievement rate.

**Table 2.7: Modern Apprenticeship Achievement Rate across self-identified characteristics**

Modern Apprenticeships Achievement Rate	17/18	18/19	19/20	Overall change 2017-20 (pp)
People who self-identified an impairment / health condition or learning difficulty	68%	69%	71%	+3.0
People who self-identified ethnicity	73%	75%	70%	-3.0
People who self-identified as care experienced	58%	59%	64%	+6.0
Overall Achievement Rate	78%	76%	77%	-1.0

The achievement rate for those with self-identified ethnicity decreased by 3.0pp over the same period. In January 2021, SDS ran training sessions for our contracted learning providers to develop a better understanding of racial inequality. The sessions aimed to raise awareness of racism and bias and how these can manifest, and allowed providers a safe space to discuss how they can take action to mitigate bias in their own practice.

**Table 2.8** outlines that the overall achievement rate for the Employability Fund has increased by 3.9pp the last three years. Within this, the achievement rate for each respective self-identified group has also increased: by 1.9pp, 6.1pp and 6.2pp respectively.

**Table 2.8: Employability Fund Achievement Rate across self-identified characteristics**

Employability Fund Achievement Rate	17/18	18/19	19/20	Overall change 2017-20 (pp)
People who self-identified an impairment / health condition or learning difficulty	69.2%	71.1%	71.1%	+1.9
People who self-identified ethnicity	69%	77.2%	75.1%	+6.1
People who self-identified as care experienced	60.4%	63.5%	66.6%	+6.2
Overall Achievement Rate	70%	70%	73.9%	+3.9

## The Gender Commission

The Gender Commission was set up in 2019 in response to The Scottish Apprenticeship Advisory Board (SAAB) findings. Its purpose is to find business led solutions to inequalities in gender representation across both apprenticeships and industry.

When discussing the value of the work done by the Gender Commission so far, Natalie Buxton, Managing Director, Scotland, Weber Shandwick, and Gender Commission Chair, said, “I think firstly, any commission or process, that looks to make improvements in gender representation is of value. This one is particularly valuable because it is very action orientated and looking for genuine improvements that we can make in terms of gender representation in business through apprenticeships. Also, this is the first-time learning practitioners, business and public sector have come together to discuss solutions for this generational and societal challenge.”

With broad representation across multiple industries, public sector and education, the Gender Commission has a unique perspective.

Fergus McMillan, Gender Commission member and Senior Equality and Diversity Advocate, highlighted the importance of bringing together representatives across multiple industries and backgrounds into the Gender Commission, “From an equality point of view, when we say that we need to address equality issues in the labour market, education and/or training we highlight that it needs to be a whole system approach. This involves working with partners, employers, and education, including early years. The Gender Commission has been a good way to engage with partners from across the board.”

Emma O’Halloran understands the power of promoting apprenticeships to young people after landing a job in science thanks to a careers fair.

**SAAB** | Scottish Apprenticeship Advisory Board



The Gender Commission has in depth discussions on different themes and challenges which are recognised as having a significant impact on gender diversity in apprenticeships and the workplace.

One of the key features of the Gender Commission is that it is led by employers. As Frances Porter, SAAB Communications and Engagement Executive, states, “The Gender Commission is genuinely employer led. Natalie and the workstreams are fully engaged with the process, are passionate about the subject matter and coming up with meaningful recommendations.”

Maxine McClintock, SAAB Communications and Engagement Manager, highlighted that it’s unsurprising that the members have been so engaged in addressing the complex issues around gender representation. Many organisations have been doing their own things; trying do different activities and deliver different strategies. The Gender Commission allows employers to come together to develop evidence-based suggestions to improve representation and to be part of the wider solution.”

The Gender Commission will report in summer 2021.

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

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

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

The [Improving Gender Balance \(IGB\) Project](#) was a three-year pilot delivered by the Institute of Physics in partnership with Education Scotland and Scottish Government, with funding from SDS, to trial interventions in schools which address gender imbalance in subject and career choices. Following the successful evaluation of the pilot, we continue to work with the IGB Officers in Education Scotland to ensure that learning from the pilot can be used to mainstream successful activity in schools across Scotland. During 2020/21, we began piloting new activity in Falkirk and Clackmannanshire which aimed to tackle gender stereotyping in the uptake of apprenticeships through engagement with teachers, parents and young people.

A key focus of the Gender Commission has been on the role of influencers and early years on the role of gendered attitudes to work. More can be read about our work with the Gender Commission on page 22. Over the last two years, we have continued to use partnership approaches to support women into STEM learning and careers. For example, we held focus groups with young women in construction apprenticeships to understand what attracted them to the sector, and any potential challenges they faced in accessing opportunities. In parallel to this, we commissioned Equate Scotland to conduct research into recruitment practices within construction, and to develop recommendations to support the sector to encourage more women entrants. We are working closely with the construction sector to respond to these recommendations. We have also

supported successful one-off projects with SECTT and West College, SySTEM to encourage women to train as electricians or to enter the automotive industry with Arnold Clark.

To support greater Minority Ethnic participation in apprenticeships, we worked with the West of Scotland Regional Equality Council on a pre-employability support project for young people. The purpose of the project was to inform participants' knowledge of apprenticeships, apprenticeships.scot and how to apply for vacancies. The project included career management skills sessions delivered by CIAG colleagues to support candidates with their future job/apprenticeship applications.

We introduced a number of projects to support English speakers of other languages (ESOL) to access apprenticeship opportunities. For example, delivery continues of a programme with the City of Glasgow College and L&G Learning for ESOL students wishing to complete an MA in Adult Care. Working with Arnold Clark and GTG Training we also run a course which introduces interested ESOL students to the recruitment requirements for Automotive apprenticeships so as to prepare them for making a future application.

The work-based learning equality team supported CEMVO to run Scottish Government-funded events across the country, by linking with relevant training providers and employers to raise awareness of apprenticeship opportunities to Minority Ethnic communities.

In consultation with the SAAB Employer Equality Group, we worked with the Scottish Government to hold focus groups with care experienced young people, and staff from Barnardo's and Action for Children. The aim was to understand young people's perceptions of apprenticeships and any potential barriers they may face in accessing these opportunities. This feedback is being used to inform our ongoing activity in supporting care experienced young people.

We prioritise messages of equality and diversity when choosing role models to be representative of apprenticeships. Over the last few years, we have highlighted the achievements of women in STEM industries such as Engineering, Design and Manufacturing and profiled talented apprentices from Minority Ethnic communities, in areas such as Business and Finance.

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

As part of the contract monitoring process, Modern Apprenticeships learning providers are required to complete an annual Quality Action Plan, which includes developing equality actions to ensure steps are taken to address under-representation in the recruitment and retention of apprentices. Providers must self-assess their own performance against these actions in relation to the SDS Quality Assurance and Improvement Framework. This is monitored by our Skills Investment Advisers, and assessed by a team of Quality Assessors, who visit providers to evaluate their performance. Where providers are considered not to be taking appropriate and proportionate measures to improve their equality outcomes, SDS has sanction measures that can be implemented. Analysis of reviews also provides learning which can identify and inform continuous improvement activities. While Quality Assurance Reviews of Modern Apprenticeship providers were undertaken during 2019/20, no reviews were able to take place during 2020/21 due to the impact of the pandemic on the delivery of apprenticeships. The development of alternative review models, including opportunities for virtual inspections, has started for 2021/22.

SDS also work in partnership with Education Scotland to deliver externally managed quality reviews, which include consideration of equality. These are led by Her Majesty's Inspectors with support from a team of Associate Assessors which include staff from SDS, independent training Providers and colleges. These reviews are

thematically based on Modern Apprenticeship industry sectors and may involve a number of SDS Providers who deliver in that sector.

Aligned to the approach used for Modern Apprenticeships, equality is also embedded into the commissioning process for Foundation Apprenticeships and Graduate Apprenticeships. During the commissioning process for Foundation Apprenticeships, learning providers are asked to include an outline of the steps they will take to attract and support individuals from under-represented groups onto the programme.

For Graduate Apprenticeships, we have aligned the quality processes to the wider SDS Quality Management Framework (QMF). Learning providers have, therefore, been required to evidence their approach to widening equality of access as part of quality management. Embedding equality into our commissioning process, and our Quality Action Plans and monitoring, has been a key driver of the steps now being taken by learning providers to support employers to recruit apprentices more diversely.

Our cross-agency activity with the Scottish Funding Council (SFC) will see the implementation of a new Foundation Apprenticeship and Graduate Apprenticeship funding and delivery model for the academic year 2021/22. During 2020/21, we have worked in partnership with SFC to ensure that the quality of programme delivery and of employer and learner experience is maintained, regardless of learning provider type and funding source.

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

We have continued to arrange CPD events for providers on topics such as hate speech, transgender awareness, disability equality, race equality, religion and belief, and supporting refugees. These

opportunities will continue in order to build the capacity of training providers to support the needs of different groups.

We have also held several peer events and workshops for providers, presenting opportunities for sharing good practice in supporting individuals from under-represented groups. Workshops were held on, for example, promoting the mental well-being of apprentices, supporting care experienced young people, and attracting women into STEM sectors.

A range of guides for our learning providers have been developed, including engaging with Minority Ethnic communities and supporting apprentices with additional support needs. These guides have been reviewed to ensure that providers across Modern Apprenticeships, Foundation Apprenticeships and Graduate Apprenticeships continue to have access to up-to-date information and resources on attracting and retaining a diverse workforce. More of our resources are being translated into other languages, providing greater information on work-based learning to people whose first language is not English.

We are continuing to support learning providers to undertake positive action. During Scottish Apprenticeship Week 2020, we ran our first ever Equality Networking breakfast. The event aimed to encourage networking between local equality organisations and Scottish apprenticeship providers, including organisations working across race, disability and gender and with care experienced people. Around 40 different providers came to the breakfast to network with these organisations to find out what support they can offer in either recruiting or supporting candidates from diverse backgrounds.

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

Our team of Regional Equality Executives work closely with other

employer-facing colleagues within SDS to identify opportunities to promote the advantages of a diverse workforce.

Examples of this work include:

- Colleagues organised sector-specific events in STEM industries including Engineering and Manufacturing to encourage employers to recruit and support candidates from under-represented groups
- In conjunction with the SAAB Equality Group, we are continuing to develop a range of resources to assist employers to consider a wider pool of candidates.

Scottish Apprenticeship Week, coordinated by SDS and supported by a range of stakeholders across the country, provides a platform for diversity and inclusion. The 2020 campaign – with the strapline ‘Talent Without Limits’ – celebrated the diversity that makes Scottish Apprenticeships good for individuals, employers and the economy. Our 2021 campaign ‘Business Backing Talent’ further reinforced this by demonstrating how businesses benefit when they back talent and diversity through apprenticeships.

The Scottish Apprenticeship Awards continue to promote inclusive recruitment, giving recognition and promotion to businesses who have demonstrated a commitment to diversifying their workforce. The Awards provide us with an opportunity to promote and share good practice amongst employers. In 2021, Harper Macleod LLP was named Promoting Diversity Large Employer of the Year for their work with partners such as MCR Pathways and with schools to provide apprenticeship opportunities. While accountancy firm, Zen Consultants Ltd, took the Promoting Diversity SME Employer of the Year award for their work championing apprenticeships as a way to diversify their workforce and grow their business.

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

Following significant consultation with partners and stakeholders, we published our [Equality Impact Assessment \(EQIA\) for Work Based Learning](#). Our work-based learning equality team can offer support to employers who are recruiting someone from an under-represented group. This assessment will inform our work moving forward including new programmes to support economic recovery. It covers Modern Apprenticeships, Foundation Apprenticeships and Graduate Apprenticeships and outlines what SDS and other key stakeholders, including employers, need to address in order to tackle the barriers that currently exist in apprenticeship delivery.

SAAB identified a need to provide visible industry leadership by setting up a commission to address gender imbalance within the work-based learning offer. The Gender Commission was set up with support from SDS has an employer-led membership and includes representatives from trade unions, academia, school education and early years. The Commission explores the barriers facing gender bias in employment, recruitment and participation in programmes, in order to create recommendations for both practice and policy changes.

SAAB also has an Employer Equality Group, supported by SDS, which exists to address under-representation in an employer-led way. It does this through three areas of work:

- **Advocacy** – members provide leadership within their own organisations, with other employers, their sector, and throughout their professional networks

- **Advisory** – communicating advice to other SAAB groups on the strategies, content and policies which are most likely to impact employer behaviour to improve representation in apprenticeship participation and outcomes
- **Employer good practice** – sharing and promoting best practice amongst employers in addressing under-representation, through appropriate, identified channels.

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

Enhanced funding for Modern Apprenticeships is offered up to the age of 29 for disabled and care experienced young people. This recognises that these young people often enter the labour market later than their peers. In 2019/20, for example, 1,547 individuals were supported by this funding. Following consultation with our contracted training providers we also worked with Scottish Government, to simplify the eligibility criteria and process for claiming Enhanced Funding for 2020/21.

In 2019, we piloted additional funding for learning providers to support the recruitment of Minority Ethnic individuals, targeting support at those who faced multiple barriers to employment. Following the success of uptake in funding in its first year we extended the pilot and it is now in its third year. We are reviewing the impact this fund had made and will use the conclusions to inform our approach in future.

During 2020/21, we worked with partners to shape our services to provide support to new and current apprentices, in an attempt to mitigate the economic consequences of the pandemic on their learning. A new Apprentice Transition Plan service was created to support unemployed apprentices to complete their qualifications or recognise learning to date and to create individual plans for further learning or job search.

This was supported by a new digital access fund to provide data and/or devices for those in financial need. Our Adopt an Apprentice offer was also enhanced to provide financial support to employers to take on apprentices who had been made redundant as a result of the pandemic. An Apprenticeship Employer Grant was also made available to employers (via their SDS contracted provider) to support them to recruit new apprentices. In response to an impact assessment of need/under-representation programme enhancements were identified and put in place for protected characteristic groups.

We launched a new area on apprenticeships.scot which aims to address the needs of individuals who might be considering apprenticeship opportunities but require additional support prior to applying. Individuals are directed to an area which provides further information on work-based learning opportunities and offers one-to-one support from our careers advisers.

Pathway Apprenticeships were also created with learning providers and employers as an immediate, short-term response to COVID-19. They provide work-based learning opportunities for school leavers with certified accreditation for elements of a Modern Apprenticeship and includes training to support the development of meta skills. This includes 26-plus weeks of training interventions, supported by a £100 a week training allowance. A phased roll-out of different occupational pathways was undertaken, based on the latest job opportunities available at the time.

## Neurodiversity in the tech sector

Scotland's technology industry, along with schools, colleges and universities, are being asked to do more to help neurodivergent people into jobs to plug the widening skills gap in the fast-growing digital economy.

We published *The Neurodiversity in Digital Technology* in October 2020. It states that tech employers in particular are missing out on a massive talent pool, with proven skills that can improve productivity, creativity and innovation in the workplace. The report finds that at least 1 in 10 of Scotland's population are neurodivergent, but the true number could be far higher as many people are undiagnosed or don't report themselves.

The report recommended tech employers take action to benefit from increased neurodiversity in their teams, including changing job ads to be more inclusive and easier to read, by introducing more flexible recruitment processes that aren't just focused on form filling, and by offering more practical task-based interviews.

The report also made it clear more needs to be done in schools and further education to encourage neurodivergent people to study digital technology skills.

Beverley Harrow lives in St Andrews and is the mother of two children with Asperger's, the youngest being Geordie who at 16 has decided to pursue a career in cyber security after attending an SDS workshop on ethical hacking at Abertay University. He is also now undertaking a Foundation Apprenticeship in Software Engineering following that workshop. Beverley said: "I've got a lot to thank SDS for. Not only did they help steer Geordie on to a career

Beverley  
and Geordie  
Harrow.



path he is ideally suited to and loves - but knew nothing about until the workshop – they have also produced this much-needed report which verifies what I've always campaigned for. I strongly believe that disability should never be a barrier to achievement, but to facilitate success it will take the combined skills of the educators and employers to make this the norm rather than the exception."

We've also been working on a new initiative with Scottish Government to enhance career prospects for neurodivergents in cyber security. Inverness College UHI, Edinburgh Napier University, West Lothian College and Perth Autism Support have received grants totalling £150,000 to develop new education programmes specifically designed to tackle some of the challenges mentioned in the report.

Claire Gillespie, Digital Technologies Skills Manager at SDS said, "With more than 13,000 job opportunities waiting to be filled in the tech sector, we need to look at as many different ways as possible to plug that skills gap. By ensuring neurodivergent people are given all the support they can get in education, which this funding aims to achieve, we will be able to help them as individuals while also building cyber security capacity in the tech talent pipeline."

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

Our identified key measures for this equality outcome in 2017-21 include:

- % of employees reporting information on each of the protected characteristics
- The SDS employee profile relative to the diversity of the Scottish working age population
- Monitoring of career progression, vocational qualifications achieved and CPD hours.

We report against these measures in Annex A, with analysis provided. In addition, we monitor the following employee perceptions through our annual staff engagement survey. Despite already strong performance against each of these measures, further progress was achieved in the period of 2017-21.

**Table 3.1 - SDS employee perceptions through our annual staff engagement survey**

Measure	2017	2018	2019	2020	+/-
% employees reporting that ‘SDS is an equal opportunities employer’	91%	92%	94%	94%	+3pp
% employees reporting that ‘SDS welcomes and accommodates the different needs of all colleagues’	89%	89%	92%	93%	+4pp
% employees reporting that ‘SDS demonstrates a culture of dignity and respect’	91%	-	94%	-	+3pp

Please note on all tables pp is an abbreviation of percentage point

**Summary of key Employee Data findings**

Whilst there have not been major changes to the workforce diversity over the last four years, the following points are worth noting:

- As a result of the diversity reporting campaign the number of employees reporting “prefer not to say” or “no response” has decreased and reporting now better reflects the actual diversity of the organisation.
- The percentage of employees identifying as disabled has doubled from 3.5% to 7.1% in the reporting period.
- There has been a 1.6 percentage point increase in disabled people in manager and leadership roles.
- Despite the overall reduction in recruitment in 2020/21, we maintained our commitment to youth recruitment with 48.8% of those recruited being in the 16-24 age range.
- We recognise there has not been the desired level of change in relation to minority ethnic recruitment despite a range of initiatives. This will remain a key priority as detailed in our new Equality Outcome 5.
- There has been little change in the overall female / male breakdown of the workforce.
- There has been a 6 percentage point increase in females in leadership and senior leadership roles since 2017.
- There continues to be underrepresentation of Minority Ethnic employees in people manager and leadership roles. We recognise that activity to address this needs to continue as a priority as detailed in our new Equality Outcome 5.
- Our gender pay gap has been reduced from 11.2% in 2017 to 8% in 2021.

We have delivered the actions identified in our 2017-21 Report against Outcome Three, as described below.

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

As an employer, we are committed to increasing the diversity of our workforce. Our recruitment processes are the gateway to joining our organisation and as such, it is vital that we ensure they are fair and non-discriminatory. To this aim, since last reporting activity in 2019 we have:

- Continued to analyse our recruitment by protected characteristic each year; at the points of application, shortlisting, and appointment, to identify any potential issues. This has informed our specific focus on improving under-representation in our workforce of disabled people and those from minority ethnic communities. In August 2019, we ran a work experience programme specifically for young people from groups under-represented in our workforce, including disabled people, those from minority ethnic communities and people with care experience. This aimed to inspire these young people to apply for positions with SDS in the future.
- Commissioned work with Glasgow Centre for Inclusive Living (GCIL), to further audit our recruitment processes. Actions from this audit have been implemented to ensure our recruitment practices are more accessible for disabled candidates.
- Reviewed the impact of using anonymous application forms. This has shown to improve the chances for some under-represented groups to be shortlisted. The next stage of this work will be to further analyse how to address any bias at the selection

stage, including through consultation with colleagues with lived experience of those characteristics.

- Worked with Inclusion Scotland to provide two ring-fenced positions for disabled people in our 2019 Graduate Intern vacancies. This included reviewing job descriptions for our interviews and mock interviews. This approach has since been adopted further, resulting in two additional ring-fenced positions for disabled people in 2020, and a position for a care experienced young person.
- Included positive action statements in the job adverts for our Young Talent Programme and worked with equality partners to promote our vacancies to the widest possible talent pool.

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

We continued to take action towards reducing our gender pay gap across the business. Examples of this included:

- Continuing our programme of prioritising investment in pay to areas of inequality within the SDS workforce; in particular for the higher proportion of our female workforce found at 'young talent', 'professional and technical' grades. Reflecting this, we prioritised a higher level of pay award for employees at SDS 4CD and below in our 2019 and 2020 pay reviews.
- A gender mentoring pilot took place in 2019 to tackle barriers to career progression for women. This was launched following a series of calls hosted by two of our female directors, discussing their personal experience of career progression and work-life balance. The pilot received positive feedback and has formed the basis of a wider Informal Mentoring Programme which was rolled-out in 2020.

- Taking positive action to attract males into the Modern Apprenticeship in Career Development and our wider Trainee Careers Adviser programme. This broadens our candidate pool and provides an opportunity to address a historic gender imbalance in the profession and achieve a more balanced gender diversity of careers advisers.

The proportion of women at management and leadership grades within SDS is continuing to develop in a positive direction, while the proportion of men at young talent, professional and technical grades is also continuing to increase, helping achieve a greater overall gender balance across our workforce. Detail of this sits within Annex A. Our Equal Pay Statement, Gender Pay gap information and other gender-related information is published in Annex B.

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

Our employee survey, 'Your Views', incorporates a core set of equality questions every year, and a wider set of questions usually asked every two years. The annual results continued to show improvement in employee views in relation to equality. Since our last report, we have carried out further research into the different views of colleagues communicated through the Your Views results. This included both interviews and focus groups with colleagues who identify as Minority Ethnic, LGBT and disabled. Many findings backed up the original consensus that SDS is an inclusive employer and other feedback was taken on board in relation to continuous improvement.

A PhD Internship on Fair Work was commissioned which also captured employees' views. The findings of this work emphasised a lack of employee voice, particularly for Minority Ethnic colleagues.

Colleague views are also sought as part of our Stonewall Workplace Equality Index submission which includes an all colleague survey. Again, feedback has continued to be positive, with our rank significantly improving over the four-year period from 222nd in the UK in 2017 to 12th in 2020.

While we are encouraged that our overall results continue to show improvement, we recognise that specific groups of colleagues from under-represented groups may have different perceptions, and we will continue to work to understand these.

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

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

- Equality and Diversity Essentials e-learning for all new starts
- Managing Diversity e-learning for all people managers
- Unconscious Bias e-learning for HR, people managers and those involved in the recruitment process
- 30-45 minute induction training for new starts on Equality, Diversity and Inclusion

In addition to this, since 2019 we have:

- Continued to organise CPD for our Equality Champions, who subsequently cascade information to their wider teams. This training included Hidayah – LGBT/Muslim awareness training, Diversity Trust – It's all about Race Training, as well as training from Carers Trust Scotland, Present Pal and Education Scotland.

- Organised training for people managers in relation to care experienced young people. This was delivered by Who Cares? Scotland, and was part of our action to improve the diversity of our workforce and ensure appropriate support was in place for new starts from a care experienced background.
- Developed an e-learning resource for project managers to support them in the completion of Equality Impact Assessments (EqIA) for all policies, projects and services.
- Progressed work to create a Reasonable Adjustment e-learning resource for all colleagues, to improve understanding of reasonable adjustments at work.
- Launched a renewal strategy for the mandatory Equality & Diversity e-learning for all colleagues. This will ensure the eLearning is completed by all new colleagues and every two years for existing colleagues.
- Delivered Mentally Healthy Workplace training to people managers in 2019/20 to provide them with the tools to create and support a mentally healthy workplace.

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

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

Our Early Concerns Resolution approach has now been launched. It was incorporated into our refreshed Code of Conduct, and they were rolled out jointly. Training sessions were held for people managers to highlight the mediation service offer available.

We have a cohort of trained mediators to support its implementation, and ongoing support is offered to them. These trained colleagues have already taken part in a reflective practice session to share best practice and identify opportunities for continuous improvement.

During the pandemic, the Early Concerns Resolution Service was made available virtually to ensure continuity of service.

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

As mentioned in 3b, an Informal Mentoring Offer has been established and promoted to all colleagues across the organisation. This provides the opportunity to explore issues relating to career progression and concerns around work-life balance when considering progression.

Discussion has taken place with our BAME and Allies Network to identify and address any barriers to career progression for under-represented groups. In addition, we are planning a specific leadership mentoring programme, to provide Minority Ethnic colleagues who are interested in career progression with the opportunity to be mentored by Directors and senior managers. It is hoped the programme will provide an element of reverse mentoring, enabling mentors to have a deeper understanding of potential barriers for Minority Ethnic employees.

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

In recognition of our positive working practices, we were proud to be awarded Gold Investors in People Accreditation in 2019. One of the strengths highlighted by the assessment was that SDS staff have easy access to development opportunities, particularly within leadership, and are constantly encouraged to enhance their skills. This built upon our Gold Standard Investors in Young People awarded in summer 2018.

## **Responding to the Impact of COVID-19**

In response to the pandemic, the wellbeing of our colleagues has been central to our approach. We introduced pandemic special leave. This provided the opportunity for reduced hours for those caring for dependents, with no detriment on pay. This special measure has had a greater impact for our female colleagues, as well as those from under-represented groups.

In addition, we also supported colleagues with disability/ill health conditions in a similar way adjusting or reducing their working hours by utilising pandemic special leave. This was implemented as a reasonable adjustment enabling colleagues to better balance their health and wellbeing whilst home working.

## Life at SDS – Andrew’s story

“I’ve been working as an HR Graduate Intern in the HR Case Advice team since October 2019. This position was ringfenced for disabled people by SDS, who worked in collaboration with Inclusion Scotland through their “We Can Work” programme.

Having previously studied law and having an interest in employment law, I was keen to pursue a career in Human Resources. I applied for this opportunity having found it advertised on Inclusion Scotland’s website. Inclusion Scotland conducted a mock interview with me prior to the real interview. Shortly after the interview, I was offered the role and immediately accepted it.

As soon as I accepted my job offer, Inclusion Scotland and my people manager at SDS met with me to discuss my needs. As I am visually impaired, we discussed reasonable adjustments such as assistive technology, provision of electronic materials and the kinds of support I would require from my colleagues. Both organisations showed full commitment to exploring all possibilities and had even thought of some solutions which I had not considered. I also applied for assistive technology and travel through Access to Work before starting my role.

The support from both SDS and Inclusion Scotland has been excellent from the beginning. My colleagues are all very accommodating and SDS makes great efforts to meet my needs. I receive electronic materials prior to meetings and my colleagues are always willing to help if I have any accessibility issues.

Andrew Napier,  
HR Graduate  
Intern at SDS.



Inclusion Scotland keep in regular contact with me to check how my internship is progressing and can provide support if necessary. My internship has been a very positive experience from the start, and I would recommend SDS as an employer of choice. I cannot thank either Inclusion Scotland or SDS enough for their support and commitment to inclusion to date.”

ANDREW NAPIER, HR GRADUATE INTERN, SDS

Andrew presented at the GenAnalytics Diversity Scotland conference in October 2020 where he shared his experience and encouraged employers to look beyond the “obvious” additional support and reasonable adjustments when they employ a person who identifies as disabled.

# 4. Equality Evidence Review 2021– a summary of key points

## Background

**The Equality Evidence Review 2021** provides up to date evidence on education and employment across the protected characteristics. SDS uses a broad definition of equality, diversity and inclusion so evidence on care experience; poverty, young carers, veterans, people with an offending history and Fair Work is included.

We also include information on intersectionality where available as we recognise that it is often the interaction of different protected characteristics that creates the greatest inequalities. The impact of the COVID-19 pandemic across the equality groups is taken into consideration in the evidence.

## Key Findings

- 1. Persistent inequalities** exist across and within the protected characteristics.
- 2. The COVID-19 pandemic** impacts disproportionately on equality groups. In particular, those aged 16-24, minority ethnic communities, women and disabled people. The long-term impact in equality groups has yet to be fully understood.
- 3. Gender** inequality is apparent throughout the education system and labour market. Girls perform well at school but are less likely to pursue STEM subjects and careers. Occupational segregation is evident in the labour market with women under-represented in certain occupations and in higher levels across all jobs – contributing to low pay and the gender pay gap for women.



Saj Sharif, CEO of Zen Consultants with colleagues. Zen Consultants were winners in the SME Equality and Diversity employers category at the Scottish Apprenticeship Awards.

4. **Minority Ethnic** groups face many labour market challenges including low pay, discrimination, lack of career progression and promotion and low representation at higher levels in the labour market. This is despite better educational performance at school and higher rates of progression into higher education. It should be noted that Minority Ethnic is not a homogenous group and there are important differences across and within different minority ethnic groups of Minority Ethnic. It is important to recognise this in any analysis.
5. **Care experienced** groups have particularly poor outcomes in terms of educational attainment and progression. Although, there have been improvements in recent years in the number of care experienced young people progressing onto higher education. There is a significant evidence gap in relation to the labour market outcomes of care experienced individuals.
6. **Poverty** has a significant negative impact on labour market and educational outcomes. Those living in the most deprived areas are less likely to progress onto higher education and are more likely to enter low skilled and low paid employment. The evidence also highlights the growing issue of in-work poverty for many households. Poverty can be seen to interact with the other protected characteristics to produce the greatest inequalities.
7. **Disabled** people are less likely to be in work and are more likely to be in insecure, low paid employment and less likely to be promoted. They also have lower levels of educational attainment. However, it should be noted that there are significant variations according to disability. Those with learning disabilities and mental health issues face the greatest challenges in the education and the labour market.
8. The evidence highlights that **LGB+** young people can often face bullying and harassment at school, but this improves once at college or university. These challenges can also continue in the workplace. More evidence is required to improve our understanding of LGB+ individuals in the education system and the labour market.
9. **Trans** individuals face significant barriers in both the education system and the labour market. Evidence highlights that bullying, harassment and discrimination are key issues. Further evidence is required to understand the issues trans people face in learning and employment.

## 5. Our Equality Outcomes 2021 – 2025

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 2021 – 2025 in consultation with colleagues and stakeholders. The new outcomes are given in this section.

<b>Outcome One</b>	<b>People with lived experience of poverty, and from protected characteristic groups known to face inequality, have increased participation and improved progression in learning and employment</b>		
<b>Evidence</b>	See pg. 36-37, Key findings: 1, 4, 5, 6, and 7		
<b>Protected Characteristic</b>	Disability, Race, and Care Experience	<b>Public Sector Duty</b>	<ul style="list-style-type: none"> <li>• Advance Equality of Opportunity</li> </ul>
<b>SDS Goal</b>	<ol style="list-style-type: none"> <li>1. All people in Scotland have the skills, information and opportunities they need to succeed in the labour market.</li> <li>2. Scotland's businesses drive productivity and inclusive growth.</li> </ol>	<b>Measures</b>	Equality breakdowns of: <ul style="list-style-type: none"> <li>• Annual Participation Measure</li> <li>• Apprenticeship Starts</li> <li>• Apprenticeship Achievement Rates</li> <li>• Targeted S4-S6 pupils improving their career management skills</li> <li>• 'Next Steps' customers improving their career management skills</li> <li>• 'Next Steps' customers progressing to and sustaining in learning, training or employment</li> </ul>
<b>National Outcomes</b>	<ul style="list-style-type: none"> <li>• Economy</li> <li>• Education</li> <li>• Fair Work and Business</li> <li>• Poverty</li> </ul>		
<b>UN Sustainable Development Goals</b>	<ul style="list-style-type: none"> <li>• 1. No Poverty</li> <li>• 4. Quality Education</li> <li>• 8. Decent Work and Economic Growth</li> <li>• 10. Reduced Inequality</li> </ul>		
<b>Anticipated actions</b>	<ul style="list-style-type: none"> <li>• Review the CIAG Needs Matrix to determine additional factors that may lead to the need for targeted CIAG support</li> <li>• Use further data analysis to identify key groups, with consideration of intersectionality, and monitor and evaluate progress</li> <li>• Increase awareness of the wide range of pathways into learning and employment amongst these groups and provide support to access them, including piloting new pathways into apprenticeships</li> <li>• Map customer journeys for individuals in these customer groups, through the effective use of data and evidence, identifying and addressing barriers and enablers including interdependencies across the education and skills system</li> <li>• Focus on upskilling and reskilling as a means to addressing in-work poverty</li> <li>• Identify any skills gaps and build capability of colleagues across services through a programme of needs assessed, equality focused CPD</li> </ul>		

<b>Outcome Two</b>	<b>Women and girls can access and sustain learning and careers which reflect their skills and interests, enabled by the adoption of gender-sensitive approaches from employers and key influencers</b>		
<b>Evidence</b>	See pg. 36, Key findings: 1 and 3		
<b>Protected Characteristic</b>	Sex, Race, and Disability	<b>Public Sector Duty</b>	<ul style="list-style-type: none"> <li>• Advance Equality of Opportunity</li> <li>• Challenge discrimination</li> </ul>
<b>SDS Goal</b>	<ol style="list-style-type: none"> <li>1. All people in Scotland have the skills, information and opportunities they need to succeed in the labour market.</li> <li>2. Scotland's businesses drive productivity and inclusive growth.</li> </ol>	<b>Measures</b>	<ul style="list-style-type: none"> <li>• % senior phase pupils self-identified as female agreeing their Careers Adviser: <ul style="list-style-type: none"> <li>– 'challenged me to explore a wide range of career options'</li> <li>– 'encouraged me to aim high for my future career'</li> <li>– 'supported me to make my own decisions and take control of my career path'</li> </ul> </li> <li>• Average effectiveness rating given by senior phase pupils self-identified as female to SDS career services in helping them to: <ul style="list-style-type: none"> <li>– 'Think about all of the learning, work and career options open to you'</li> <li>– 'Challenge stereotypes, such as ideas of "traditional" male or female jobs'</li> </ul> </li> <li>• Gender balance in apprenticeship starts and achievement rates</li> </ul>
<b>National Outcomes</b>	<ul style="list-style-type: none"> <li>• Economy</li> <li>• Education</li> <li>• Fair Work and Business</li> <li>• Poverty</li> </ul>		
<b>UN Sustainable Development Goals</b>	<ul style="list-style-type: none"> <li>• 1. No Poverty</li> <li>• 4. Quality Education</li> <li>• 5. Gender Equality</li> <li>• 8. Decent Work and Economic Growth</li> <li>• 10. Reduced Inequality</li> </ul>		
<b>Anticipated actions</b>	<ul style="list-style-type: none"> <li>• Use further data analysis to identify key groups from intersectional data and monitor and evaluate progress</li> <li>• Consider and implement recommendations from the SAAB Gender Commission for SDS and its partners</li> <li>• Learn from sectors where progress has been made, like digital/technology and apply learning to growth sectors</li> <li>• Support young women and girls, and their influencers, to pursue opportunities and pathways in male-dominated / "traditional" industries, should this be their choice</li> <li>• Work with partners to develop guidance for employers to support them to have inclusive workplaces and address occupational segregation based on gender (and race)</li> <li>• Identify any skills gaps and build capability of colleagues across services, including relevant gender equality training</li> </ul>		

<b>Outcome Three</b>	<b>Lived experience of people from protected characteristic groups is a fundamental component of the design and development of SDS services, improving their customer experience and outcomes</b>		
<b>Evidence</b>	See pg. 36-37, Key findings: 1 to 9		
<b>Protected Characteristic</b>	Age, Disability, Gender Reassignment, Race, Religion & Belief, Sex, Sexual Orientation and Care Experience	<b>Public Sector Duty</b>	<ul style="list-style-type: none"> <li>• Advance Equality of Opportunity</li> <li>• Challenge discrimination</li> </ul>
<b>SDS Goal</b>	<ol style="list-style-type: none"> <li>1. All people in Scotland have the skills, information and opportunities they need to succeed in the labour market.</li> <li>2. Scotland's businesses drive productivity and inclusive growth.</li> <li>3. Scotland has a dynamic and responsive skills system.</li> </ol>	<b>Measures</b>	<ul style="list-style-type: none"> <li>• Percentage of customers with protected characteristics who are satisfied with SDS services</li> <li>• Percentage of customers with protected characteristics who would recommend SDS services to others</li> </ul> <p>[Outcomes for these customer groups will be monitored through Outcome One].</p>
<b>National Outcomes</b>	<ul style="list-style-type: none"> <li>• Children and Young People</li> <li>• Economy</li> <li>• Education</li> <li>• Fair Work and Business</li> <li>• Human Rights</li> </ul>		
<b>UN Sustainable Development Goals</b>	<ul style="list-style-type: none"> <li>• 1. No Poverty</li> <li>• 4. Quality Education</li> <li>• 8. Decent Work and Economic Growth</li> <li>• 10. Reduced Inequality</li> <li>• 14. Peace, Justice and Strong Institutions</li> </ul>		
<b>Anticipated actions</b>	<ul style="list-style-type: none"> <li>• Embed lived experience in co-design and co-production in our programmes from start to finish - to include diverse representation, where possible, on project teams across SD&amp;D including the Careers Review, to ensure the inclusion of diverse, lived-experience</li> <li>• Collect and utilise intersectional data and robust evaluation to inform our programmes and services</li> <li>• Take a systematic approach to user-testing with equality groups to ensure access and continually improve the universal digital service offer for customers with protected characteristics</li> <li>• Further develop and adopt good practice in relation to equality impact assessment</li> <li>• Identify any skills gaps and build capability of colleagues across services through a programme of needs assessed, equality focused</li> </ul>		

<b>Outcome Four</b>	<b>Businesses are aware of the benefits of diversity and fair work practices and increasingly adopt and embed them, improving the well-being of people from protected characteristic groups</b>		
<b>Evidence</b>	See pg. 36-37, Key findings: 1 to 9		
<b>Protected Characteristic</b>	All Protected Characteristics and Care Experience	<b>Public Sector Duty</b>	<ul style="list-style-type: none"> <li>• Advance Equality of Opportunity</li> <li>• Challenge discrimination</li> </ul>
<b>SDS Goal</b>	<ol style="list-style-type: none"> <li>1. All people in Scotland have the skills, information and opportunities they need to succeed in the labour market.</li> <li>2. Scotland’s businesses drive productivity and inclusive growth.</li> </ol>	<b>Measures</b>	<ul style="list-style-type: none"> <li>• Percentage of regulated contracts awarded during the period that have included a scored Fair Work criterion</li> <li>• Percentage of unique suppliers who have committed to pay the real Living Wage in the delivery of a regulated contract awarded during the period</li> <li>• Percentage of unique suppliers who are accredited Living Wage employers and were awarded a regulated contract awarded during the period</li> <li>• Percentage of unique suppliers who have signed up to the Scottish Business Pledge and were awarded a regulated contract awarded during the period.</li> </ul>
<b>National Outcomes</b>	<ul style="list-style-type: none"> <li>• Economy</li> <li>• Education</li> <li>• Fair Work and Business</li> <li>• Poverty</li> </ul>		
<b>UN Sustainable Development Goals</b>	<ul style="list-style-type: none"> <li>• 1. No Poverty</li> <li>• 4. Quality Education</li> <li>• 5. Gender Equality</li> <li>• 8. Decent Work and Economic Growth</li> <li>• 10. Reduced Inequality</li> </ul>		
<b>Anticipated actions</b>	<ul style="list-style-type: none"> <li>• Elevate lived experience of people from protected characteristic groups to contribute to more diverse and inclusive practice by using our convening power and commission-based approaches</li> <li>• Become an active member of an EDI coalition and consider a memorandum of understanding with another organisation and/or focused coalition to achieve this outcome</li> <li>• Building on the Apprenticeship Equality Action Plan, set clear expectations on equality and fair work for suppliers and support in achieving those</li> <li>• Highlight key strengths and areas for improvement, including effective practice and any case studies, through a formal quality thematic review of apprenticeships</li> <li>• Resources developed for individuals on wellbeing, employment rights and responsibilities</li> <li>• Support employers in relation to skills, knowledge and expertise to implement fair work practices</li> </ul>		

<b>Outcome Five</b>	<b>SDS benefits from increased diversity throughout our workforce, particularly in relation to gender, race and disability, and colleagues with protected characteristics feel heard, respected and fulfilled at work.</b>		
<b>Evidence</b>	See pg. 36-37, Key findings: 1 to 9; Annex A (SDS Employee Data) and Annex B (SDS Equal Pay Audit)		
<b>Protected Characteristic</b>	All protected characteristics and care experience, but particularly gender, race and disability.	<b>Public Sector Duty</b>	<ul style="list-style-type: none"> <li>• Advance Equality of opportunity</li> <li>• Challenge discrimination</li> <li>• Foster good relations</li> </ul>
<b>SDS Goal</b>	4. SDS leads by example and continuously improves to achieve excellence.	<b>Measures</b>	<ul style="list-style-type: none"> <li>• % of employees reporting information on each of the protected characteristics</li> <li>• Results from our employee engagement surveys</li> <li>• Monitoring of career progression and CPD hours by equality groups</li> <li>• Equal Pay Gap (Gender, Disability and Ethnicity)</li> <li>• % women, Minority Ethnic and disabled people in manager and leadership roles</li> <li>• Stonewall Index Ranking</li> </ul>
<b>National Outcomes</b>	<ul style="list-style-type: none"> <li>• Economy</li> <li>• Education</li> <li>• Fair Work and Business</li> <li>• Human Rights</li> </ul>		
<b>UN Sustainable Development Goals</b>	<ul style="list-style-type: none"> <li>• 1. No Poverty</li> <li>• 4. Quality Education</li> <li>• 5. Gender Equality</li> <li>• 8. Decent Work and Economic Growth</li> <li>• 10. Reduced Inequality</li> </ul>		
<b>Anticipated actions</b>	<ul style="list-style-type: none"> <li>• Adopt different approaches to recruitment with the intent of achieving greater inclusion in recruitment outcomes</li> <li>• Take action to reduce our gender, race and disability pay gap</li> <li>• Through implementation of the Fair Work Action Plan, maintain the high level of employee engagement and effective employee voice, particularly in relation to protected and under-represented groups.</li> <li>• Implement a strategy for Race Equality at SDS incorporating capability, culture, career progression and public commitment</li> <li>• Further develop our existing range of employee network groups, including those for LGBT and Minority Ethnic' colleagues, enabling lived experience to influence policy development and workplace practices.</li> <li>• Continue to demonstrate SDS as a best practice LGBT inclusive employer, with a focus on intersectionality.</li> <li>• Develop Positive Action opportunities for under-represented groups to access and progress in work, particularly in relation to our Young Talent Programme, leadership development and informal mentoring offer.</li> </ul>		

## 6. 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 and reported internally on that basis. We will continue to take a cross-organisational approach to ensuring progress is made against each of our equality outcomes.

A full update on progress against our equality outcomes will be reported in our next Mainstreaming Report, due in 2023. Prior to that, some actions and measures will also be reported via other SDS corporate publications and the publication of official statistics.



# Annex A

Our workforce data provides the evidence to inform our work to further embed and mainstream equality in all that we do. The Specific Duties require public bodies to publish an annual breakdown of our employee data by composition, recruitment, development and retention and we have detailed this information on the following page.

There were fewer than 10 employees who went through a disciplinary or grievance process between 1st April 2019 to 31st March 2021. Due to these low numbers, we are not able to include the data in this report.

In all the tables featured in Annex A and B numbers less than ten have been replaced with an asterisk (\*) as per EHRC guidance to avoid the potential identification of individuals. To ensure these numbers could not be calculated by subtracting from the total number of employees, where necessary, we have also replaced the second smallest field with two asterisks (\*\*).

## Annex A includes:

- **Annex A1: SDS Employee data by Age**
- **Annex A2: SDS Employee Data by Disability**
- **Annex A3: SDS Employee Data by Ethnicity**
- **Annex A4: SDS Employee data by Religion**
- **Annex A5: SDS Employee data by Care Experience**
- **Annex A6: SDS Employees by Sexual Orientation**
- **Annex A7: SDS Employee Data by Gender Reassignment**
- **Annex A8: SDS Employee Data by Sex**

In each of the listed sections above, we present the total number of SDS employees, those who were recruited to, promoted in or leavers from SDS, and the average number of CPD hours completed by the protected characteristic in question. Additional comments and analysis are provided where available.

## General trends

The following bullet points highlight general trends in workforce data:

- As a result of the diversity reporting campaign the number of employees reporting “prefer not to say” or “no response” has decreased and reporting now better reflects the actual diversity of the organisation.
- There was less recruitment in 2020/21 in comparison to previous years, which is likely due to the impact of COVID-19.
- Retention of employees has remained consistent over the reporting period.
- The promotion rate has varied over the reporting period in response to organisational need.

On average employees completed 38 hours CPD in 2020/21. Analysis of protected characteristics indicates that there is fair and equal access to development opportunities.

## Annex A1: SDS Employee data by Age

Age Range	Total Employees										
	2017		2018		2019		2020		2021		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
16-24	94	6.0	80	5.0	83	5.1	61	3.7	89	5.4	-0.6
25-34	244	15.6	255	16.0	259	16.1	275	16.5	281	16.9	+1.3
35-49	634	40.6	654	40.0	656	40.7	655	39.2	651	39.2	-1.4
50+	589	37.7	606	38.0	615	38.1	678	40.6	639	38.5	+0.8
<b>Total</b>	<b>1561</b>		<b>1595</b>		<b>1613</b>		<b>1669</b>		<b>1660</b>		

Age Range	Recruited to SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
16-24	48	24.6	36	24.7	43	31.4	41	29.5	42	48.8	+24.2
25-34	58	29.7	43	29.5	43	31.4	39	28.1	13	15.1	-14.6
35-49	65	33.3	50	34.3	40	29.2	41	29.5	20	23.3	-10.0
50+	24	12.3	17	11.6	11	8.0	18	12.9	11	12.8	+0.5
<b>Total</b>	<b>195</b>		<b>146</b>		<b>137</b>		<b>139</b>		<b>86</b>		

Please note on all tables pp is an abbreviation of percentage point

### Analysis

Our Young Talent Programme has an annual target of 60 opportunities, however some youth recruitment takes place out-with the young talent programme which partly explains the higher number of young people aged 16-24 in 2017. There was a reduction in recruitment overall in 2021, however we maintained our commitment to youth recruitment with 48.8% being in the 16-24 age range. SDS continue to monitor employees by age to ensure there is no discrimination.

The increased percentage of leavers aged 50+ in 2020/21 can be attributed to a limited voluntary severance programme, which attracted more colleagues aged over 55.

Older colleagues aged 50+ being promoted has increased over the 5 years period.

## Annex A1: SDS Employee data by Age

Promoted within SDS											
Age Range	2017		2018		2019		2020		2021		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
16-24	24	29.3	23	15.5	26	12.3	12	8.6	12	11.4	-17.9
25-34	**	**	47	31.8	76	36.0	65	46.8	36	34.3	**
35-49	34	41.5	52	35.1	75	35.5	50	36.0	37	35.2	-6.3
50+	*	*	26	17.6	34	16.1	12	8.6	20	19.0	**
<b>Total</b>	<b>82</b>		<b>148</b>		<b>211</b>		<b>139</b>		<b>105</b>		

Average CPD Hours completed			
Age Range	2018/19	2019/20	2020/21
16-24	49.0	53.9	53.7
25-34	44.2	59.2	37.8
35-49	38.8	42.0	35.2
50+	36.6	40.6	38.9
<b>Overall</b>	<b>39.4</b>	<b>44.8</b>	<b>38.0</b>

Leavers from SDS											
Age Range	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
16-24	15	13.9	13	11.3	15	13.6	13	13.8	*	*	**
25-34	22	20.4	33	28.7	23	20.9	22	23.4	*	*	**
35-49	28	25.9	20	17.4	27	24.5	17	18.1	23	24.5	-1.4
50+	43	39.8	49	42.6	45	40.9	42	44.7	54	57.4	+17.6
<b>Total</b>	<b>108</b>		<b>115</b>		<b>110</b>		<b>94</b>		<b>94</b>		

## Annex A2: SDS Employee Data by Disability

Disability	Total Employees										pp change 2017-21
	2017		2018		2019		2020		2021		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	55	3.5	60	3.8	67	4.2	119	7.1	118	7.1	+3.6%
No	1383	88.6	1410	88.4	1452	90.0	1487	89.1	1483	89.3	+0.7%
Prefer not to say	--	--	--	--	17	1.1	32	1.9	32	1.9	+1.9%
No Response	123	7.9	125	7.8	77	4.8	31	1.9	27	1.6	-6.3%
<b>Total</b>	<b>1561</b>		<b>1595</b>		<b>1613</b>		<b>1669</b>		<b>1660</b>		

Disability	Recruited to SDS										pp change 2017-21
	2017		2018		2019		2020		2021		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	*	*	*	*	*	*	14	10.1	*	*	**
No	162	83.1	116	79.5	120	87.6	104	74.8	74	86.0	+2.9%
Prefer not to say	*	*	*	*	*	*	*	*	*	*	**
No Response	23	11.8	21	14.4	*	*	15	10.8	*	*	**
<b>Total</b>	<b>195</b>		<b>146</b>		<b>137</b>		<b>139</b>		<b>86</b>		

### Analysis

The number of employees identifying as disabled has doubled over the 5 years period. This has been a result of the diversity monitoring campaign which encouraged colleagues to update their diversity monitoring information on our HR Management system. This self service option was not previously available prior to 2018.

We have worked in partnership with disability organisations to encourage applications from disabled people including ringfencing specific posts. This has contributed to improved representation of disabled people in SDS. We recognise that ongoing work is required to tackle the underrepresentation of disabled people. We will continue to encourage applications and further explore opportunities for Positive Action.

## Annex A2: SDS Employee Data by Disability

Disability	Promoted within SDS										
	2017		2018		2019		2020		2021		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	--	--	*	*	*	*	*	*	*	*	**
No	62	75.6	133	89.9	191	90.5	126	90.7	100	95.2	+19.6%
Prefer not to say	--	--	--	--	*	*	*	*	*	*	**
No Response	20	24.4	12	8.1	12	5.7	*	*	*	*	**
<b>Total</b>	<b>82</b>		<b>148</b>		<b>211</b>		<b>139</b>		<b>105</b>		

Disability	Leavers from SDS										
	2017		2018		2019		2020		2021		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	*	*	*	*	*	*	*	*	*	*	**
No	67	62.0	94	81.7	93	84.5	77	81.9	79	84.0	+22.0%
Prefer not to say	--	--	--	--	*	*	*	*	*	*	**
No Response	40	37.0	13	11.3	*	*	*	*	*	*	**
<b>Total</b>	<b>108</b>		<b>115</b>		<b>110</b>		<b>94</b>		<b>94</b>		

Disability	Average CPD Hours completed		
	2018/19	2019/20	2020/21
Yes	40.4	42.4	41.1
No	38.8	44.8	37.6
Prefer not to say	54.3	49.5	56.8
No Response	42.8	46.1	28.2
<b>Overall</b>	<b>39.4</b>	<b>44.8</b>	<b>38.0</b>

## Annex A3: SDS Employee Data by Ethnicity

Ethnicity	Total Employees										
	2017		2018		2019		2020		2021		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
White/Scottish/British/Irish	1345	86.2	1366	85.6	1436	89.0	1527	91.5	1521	91.6	+5.4
White Other	18	1.2	24	1.5	30	1.9	44	2.6	47	2.8	+1.6
Mixed or Multiple Ethnicity	*	*	*	*	*	*	*	*	*	*	**
Asian, Asian British/Scottish	*	*	*	*	*	*	15	0.9	15	0.9	**
African, Caribbean, or Black	12	0.8	14	0.9	12	0.7	12	0.7	13	0.8	0
Other Ethnicity	*	*	*	*	*	*	*	*	*	*	**
Prefer not to say	66	4.2	62	3.9	59	3.7	38	2.3	34	2.0	-2.2
No Response	101	6.5	113	7.1	63	3.9	27	1.7	25	1.5	-5.0
<b>Total</b>	<b>1561</b>		<b>1595</b>		<b>1613</b>		<b>1669</b>		<b>1660</b>		
Ethnicity	Recruited to SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
White/Scottish/British/Irish	163	83.6	111	76.0	120	87.6	113	81.3	72	83.7	+0.1
White Other	*	*	*	*	*	*	*	*	*	*	**
Mixed or Multiple Ethnicity	*	*	*	*	--	--	*	*	*	*	**
Asian, Asian British/Scottish	*	*	--	--	*	*	*	*	*	*	**
African, Caribbean, or Black	*	*	*	*	*	*	--	--	*	*	**
Other Ethnicity	--	--	*	*	--	--	--	--	*	*	**
Prefer not to say	--	--	--	--	--	--	--	--	--	--	--
No Response	19	9.7	22	15.1	11	8.0	14	10.1	*	*	**
<b>Total</b>	<b>195</b>		<b>146</b>		<b>137</b>		<b>139</b>		<b>86</b>		

## Annex A3: SDS Employee Data by Ethnicity

Ethnicity	Promoted within SDS										
	2017		2018		2019		2020		2021		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
White/Scottish/British/Irish	68	82.9	136	91.9	193	91.5	130	93.5	99	94.3	+11.4
White Other	*	*	*	*	*	*	*	*	*	*	**
Mixed or Multiple Ethnicity	*	*	--	--	--	--	--	--	--	--	**
Asian, Asian British/Scottish	*	*	*	*	--	--	*	*	*	*	**
African, Caribbean, or Black	*	*	*	*	*	*	--	--	*	*	**
Other Ethnicity	--	--	--	--	--	--	--	--	--	--	--
Prefer not to say	*	*	*	*	*	*	*	*	*	*	**
No Response	*	*	*	*	*	*	*	*	*	*	**
<b>Total</b>	<b>82</b>		<b>148</b>		<b>211</b>		<b>139</b>		<b>105</b>		

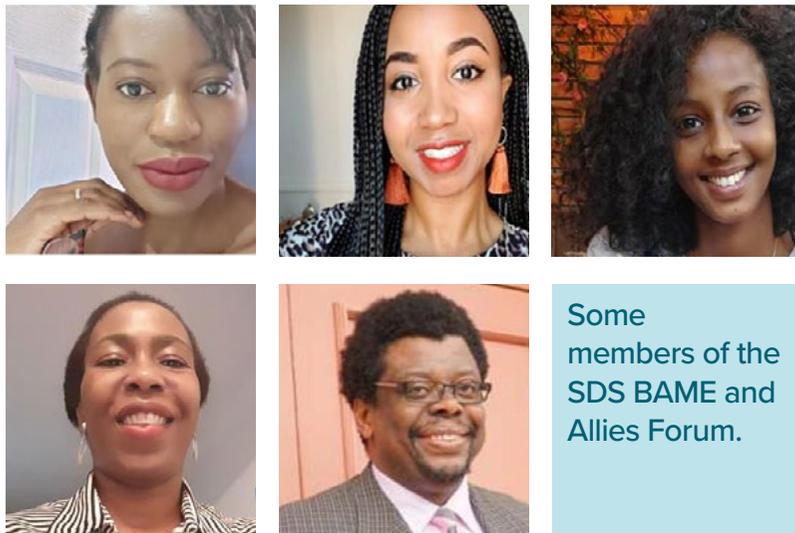
Ethnicity	Leavers from SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
White/Scottish/British/Irish	90	83.3	95	82.6	90	81.8	79	83.2	80	85.1	+1.8
White Other	*	*	*	*	*	*	*	*	*	*	**
Mixed or Multiple Ethnicity	*	*	*	*	--	--	--	--	*	*	**
Asian, Asian British/Scottish	*	*	*	*	*	*	*	*	*	*	**
African, Caribbean, or Black	--	--	*	*	*	*	*	*	--	--	**
Other Ethnicity	*	*	--	--	*	*	--	--	*	*	**
Prefer not to say	*	*	*	*	*	*	*	*	*	*	**
No Response	*	*	*	*	*	*	*	*	*	*	**
<b>Total</b>	<b>108</b>		<b>115</b>		<b>110</b>		<b>94</b>		<b>94</b>		

### Analysis

We recognise further activity is required to address the under-representation of Minority Ethnic colleagues, as well as lack of career progression. As previously mentioned, we are taking a range of actions to address this, including training for recruiting managers, unconscious bias training, and reviewing our recruitment practices with consultation and involvement of our BAME network group. A mentoring programme for Minority Ethnic colleagues interested in leadership opportunities is also being developed.

## Annex A3: SDS Employee Data by Ethnicity

Ethnicity	Average CPD Hours completed		
	2018/19	2019/20	2020/21
White/Scottish/British/Irish	39.4	45.7	38.0
White Other	39.2	35.4	39.5
Mixed or Multiple Ethnicity	25.6	40.9	26.9
Asian, Asian British/Scottish	60.3	44.6	52.0
African, Caribbean, or Black	38.1	41.5	56.6
Other Ethnicity	40.9	43.4	31.0
Prefer not to say	30.3	32.0	36.6
No Response	41.6	42.3	25.2
Overall	39.4	44.8	38.0



Some members of the SDS BAME and Allies Forum.

## Case Study

### SDS BAME and Allies Forum

In the summer of 2020, during a period of heightened awareness of race inequality and discrimination, a number of personal blogs from Black, Asian and Minority Ethnic (BAME) colleagues were shared on our colleague intranet, describing how national and international events linked to racism have impacted them. Following this, a number of SDS BAME colleagues came together to create an employee forum for all BAME colleagues and allies.

The BAME and Allies Group developed clear priorities and terms of reference including the promotion of an inclusive BAME culture in all areas of SDS's work, challenging all forms of racism in the workplace and providing a support mechanism for progression for BAME staff.

Careers Adviser, Annah Masahi, agreed to act as chair of the forum. Expressing the views of the group, Annah said:

“Since the creation of the BAME and Allies Network there has been a positive ongoing engagement with colleagues and staff at senior management level.

This is a positive indication of the level of commitment colleagues at SDS have to addressing racial inequality in the workplace, and SDS still has a long way to go.

Our hope for the network is to hold SDS accountable in ensuring that a bottom-up, solutions-focused approach is taken regarding matters of racial equality.”

## Annex A4: SDS Employee data by Religion or Belief

Religion or Belief	Total Employees										
	2017		2018		2019		2020		2021		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Buddhist	*	*	*	*	*	*	*	*	*	*	**
Catholic	249	16.0	255	16.0	271	16.8	280	16.8	272	16.4	+0.4
Other Christian	62	4.0	69	4.3	87	5.4	107	6.4	112	6.8	+2.8
Church of Scotland	358	22.9	346	21.7	339	21.0	339	20.3	321	19.2	-3.7
Hindu	*	*	*	*	*	*	*	*	*	*	**
Jewish	*	*	*	*	*	*	*	*	*	*	**
Muslim	*	*	*	*	*	*	*	*	*	*	**
Sikh	--	--	--	--	*	*	*	*	*	*	**
Pagan	--	--	*	*	*	*	*	*	*	*	**
Another Religion or Belief	34	2.2	33	2.1	32	2.0	18	1.1	17	1.0	-1.2
None	434	27.8	474	29.7	572	35.5	698	41.8	720	43.7	+15.9
Prefer not to say	249	16.0	232	14.6	206	12.8	172	10.3	163	9.6	-6.4
No Response	159	10.2	170	10.7	91	5.6	38	2.3	34	2.0	-8.2
<b>Total</b>	<b>1561</b>		<b>1595</b>		<b>1613</b>		<b>1669</b>		<b>1660</b>		

### Analysis

The religion or belief category with the biggest response is 'None', which has increased by 15.9 percentage points over the reporting period.

There has been a 6.4 percentage points reduction in 'Prefer not to Say' which may suggest colleagues feel more comfortable disclosing their religion or belief.

There has not been significant change in terms of religion or belief, however small numbers make it difficult to draw any firm conclusions. Overall, there is no evidence of discrimination in relation to religion or belief. We will continue to monitor trends in relation to religion or belief in our workforce.

## Annex A4: SDS Employee data by Religion or Belief

Religion or Belief	Recruited to SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Buddhist	--	--	*	*	--	--	--	--	--	--	--
Catholic	25	12.8	26	17.8	23	16.8	16	11.5	10	11.6	-1.2
Other Christian	14	17.2	*	*	*	*	*	*	*	*	**
Church of Scotland	37	19.0	13	8.9	11	8.0	14	10.1	*	*	**
Hindu	--	--	--	--	--	--	*	*	--	--	--
Jewish	--	--	*	*	--	--	--	--	--	--	--
Muslim	*	*	--	--	--	--	--	--	*	*	**
Sikh	--	--	--	--	*	*	--	--	*	*	**
Pagan	--	--	*	*	*	*	*	*	*	*	**
Another Religion or Belief	11	5.6	*	*	*	*	--	--	--	--	**
None	44	22.6	58	39.7	83	60.6	79	56.8	55	64.0	+41.4
Prefer not to say	35	17.9	*	*	--	--	*	*	*	*	**
No Response	28	14.4	28	19.2	10	7.3	15	10.8	*	*	**
<b>Total</b>	<b>195</b>		<b>146</b>		<b>137</b>		<b>139</b>		<b>86</b>		

## Annex A4: SDS Employee data by Religion or Belief

Religion or Belief	Promoted within SDS										
	2017		2018		2019		2020		2021		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Buddhist	*	*	--	--	*	*	--	--	--	--	**
Catholic	22	26.8	27	18.2	32	15.2	22	15.8	17	16.2	-10.6
Other Christian	*	*	*	*	*	*	*	*	*	*	**
Church of Scotland	17	20.7	30	20.3	46	21.8	29	20.9	15	14.3	-6.4
Hindu	--	--	*	*	--	--	--	--	*	*	**
Jewish	--	--	--	--	--	--	--	--	--	--	--
Muslim	--	--	--	--	*	*	--	--	--	--	--
Sikh	--	--	--	--	--	--	--	--	--	--	--
Pagan	--	--	*	*	*	*	*	*	*	*	**
Another Religion or Belief	*	*	*	*	*	*	*	*	*	*	**
None	14	17.1	50	33.8	88	41.7	65	46.8	54	51.4	+34.3
Prefer not to say	*	*	18	12.2	21	10.0	11	7.9	*	*	**
No Response	12	14.6	14	9.4	*	*	*	*	--	--	-14.6
<b>Total</b>	<b>82</b>		<b>148</b>		<b>211</b>		<b>139</b>		<b>105</b>		

## Annex A4: SDS Employee data by Religion or Belief

Religion or Belief	Leavers from SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Buddhist	--	--	--	--	*	*	*	*	--	--	--
Catholic	12	11.0	20	17.4	13	11.8	14	14.9	19	20.2	+9.2
Other Christian	*	*	*	*	*	*	*	*	*	*	**
Church of Scotland	27	25.0	22	19.1	19	17.3	14	14.9	22	23.4	-1.6
Hindu	--	--	--	--	--	--	--	--	--	--	--
Jewish	--	--	*	*	--	--	*	*	--	--	--
Muslim	*	*	*	*	*	*	--	--	--	--	**
Sikh	--	--	--	--	--	--	*	*	--	--	--
Pagan	--	--	*	*	*	*	*	*	*	*	**
Another Religion or Belief	*	*	*	*	*	*	*	*	*	*	**
None	31	28.7	35	30.4	43	39.1	40	42.6	36	38.3	+9.6
Prefer not to say	13	12.0	18	15.7	14	12.7	*	*	*	*	**
No Response	11	10.2	10	8.7	*	*	*	*	*	*	**
<b>Total</b>	<b>108</b>		<b>115</b>		<b>110</b>		<b>94</b>		<b>94</b>		

## Annex A4: SDS Employee data by Religion or Belief

Religion or Belief	Average CPD Hours completed		
	2018/19	2019/20	2020/21
Buddhist	34.9	46.1	31.7
Catholic	37.1	38.3	41.1
Other Christian	39.7	47.2	35.7
Church of Scotland	41.1	48.6	37.7
Hindu	81.7	49.8	102.7
Jewish	21.6	33.1	23.8
Muslim	39.6	51.4	46.6
Sikh	46.3	41.6	30.3
Pagan	17.2	45.2	51.6
Another Religion or Belief	41.5	36.0	30.6
None	39.6	36.5	37.8
Prefer not to say	37.2	39.9	38.1
No response	40.4	41.1	23.5
Overall	39.4	44.8	38.0



The screenshot shows a LinkedIn post from Skills Development Scotland, which has 25,829 followers. The post is from Fiaz Khan at CEMVO Scotland, dated 1 month ago. The text of the post discusses the Workplace Equality Fund and the need to increase diversity across Scotland's businesses. Below the text is a video thumbnail showing a man (Fiaz Khan) speaking.

**Skills Development Scotland**  
25,829 followers  
1mo • Edited •

**Fiaz Khan at CEMVO Scotland** on the Workplace Equality Fund and the need to increase diversity across Scotland's businesses. [...see more](#)

**Social media support for CEMVO Scotland on the Workplace Equality Fund and the need to increase diversity across Scotland's businesses.**

## Annex A5: SDS Employee data by Care Experience

Care Experienced	Total Employees										
	2017		2018		2019		2020		2021		pp change 2019-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	--	--	--	--	*	*	17	1.0	19	1.1	**
No	--	--	--	--	655	40.6	1400	83.9	1414	85.2	+44.6
Prefer not to say	--	--	--	--	**	**	25	1.5	24	1.4	**
No Response	--	--	--	--	936	58.0	227	13.6	203	12.2	-45.8
<b>Total</b>	<b>1561</b>		<b>1595</b>		<b>1613</b>		<b>1669</b>		<b>1660</b>		

Care Experienced	Recruited to SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2019-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	--	--	--	--	*	*	*	*	*	*	**
No	--	--	--	--	122	89.1	122	87.8	78	90.7	+1.6
Prefer not to say	--	--	--	--	*	*	*	*	*	*	**
No Response	--	--	--	--	13	9.5	14	10.1	*	*	**
<b>Total</b>	<b>195</b>		<b>146</b>		<b>137</b>		<b>139</b>		<b>86</b>		

### Analysis



As a corporate parent, SDS consider those with care experience have the same protection as those groups listed in the legislation. We started capturing Care Experienced in 2019. There has been a slight increase since 2019-20, which can be attributed to a specific focus and positive action in our young talent recruitment campaigns.

Care experienced employees have a higher average CPD hours as they are likely to be part of our Young Talent Development Programme.

## Annex A5: SDS Employee data by Care Experience

Care Experienced	Promoted within SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2019-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	--	--	--	--	--	--	*	*	--	--	**
No	--	--	--	--	113	53.6	94	67.6	97	92.4	+38.8
Prefer not to say	--	--	--	--	*	*	--	--	*	*	**
No Response	--	--	--	--	97	46.0	42	30.2	*	*	**
<b>Total</b>	<b>82</b>		<b>148</b>		<b>211</b>		<b>139</b>		<b>105</b>		

Care Experienced	Leavers from SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2019-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	--	--	--	--	--	--	--	--	*	*	**
No	--	--	--	--	16	14.5	56	59.6	71	75.5	+61.0
Prefer not to say	--	--	--	--	*	*	*	*	*	*	**
No Response	--	--	--	--	93	84.5	37	39.4	20	21.3%	-63.2
<b>Total</b>	<b>108</b>		<b>115</b>		<b>110</b>		<b>94</b>		<b>94</b>		

Care Experienced	Average CPD Hours completed		
	2018/19	2019/20	2020/21
Yes	--	79.9	90.0
No	--	45.4	37.8
Prefer not to say	--	41.2	49.2
No Response	--	43.4	33.4
<b>Overall</b>	<b>39.4</b>	<b>44.8</b>	<b>38.0</b>

## Annex A6: SDS Employees by Sexual Orientation

Sexual Orientation	Total Employees										
	2017		2018		2019		2020		2021		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Heterosexual/Straight	1255	80.4	1277	80.1	1351	83.8	1472	88.2	1467	88.4	+8.0
Lesbian/Gay/ Bisexual/Other	22	1.4	25	1.6	38	2.4	62	3.7	69	4.3	+2.9
Prefer not to say	176	11.3%	174	10.9	161	10.0	106	6.3	99	5.8	-5.5
No Response	108	6.9	119	7.5	63	3.9	29	1.7	25	1.5	-5.4
<b>Total</b>	<b>1561</b>		<b>1595</b>		<b>1613</b>		<b>1669</b>		<b>1660</b>		

Sexual Orientation	Recruited to SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Heterosexual/Straight	164	84.1	115	78.8	114	83.2	107	77.0	67	77.9	-6.2
Lesbian/Gay/ Bisexual/Other	*	*	*	*	11	8.0	14	10.1	14	16.3	**
Prefer not to say	*	*	*	*	*	*	*	*	*	*	**
No Response	18	9.2	23	15.8	*	*	14	10.1	*	*	**
<b>Total</b>	<b>195</b>		<b>146</b>		<b>137</b>		<b>139</b>		<b>86</b>		

### Analysis

The number of employees identifying as LGB+ has increased annually over the past 5 years. Whilst some of this could be a result of our diversity monitoring campaign, it is likely that our Stonewall Workplace Equality Index rating has also improved perceptions of SDS as an employer amongst the LGB+ community.

Small numbers make it difficult to draw any firm conclusion in relation to progression, recruitment, or leavers.

## Annex A6: SDS Employees by Sexual Orientation

Sexual Orientation	Promoted within SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Heterosexual/Straight	67	81.7	129	87.2	189	89.6	119	85.6	94	89.5	+7.8
Lesbian/Gay/ Bisexual/Other	*	*	*	*	*	*	11	7.9	*	*	**
Prefer not to say	*	*	*	*	*	*	*	*	*	*	**
No Response	10	12.2	*	*	*	*	*	*	--	--	**
<b>Total</b>	<b>82</b>		<b>148</b>		<b>211</b>		<b>139</b>		<b>105</b>		

Sexual Orientation	Leavers from SDS										
	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Heterosexual/Straight	89	82.4	100	87.0	88	80.0	70	74.5	77	81.9	-0.5
Lesbian/Gay/ Bisexual/Other	*	*	*	*	*	*	*	*	*	*	**
Prefer not to say	*	*	*	*	11	10.0	13	13.8	*	*	**
No Response	*	*	*	*	*	*	*	*	*	*	**
<b>Total</b>	<b>108</b>		<b>115</b>		<b>110</b>		<b>94</b>		<b>94</b>		

Sexual Orientation	Average CPD Hours completed		
	2018/19	2019/20	2020/21
Heterosexual/ Straight	39.4	48.1	37.3
Lesbian/Gay/ Bisexual/Other	49.9	58.5	56.1
Prefer not to say	34.8	45.5	39.6
No Response	41.6	35.5	23.1
<b>Overall</b>	<b>39.4</b>	<b>45.0</b>	<b>38.0</b>

## Annex A7: SDS Employee Data by Gender Reassignment

Gender reassignment	Total Employees										pp change 2017-21
	2017		2018		2019		2020		2021		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	--	--	*	*	*	*	*	*	*	*	**
No	1209	77.5	1261	79.1	1379	85.5	1568	93.9	1569	94.5	+17.0
Prefer not to say	191	12.2	**	**	120	7.4	**	**	49	3.0	-9.2
No Response	161	10.3	184	11.5	**	**	57	2.5	**	**	**
<b>Total</b>	<b>1561</b>		<b>1595</b>		<b>1613</b>		<b>1669</b>		<b>1660</b>		

Gender reassignment	Recruited to SDS										pp change 2017-21
	2016/17		2017/18		2018/19		2019/20		2020/21		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	--	--	*	*	--	--	*	*	*	*	**
No	170	87.2	120	82.2	128	93.4	122	87.8	81	94.2	+7.0
Prefer not to say	*	*	*	*	--	--	*	*	--	--	**
No Response	23	11.8	23	15.8	*	*	15	10.8	*	*	**
<b>Total</b>	<b>195</b>		<b>146</b>		<b>137</b>		<b>139</b>		<b>86</b>		

### Analysis

There has been a small increase in the numbers of staff identifying as trans. There has been a 9.2 percentage point decrease in 'Prefer not to Say' which may suggest colleagues feel more comfortable disclosing their gender reassignment.

Being identified as a Top Trans Employer in the Stonewall Workplace Equality Index may increase the number of trans applicants for SDS opportunities.

Due to small numbers, it is hard to draw conclusions in relation to our workforce figures for gender reassignment.

## Annex A7: SDS Employee Data by Gender Reassignment

Gender reassignment	Promoted within SDS										pp change 2017-21
	2016/17		2017/18		2018/19		2019/20		2020/21		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	--	--	*	*	*	*	--	--	*	*	**
No	55	67.1	118	79.7	188	89.1	127	91.4	100	95.2	+28.1
Prefer not to say	22	26.8	21	14.2	16	7.6	*	*	*	*	**
No Response	*	*	*	*	*	*	*	*	*	*	**
<b>Total</b>	<b>82</b>		<b>148</b>		<b>211</b>		<b>139</b>		<b>105</b>		

Gender reassignment	Leavers from SDS										pp change 2017-21
	2016/17		2017/18		2018/19		2019/20		2020/21		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Yes	--	--	--	--	--	--	--	--	--	--	--
No	56	51.9	90	78.3	93	84.5	79	84.0	82	87.2	+35.3
Prefer not to say	10	9.3	*	*	*	*	*	*	*	*	**
No Response	42	38.9	18	15.7	*	*	*	*	*	*	**
<b>Total</b>	<b>108</b>		<b>115</b>		<b>110</b>		<b>94</b>		<b>94</b>		

Gender reassignment	Average CPD Hours completed		
	2018/19	2019/20	2020/21
Yes	45.5	^	67.2
No	39.4	43.8	38.3
Prefer not to say	34.0	34.4	37.6
No Response	42.4	52.6	23.4
<b>Overall</b>	<b>39.4</b>	<b>44.8</b>	<b>38.0</b>

^due to inconsistencies in CPD reporting by a small number of colleagues which distort the average for this year, this figure has not been included.

## Annex A8: SDS Employee Data by Sex

Total Employees											
Sex	2017		2018		2019		2020		2021		pp change 2017-21
	No.	%									
Female	1123	71.9	1158	72.6	1162	72.0	1197	71.7	1183	71.3	-0.6
Male	438	28.1	437	27.4	451	28.0	472	28.3	477	28.7	+0.6
<b>Total</b>	<b>1561</b>		<b>1595</b>		<b>1613</b>		<b>1669</b>		<b>1660</b>		

Recruited to SDS											
Sex	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Female	127	65.1	103	70.6	85	62.0	87	62.6	51	59.3	-5.8
Male	68	34.9	43	29.5	52	38.0	52	37.4	35	40.7	+5.8
<b>Total</b>	<b>195</b>		<b>146</b>		<b>137</b>		<b>139</b>		<b>86</b>		

Promoted within SDS											
Sex	2016/17		2017/18		2018/19		2019/20		2020/21		pp change 2017-21
	No.	%	No.	%	No.	%	No.	%	No.	%	
Female	64	78.0	113	76.4	157	74.4	109	78.4	77	73.3	-4.7
Male	18	22.0	35	23.7	54	25.6	30	21.6	28	26.7	+4.7
<b>Total</b>	<b>82</b>		<b>148</b>		<b>211</b>		<b>139</b>		<b>105</b>		

## Annex A8: SDS Employee Data by Sex

Sex	Leavers from SDS										pp change 2017-21
	2016/17		2017/18		2018/19		2019/20		2020/21		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Female	70	64.8	70	60.9	79	71.8	57	60.6	65	69.1%	+4.3
Male	38	35.2	45	39.1	31	28.2	37	39.4	29	30.9%	-4.3
<b>Total</b>	<b>108</b>		<b>115</b>		<b>110</b>		<b>94</b>		<b>94</b>		

Sex	Average CPD Hours completed		
	2018/19	2019/20	2020/21
Female	40.1	45.2	37.5
Male	37.4	44.0	39.5
<b>Overall</b>	<b>39.4</b>	<b>44.8</b>	<b>38.0</b>

### Analysis

There has been little change in the percentage of males and females within the workforce. We will continue to explore opportunities for positive action to encourage more applications from males, in particular, to our Careers Information, Advice and Guidance roles, as well as tackling underrepresentation of women in senior roles.

As well as capturing 'Sex' as a legal requirement, we also started capturing gender identity as part of our work to be an LGBT+ inclusive employer, allowing colleagues to identify "in another way". Figures for this are below 10, so cannot be reported.

# Annex B: SDS Equal Pay Statement and Audit

Annex B includes:

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

## Equal Pay Statement

We recognise that all employees should receive equal pay for doing equal work or work of equal value, in line with the Equality Act 2010.

We are committed to continuing our work with our recognised trade unions to take action to promote and implement equal pay. SDS is also committed to operating a pay and reward system which is transparent, based on objective criteria and free from bias and we will continue to work towards reducing any identified pay gap.

In 2021-25, we commit to take the following actions:

- Continue to ensure that equal pay and equality considerations are embedded in development of our pay and grading framework and are routinely considered in pay negotiations with our trade union partners.
- In that context, we will seek to utilise opportunities provided by public sector pay policy to promote improved equal pay outcomes.
- Continue our focus on making our work at all grades accessible and sustainable.
- Adopt a ‘thinking differently’ approach to job design, organisation of work and recruitment and selection practice enabling innovative practices to achieve greater inclusion in recruitment outcomes.

**Table B1: Occupational Distribution by Gender**

	Grade	Number of males	Number of females	Total	Percentage of grade		Percentage of gender	
					Male	Female	Male	Female
Young Talent	MA	22	12	34	64.7%	35.3%	4.6%	1.0%
	Intern	9	23	32	28.1%	71.9%	1.9%	1.9%
Professional and Technical	SDS 3A	24	65	89	27.0%	73.0%	5.0%	5.5%
	SDS 3CD	12	103	115	10.4%	89.6%	2.5%	8.7%
	SDS 4A	55	125	180	30.6%	69.4%	11.5%	10.6%
	SDS 4CD	163	551	714	22.8%	77.2%	34.2%	46.6%
People Manager	SDS 5	101	189	290	34.8%	65.2%	21.2%	16.0%
	SDS 6	54	80	134	40.3%	59.7%	11.3%	6.8%
Leadership	SDS 7a	6	8	14	42.9%	57.1%	1.3%	0.7%
	SDS 7b	16	16	32	50.0%	50.0%	3.4%	1.4%
	SDS 7c	3	7	10	30.0%	70.0%	0.6%	0.6%
Senior Leadership	SDS 8	8	4	12	66.7%	33.3%	1.7%	0.3%
	SNRD	3	0	3	100.0%	0.0%	0.6%	0.0%
Chief Executive	CEO	1	0	1	100.0%	0.0%	0.2%	0.0%
	<b>Total</b>	<b>477</b>	<b>1183</b>	<b>1660</b>				

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

	Grade	Female pay as a % of male pay	Pay gap
Young Talent	MA	99.2	-0.8
	Intern	98.3	-1.7
Professional and Technical	SDS 3A	102.0	+2.0
	SDS 3CD	103.0	+3.0
	SDS 4A	99.9	-0.1
	SDS 4CD	100.0	0.0
People Manager	SDS 5	99.2	-0.8
	SDS 6	97.0	-3.0
Leadership	SDS 7a	98.4	-1.6
	SDS 7b	102.1	+2.1
	SDS 7c	97.0	-3.0
Senior Leadership	SDS 8	100.8	+0.8
	SNRD	--	--
Chief Executive	CEO	--	--
	<b>Total</b>	<b>92.0</b>	<b>8.0</b>

(-) indicates a pay gap in favour of males

(+) indicates a pay gap in favour of females

The SDS Median Pay Gap is 1.8% in favour of men, male median pay is £39,643, and the female median pay is £38,948

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

	Grade	% of grade part-time	% of organisation part-time
Young Talent	MA	5.9%	0.5%
	Intern	3.1%	0.3%
Professional and Technical	SDS 3A	14.6%	3.5%
	SDS 3CD	39.1%	11.4%
	SDS 4A	10.0%	5.0%
	SDS 4CD	33.8%	62.5%
People Manager	SDS 5	16.6%	12.6%
	SDS 6	7.5%	2.7%
Leadership	SDS 7a	14.3%	0.6%
	SDS 7b	9.4%	0.9%
	SDS 7c	0.0%	0.0%
Senior Leadership/ Chief Executive	SDS 8	0.0%	0.0%
	SNRD		
	CEO		

23% of overall workforce are part-time – 5.9% of Men and 30% of women

## Equal Pay Audit

Our 2021 pay audit demonstrated a further narrowing in the SDS gender pay gap to 8.0% from 11.2% in 2017. This continued the trend in reduction from 2010, when SDS reported a 15.7% pay gap.

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

We also calculated our Median gender pay gap. This is 1.8% in favour of men, male median pay is £39,643, and the female median pay is £38,948

There is no pay grade where the pay gap is greater than 5%, which is the threshold where EHRC advise investigation. We will continue to ensure that equal pay and equality considerations are embedded in development of our pay and grading framework.

At SDS 3A, 3CD, 7B and SDS8, the gap is in favour of women.

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

We have a disability pay gap of 7.1%, and an ethnicity pay gap of 6.8% (for colleagues who identify as “Asian, Asian British, Asian Scottish”, “African, Caribbean or Black”, “mixed or multiple ethnicity” and “other ethnicities”).

As mentioned previously:

- Continuing our programme of prioritising investment in pay to areas of inequality within the SDS workforce; in particular for the higher proportion of our female workforce found at ‘young talent’, ‘professional and technical’ grades.
- Following on from the gender mentoring pilot which aimed to address the real and perceived barriers to women’s progression in the organisation, we have rolled this out as a wider informal mentoring offer.
- Unconscious Bias training continues to be mandatory for all people managers and those involved in the recruitment process.

**Ethnicity Pay Gap** – The Ethnicity Pay Gap for Minority Ethnic employees is 6.8% compared to ‘White Scottish/Irish/Other British’. The White (other) pay gap is 6.0% compared to ‘White Scottish/Irish/Other British’.

A grade analysis has not been provided due to the low numbers of White (other) and Minority Ethnic employees.

**Table B4: Occupational Distribution by Ethnicity**

	Grade	Minority Ethnic	White (Other)	White Scottish/ British/Irish	Percentage of Ethnicity		
					Minority Ethnic	White (Other)	White Scottish/ British/Irish
Young Talent	MA	*	*	27	*	*	1.8%
	Intern	*	*	27	*	*	1.8%
Professional and Technical	SDS 3A	*	*	80	*	*	5.3%
	SDS 3CD	*	*	109	*	*	7.2%
	SDS 4A	*	*	165	*	*	10.8%
	SDS 4CD	15	16	654	45.5%	34.0%	43.0%
People Manager	SDS 5	*	*	269	*	*	17.7%
	SDS 6	*	*	126	*	*	8.3%
Leadership	SDS 7a	-*	--	13	-*	--	0.9%
	SDS 7b	--	--	29	--	--	1.9%
	SDS 7c	--	--	*	--	--	*
Senior Leadership	SDS 8	--	--	11	--	--	0.7%
	SNRD	--	*	*	--	*	*
Chief Executive	CEO	--	--	--	--	--	--
	Total	33	47	1521			

There are small numbers of employees from a Minority Ethnic background. The highest numbers of Minority Ethnic employees are in grade SDS 4CD, which is also where the highest percentage of staff are concentrated. Table B4 does not include the 59 employees who did not disclose.

**Table B5: Occupational Distribution by Disability**

	Grade	Number of disabled people	Number of Non-disabled people	Percentage of Disability	
				Disabled	Non-disabled
Young Talent	MA	*	26	*	1.8%
	Intern	*	26	*	1.8%
Professional and Technical	SDS 3A	*	80	*	5.4%
	SDS 3CD	15	99	12.7%	6.7%
	SDS 4A	*	162	*	10.9%
	SDS 4CD	58	629	49.2%	42.4%
People Manager	SDS 5	14	266	11.9%	17.9%
	SDS 6	*	127	*	8.6%
Leadership	SDS 7a	--	14	--	0.9%
	SDS 7b	*	30	*	2.0%
	SDS 7c	--	*	--	*
Senior Leadership	SDS 8	--	12	--	0.8%
	SNRD	*	*	*	*
Chief Executive	CEO	**	**	**	**
	<b>Total</b>	<b>118</b>	<b>1483</b>		

The highest concentration of disabled colleagues are in grades SDS 4CD, SDS 3CD and SDS 5, which reflects the distribution of all employees in the organisation. Table B5 does not include the 59 colleagues who did not disclose disability status.

## Disability Pay Gap

The Pay Gap for disabled people is SDS is 7.1% compared to those who are not disabled.

A Grade analysis is not detailed due to the low numbers of disabled employees.

## Pregnancy & Maternity

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

For the period 1st April 2019 – 31st March 2020 there were 33 employees who went on maternity leave (1.9% of the workforce). For those who returned from maternity leave within this period (28), 57% returned to their substantive post and hours, and the rest returned on flexible working arrangements.

For the period 1st April 2020 – 31st March 2021, there were 25 employees who went on maternity leave (1.4% of the workforce). For those who returned from maternity leave within this period (37), 35% returned to their substantive post and hours, and the rest returned on flexible working arrangements.

## Ethnicity Pay Gap Action Plan

The Ethnicity Pay Gap is adversely impacted by underrepresentation of Minority Ethnic colleagues in senior grades. Our recently established Race Equality Steering Group will have a role in addressing this as part of our wider commitment to addressing race inequality in our workplace. The group is chaired by our Senior Equality & Diversity Advocate and includes diverse representation from across our organisation, including our BAME network, Youth Board and recognised Trade Unions. The group will have a leadership role in facilitating greater understanding of institutional racism and will work to challenge and assist the organisation in changing practices that disadvantage minority ethnic colleagues. Earlier priorities include the following actions:

- Roll out of specific Leadership mentoring programme for Minority Ethnic Colleagues interested in career progression
- Roll out of Race Equality training, including people managers and those involved in recruitment, to improve understanding of various forms of racism, as well as racial bias and issues affecting minority ethnic colleagues in order to effect change.
- Involve our BAME Employee Network Group to enable consultation and involvement with those who have lived experience, ensuring effective employee voice.

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