SQA Equality Mainstreaming Report 2015–17

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Foreword

Welcome to SQA's Equality Mainstreaming Report 2015–17.

The public sector equality duty requires SQA to publish a report every two years on our progress in mainstreaming equality and achieving our equality outcomes.

We have produced this report to demonstrate our continued commitment to equality and diversity and how seriously it is considered as part of SQA's day to day business and decision making.

SQA aims to positively contribute to a more equal society through advancing equality and good relations across all its activities. Our equality work is driven by the diverse needs of our communities — SQA learners, customers, employees and appointees and we aim to ensure these needs are taken account of and reflected in everything we do. SQA's values — Progressive, Trusted and Enabling — govern how we operate, and SQA's Corporate Plan 2017–20 commits us to equality of opportunity and to a culture that respects difference.

SQA supports the Scottish Government's national outcome of Tackling Inequality, and our revised Equality Outcomes 2017–21 sets out SQA's priorities for the next four years. This report reflects our dedication to fulfilling our responsibilities and the progress we have made in the last two years.

Dr Janet Brown
Chief Executive

SQA's commitment to equality

As both a regulator and awarding body, SQA is committed to equality of opportunity and to a culture that respects difference. We believe that, as an employer and public body, we can play a leading part in the promotion of equality and diversity more widely. We recognise that equality of access to education is crucial in unlocking many significant opportunities in life, and we are aware of our responsibility to uphold both fairness for learners, and the credibility of Scotland's qualifications system.

SQA's commitment to fairness and equality is enshrined in its values which set out the way that SQA's staff members are expected to work together and with others. We call these values:

- Trusted
- Enabling
- Progressive

Our commitment to fairness has been renewed in our revised Equality Outcomes 2017–21, and we will continue to strive to make improvements, where needed, in the qualifications and services we offer. Our equality outcomes will guide our efforts over the next four years to integrate equality further into our planning and decision-making.

1 Mainstreaming the equality duty

The public sector equality duty is referred to as the 'general equality duty' and is set out in section 149 of the Equality Act 2010. SQA is a listed public authority in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

The general equality duty requires SQA, in the exercise of its functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

The public sector equality duty covers the following protected characteristics:

- age
- disability
- gender
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination

The specific duties require SQA to:

- report on mainstreaming the equality duty
- publish equality outcomes and report progress
- assess and review policies and practices
- gather and use employment information
- publish pay gap information
- publish statements on equal pay, including occupational segregation information
- consider award criteria and conditions in relation to public procurement
- publish equality reports in an accessible manner

The purpose of the specific duties in Scotland is to help public authorities, including SQA, to meet the requirements of the general equality duty. They set out in detail what SQA must do to meet its statutory obligations. They are forward-looking, and aim to assist public bodies to identify and focus on particular challenges. New regulations introduced in 2016 require SQA, and other public authorities, to publish the gender composition of their boards, and to

produce succession plans to increase board diversity. More information on these requirements is provided later in this section — see 'Monitoring legislation and good practice'.

Specific duties in relation mainstreaming equality

The specific duties require SQA to report every two years on mainstreaming the equality duty and the progress against achieving SQA's equality outcomes. SQA's Equality Mainstreaming Report must include:

- information on our progress made to make the general equality duty integral to the exercise of SQA's functions
- an annual breakdown of employment monitoring information under the duty to gather and use employee information
- details of the progress made in gathering and using employment monitoring information to perform the general equality duty
- information on the gender composition of SQA's Board of Management, and the steps taken/planned towards ensuring diversity in relation to the protected characteristics of SQA's board members

It is important that equality is built into the design, delivery and evaluation of SQA's services, and employment policies and practice. Therefore, managers across all levels and functions in SQA must have responsibility for ensuring equality is mainstreamed.

Mainstreaming equality in SQA

We have carried out a number of activities to promote awareness of the responsibilities outlined above and to ensure SQA is mainstreaming equality. These include:

- Our annual staff Equality, Diversity and Inclusion event held in March 2016.
- Raising awareness of the public sector equality duty through our staff newsletters.
- SQA's Dignity and Respect staff survey in 2016.
- Participating in Stonewall Scotland's staff feedback questionnaire in 2015.
- Increasing dialogue with our staff and other groups, in particular to monitor progress towards SQA's equality outcomes.
- Revising our online equality awareness training for staff.
- Implementing 'Dignity and Respect' online training for staff.
- Making improvements to our systems for data collection, monitoring and reporting — an activity that is central to mainstreaming.
- Promoting requirements to mainstream equality in policy development and reviews as part of our equality impact assessment work.
- Ensuring that equality impact assessment of any business proposals is considered alongside business and information risk assessments.
- Continually considering how our functions — in relation to service provision and employment — can be delivered in a way that meet the public sector equality duty taking into consideration each of the protected characteristics.

- Mainstreaming the equality duty as part of our customer consultations and engagement activities.
- Implementing SQA's Equality Review of Qualifications process.
- Assessing available evidence (internally and externally) and considering the other evidence we might need to help make progress in meeting the general equality duty and to inform SQA's revised Equality Outcomes 2017–21.

More detailed information about these activities is provided in section three — Progress against SQA's Equality Outcomes 2015–17.

Procurement

SQA is very much aware of the specific duty requirements in relation to procurement.

We continue to review the relevant considerations for every agreement through each stage of our procurement process. The relationship to the equality duty and proportionality are the key guiding principles for meeting the requirements of the equality duty during the procurement process.

SQA is compliant with its public equality duties in relation to procurement activity. We continue to require suppliers to complete probity statements and include equality policies or statements when submitting their tenders. Where a supplier directly impacts on our equality duties, assessment of their equality commitments forms a significant part of our award criteria.

Equality impact assessments

The equality impact assessment (EqIA) process is a key element of good policy making, helping to ensure that policies recognise the diversity of people and that they are shaped around diverse needs and experiences. We continue to ensure that equality impact assessments play an important role in integrating the general equality duty across SQA's functions. SQA has mainstreamed equality considerations into business proposals and policy development and review processes. Equality impact assessment of any business proposals continues to sit alongside business and information risk assessments.

During 2017–18, we will review the effectiveness of our equality impact assessment practices and the support for staff responsible for completing EqIAs. We will also take the opportunity to ensure integration of SQA's corporate parenting responsibilities as part of our revised EqIA processes.

Equality review of qualifications

During the reporting period we continued to implement SQA's Equality Review of Qualifications process. This is a robust and transparent way of ensuring that:

i) SQA qualifications are reviewed to ensure that they are not discriminatory for any learner on grounds of any of the protected characteristics.

ii) Due consideration is given to the reasonable adjustments that SQA can make to provide access to the qualifications for disabled learners.

Governance and responsibilities

SQA has an equality governance structure in place to meet its equality duties.

SQA's Board of Management exercises its duty to ensure compliance, and governs the implementation of the Equality Framework, outcomes and action plans. SQA's Audit Committee oversees the fulfilment of our equality duties on behalf of the board. SQA's Chief Executive is accountable for the fulfilment of SQA's equality duties, and is supported in this by SQA's Equality Steering Group. Its key responsibilities include:

- considering implications for SQA of relevant legislative developments
- approving ongoing development of SQA's Equality Framework and outcomes
- promoting and advocating increased organisational understanding of SQA's equality commitments
- ensuring consistency across the organisation in SQA's approach to delivering these commitments

Leadership

Leadership is important in relation to mainstreaming equality. SQA's Executive Management Team recognises the importance of the public sector equality duty and ensures it is given the appropriate profile in SQA. Equality is considered and reflected in SQA's corporate planning cycle — as part of our corporate planning and reporting processes.

SQA Equality Steering Group

During the reporting period, SQA's Equality Steering Group met four times and SQA's equality sub-groups met five times to monitor and record progress and discuss work to revise SQA's Equality Outcomes 2017–21. The equality sub-groups represent SQA's directorates and report directly to the Equality Steering Group.

The sub-groups continue to provide guidance and support for meeting the equality duties, as well as sharing good practice and solutions to common issues across business teams.

SQA Equality and Inclusion Key Partners' Group

SQA's Equality and Inclusion Key Partners' Group provides a strategic forum for stakeholders to provide advice on issues of equality and inclusion in qualifications development. SQA's Equality and Inclusion Key Partners' Group met four times during the reporting period to advise SQA on issues of access to SQA qualifications for learners from all equality groups.

Monitoring legislation and good practice

We continue to monitor changes in legislation, and good practice in other organisations to ensure our processes and policies keep pace with developments.

Since May 2013, the Equality and Human Rights Commission (EHRC) has conducted a programme of work to monitor listed authorities' compliance with the Equality Act (2010) (Specific Duties) (Scotland) Regulations 2012. In October 2015, the (EHRC) published the fourth in a series of reports tracking the performance of Scottish public bodies against the duties under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. *Measuring Up? Report 4: Practice* focuses on the extent to which public bodies were able to report against key equality data and equality outcomes. We have ensured that the EHRC's compliance reports have been taken into consideration as part of our work to revise SQA's equality outcomes.

We also continued to monitor good practice in other organisations through our participation in the Non-Departmental Public Bodies (NDPB) Equality Forum. SQA arranged and hosted the Forum meeting in our Optima offices on 11 January 2016. During the reporting period, we participated in five meetings of the NDPB Equality Forum.

The Gender Representation on Public Boards (Scotland) Bill

The Gender Representation on Public Boards (Scotland) Bill will ensure that boards have an equal representation of women and men on them. The Bill sets a goal for gender balance in non-executive membership of public boards, requiring action to be taken to achieve this. It also requires organisations to encourage applications from the under-represented gender. Scottish Government carried out their consultation on the Bill between January and March 2017.

Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016

In March 2016, the Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016 introduced a new regulation 'Use of member information'. These regulations require listed public authorities with appointed board members to use information about their board's diversity to better perform the public sector equality duty. SQA is also now required to publish details of the gender composition of its board and how the information has been/will be used to facilitate succession planning which will increase our board's diversity. SQA is aware of the Scottish Government's Guidance on Succession Planning for Public Body Boards.

The Programme for Government 2014 launched the Partnership for Change commitment. This brings together an alliance of organisations across the public, private and third sectors who are committed to increasing the diversity of boards to work towards gender balance — 50:50 by 2020. During 2016, the NDPB Equality Forum was involved in ongoing work with the Scottish Government's Public Appointments Team and Public Bodies Unit to agree priorities, and develop a detailed action plan and guidance to support work to facilitate succession planning and board diversity. Our Board of Management gender representation is reported as part of SQA's employment monitoring information in section two.

British Sign Language (Scotland) Act 2015

The BSL (Scotland) Act 2015 came into force on 22 October 2015. Hilary Third, of the Scottish Government Equality Unit, provided an update to the NDPB Equality Forum in January 2016 on the implementation of the BSL Act. SQA is committed to the aim of the legislation to promote and facilitate the use and understanding of BSL across the Scottish public sector.

We continue to support the Scottish Government's work to publish a national plan for BSL by October 2017. This plan will cover all NDPBs, and Scottish Government Executive Agencies, NHS Special Boards and other significant bodies. Development of the national plan will reduce the number of BSL plans produced and enable a strategic and co-ordinated approach across listed authorities. SQA is not required to produce a separate national plan.

In November 2015, two members of SQA staff (from Strategic Planning & Governance and Research, Policy, Standards & Statistics) attended BSL awareness training offered by the Scottish Government. The training identified issues faced by deaf people and ideas on how to improve access and communication support. There was also an opportunity to learn basic BSL and fingerspelling. SQA is committed to raising awareness of BSL across the organisation and provided information on the BSL Act to staff as part of our recent Equality, Diversity and Inclusion event (more detailed information about this event is included in section 3. We continue to share information with staff through SQA's *Business Inform* (staff newsletter) as more information is received from the National Advisory Group relating to the National Plan for BSL. As part of our discussions to revise SQA's equality outcomes, we were aware our responsibilities in relation to the BSL Act and support for BSL users.

Children and Young People's Act 2014 — Corporate Parenting

SQA's Corporate Parenting Plan was published in March 2016. Our plan sets out the commitments and actions SQA will take to make a difference to the lives of Scotland's looked-after children and care-leavers.

SQA's Equality and Inclusion Key Partners Group, at their meetings in October 2014 and March 2015, considered and discussed actions relating to SQA's corporate parenting responsibilities. The group provided invaluable advice to SQA in developing its action plan and useful suggestions on how to disseminate messages to care-experienced young people.

As part of SQA's Equality event in 2016, staff were given the opportunity to attend a session delivered by Who Cares? Scotland — the national voluntary organisation working with looked-after children and care-leavers across Scotland. SQA staff were truly inspired by the excellent talk the presenters gave — especially by those from a care background. SQA is committed to ensuring options for volunteering to support looked-after children and care-experienced young people are available within SQA's Corporate Social Responsibility Volunteering Strategy.

In July 2015, Who Cares? Scotland took part in the 2015 Edinburgh Police Box Festival with support from SQA and Police Scotland. It was an excellent opportunity to bring the discussion around corporate parenting into the community and to enable the public to gain a greater understanding of the care experience.

On results day, August 2015 and August 2016, SQA held a celebration tea event to recognise and acknowledge the ambition and achievements of our care-experienced young people. Fiona McLeod MSP, Minister for Children and Families joined us in 2015, and the Deputy First Minister of Scotland and Education Secretary, John Swinney MSP, joined us in 2016.

In December 2016 a number of SQA staff volunteered to support the Who Cares? Scotland Christmas Campaign. Staff helped to make a memorable Christmas day for the young people of Scotland who would have otherwise spent Christmas day on their own.

SQA staff volunteered and through fundraising provided:

- £150 in donations
- 34 vouchers (variations of £10, £15 & £20 for various retailers)
- 30 boxes of decorations
- 21 large boxes of gifts
- 10 Christmas trees
- 1500 personally written Christmas cards (Some even signed by John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education and Skills)

Chelsea, age 21, a care-experienced young person and development assistant for Who Cares? Scotland, commented that: 'All the young people were quite amazed when the presents came out and couldn't believe the value of the gifts*. It's nice to know that other people care'.*

Implementation of SQA's Corporate Parenting Plan now sits under SQA's equality sub-groups charged with implementing SQA's equality outcomes. We aim to ensure that SQA staff and appointees are aware of the needs of looked-after children and care-experienced young people. We have developed online corporate parenting training on SQA Academy to raise awareness and understanding of the experiences of looked-after children. The training was launched to all staff in February 2017.

Procurement Reform (Scotland) Act 2014

The Procurement Act requires:

- A contracting authority to consider how, by the way in which it conducts the procurement process, it might improve economic, social and environmental wellbeing; facilitate the involvement of small and medium enterprises, third sector bodies and supported business; and promote innovation. There is a requirement for 'wellbeing' to include reducing inequality.
- Those contracting authorities that expect significant expenditure in the next financial year (above £5 million) to prepare a new procurement strategy (or review the existing one) and produce annual procurement reports. Procurement policy officials intend to cross-reference equality reporting duties in the guidance relating to the procurement strategy and annual report.

Scottish Ministers are given powers to issue guidance that contracting authorities must have regard to when selecting suppliers to participate in a procurement process. This will include

suppliers' approach to workforce matters. This statutory guidance was published in March 2016.

Scottish Ministers' equality duty

Scottish Ministers are subject to a duty to publish proposals to assist Scottish public authorities to better carry out the public sector equality duty, and report progress.

In January 2015, the Scottish Government set up the Scottish National Equality Improvement Project (SNEIP) to help drive improved performance on the public sector equality duty and deliver on the identified proposals.

SQA was represented at focus groups in January, June and September 2015 to help inform next steps in the Scottish National Equality Improvement Project. The main focus of meetings was the key areas for improvement set out in the Scottish Ministers' Proposals 2013. These relate to practice-sharing and the gathering and use of employee information to inform the recruitment, development and retention of staff, and the reporting on pay gaps and occupational segregation. Outputs from these focus groups were considered and used to inform our work to revise SQA's equality outcomes.

Fair Work Convention

The Fair Work Convention was established in 2015 following a recommendation of the Working Together Review. Their remit is to drive forward fair work in Scotland — the agenda is aspirational and is about fair work becoming a hallmark of Scotland's workplaces and economy.

Fair work is work that offers effective voice, opportunity, security, fulfilment and respect. These five dimensions aim to balance the rights and responsibilities of employers and workers, and generate benefits for individuals, organisations and society. We acknowledge in our Corporate Plan 2017–20 SQA's commitment to working in partnership to meet the five dimensions of the Fair Work Framework.

Effective employee voice and representation can support wider social priorities in terms of equality of opportunity, pay equality, learning and skills acquisition, and occupational health and safety. Opportunity allows people to access and progress in work and employment and is a crucial dimension of fair work. This protects workers in those groups subject to specific legal protections on the grounds of sex, sexual orientation, race and ethnicity, age and disability. SQA is committed to actively incorporating the Fair Working Framework into all policies and management practices.

2 Employment monitoring information 2015–17

SQA is committed to ensuring employees and job applicants are treated with dignity and respect. The specific duties require SQA to take steps to gather and use information on the composition of its employees and information on the recruitment, development and retention of people as employees by protected characteristic.

New regulations introduced in 2016 require SQA to publish information on the gender balance of its Board of Management. The requirement to publish data only relates to gender, but the regulations also state that Scottish Ministers will, from time to time, gather and provide information to public bodies on the protected characteristics of their boards of management. From 2017 onwards, this information is to be used to develop a board diversity succession plan, which should include the steps SQA will take to increase board diversity.

The Equality and Human Rights Commission have published a guide to increasing diversity at board level: *How to improve board diversity: A six-step guide to good practice.* SQA will take this into consideration to meet its responsibilities in relation the Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016, and specifically Regulation 6A.

Appendix A provides a detailed report on SQA's workforce employment monitoring across each of the protected characteristics and information on the gender composition of members of SQA's Board of Management. We recognise that we do not hold comprehensive data on all the protected characteristics and are currently reviewing our categories for data collection to be able to gather information in relation to non-binary gender identity and transgender. We will take into consideration the work carried out by the NDPB Equality Forum in relation to standardising categories for employee monitoring and recruitment data.

In relation to recruitment data, a low proportion of 'prefer not to say' selection was received during SQA's employment monitoring gathering processes. In contrast, despite slight improvements, there continues to be a high proportion of staff that select 'prefer not say' when invited to update their equality monitoring data.

These data gaps make it difficult to determine an accurate representation of staff composition, development or retention by protected characteristic. Approaches to address these gaps are considered in more detail as part of SQA's revised Equality Outcomes 2017–21.

Looking forward, we will continue to work with staff to raise awareness of SQA's employment monitoring responsibilities and to develop a supportive culture in which staff feel comfortable to provide their employment monitoring data.

SQA equal pay information 2016–17

The gender pay gap is the difference in average pay between men and women. On average, women in Scotland earn 15% less per hour than men. The pay gap is the key indicator of the inequalities and differences that still exist in men's and women's working lives, and is caused by three main factors: occupational segregation, inflexible working practices, and pay discrimination. Although there will be differences between different organisations, these three causes are common across all workplaces and sectors.[1]

Equal pay is about ensuring people with different protected characteristics are paid the same for like work, work rated as equivalent, or work of equal value. A pay gap is the percentage difference in pay between different groups of workers. Most commonly the groups compared are men and women, although pay gaps can exist for other protected groups such as disabled and minority ethnic staff.

Summary of SQA's Equal Pay Audit as at January 2017

Each year, SQA is required to carry out an equal pay audit in order to identify any pay gaps which may exist between male and female employees. The Equality and Human Rights Commission recommends that further investigation be carried out on any pay gaps which are + or - 5%. Below is a summary of the equal pay audit as at January 2017 and SQA's Equal Pay Audit: Breakdown of Average Salaries is attached as Appendix B.

Gender

The current percentage ratio of males to females across SQA is 38:62.

The average female salary (including Chief Executive) is 96.1% of the average male salary. The overall pay gap has closed slightly since the last equal pay audit, reducing by 1%. The average female salary is £29,944 and the average male salary is £31,153.

The average female salary (excluding Chief Executive) is 95.5% of the average male salary. Again, the pay gap has closed slightly since the last equal pay audit, a reduction of 1%. The average female salary is £29,766 (the average male salary is unchanged).

The pay gap between male and female salaries can be explained by the fact that there are proportionately more female staff at the lower grades within SQA.

In order to identify any pay gaps of + or - 5% between staff performing work of equal value, a breakdown of grades has been analysed across the organisation. This has been split into full-time staff and part-time staff by grade.

There are currently no equal pay issues among full-time staff by grade. For part-time staff by grade, the grade 4 female salary is 105% of the male salary. This is due to the small number of male staff working part-time at this grade and the fact that they are newer to the organisation and therefore placed at a lower spinal point on the scale than the female staff.

1 Close the Gap (2016) *Gender pay gap statistics and Close the Gap* Guidance for reporting on gender and employment, equal pay, and occupational segregation

The number of staff working part-time has increased since January 2016 for both male and female staff. The highest number of part-time staff are in grade 8 followed by grade 4. 91% of part-time staff are female.

There are no part-time heads of service.

Disability

As part of our equal pay audit we have also looked at those individuals who are disabled. The current percentage ratio of disabled to non-disabled across SQA is 2:98.

The average disabled individual's salary is 103.5% of the average non-disabled individual's salary. The average disabled individual's salary is £31,439 and the average non-disabled individual's salary is £30,375.

The pay gap between disabled and non-disabled salaries can be explained by the fact that there is proportionately more disabled staff at the higher grades within SQA.

Ethnicity

As part of our equal pay audit we have also looked at the split between white and non-white ethnicity.

The average non-white ethnicity individual's salary is 87.4% of the average white ethnicity individual's salary. The average non-white ethnicity individual's salary is £27,509 and the average white ethnicity individual's salary is £31,479.

The pay gap between a non-white and white ethnicity salaries does not necessarily represent a significant gap as only 53% of staff have provided ethnicity information with the remaining 47% either preferring not to say, or have yet to provide the information.

Occupational segregation

For the purposes of this report, occupational segregation is the distribution of people based on gender in different types of jobs and grades across the organisation.

Horizontal segregation refers to the numbers of men and women in different types of jobs across the same grade, eg in a public authority this might mean that there are more women working as cleaners and more men working as maintenance workers. Vertical segregation refers to the clustering of men and women in different grades, ie where more men than women may be working as senior managers and more women than men may be working in administrative grades.

There are many different factors which underlie occupational segregation including stereotyping about men and women's capabilities and skills, the culture associated with different types of work and access to training and development opportunities.

As can be seen from SQA's equal pay audit:

- 87% of SQA's grade 1 staff are female (grade 1 includes modern apprentices).
- 61% of administration staff (grades 3 & 4) are women.

In addition:

- 65% of staff in grades 5 & 6 and 60% of staff in grades 7 & 8 are women.
- This trend reverses when we look at head of service — 41% of staff at this level are women and 59% are men.
- At Executive Team level, however, 71% are women and 30% are men.

On examining the gender split by business area:

- There are more females than males in nearly all business areas with the exception of IT – Shared Business Applications, IT – Business Intelligence & Data Management, IT – Operations, IT – Solutions Development, Organisational Development & Change Management, and Operations – Process Improvement.
- In IT – Business Intelligence & Data Management, 75% of staff are male and in IT – Solutions Development, 74.4% of staff are male.
- The highest percentage of females can be found in Strategic Planning & Governance (100%), SQA Change Programme (100%), Humanities, Care & Services (88.8%), Corporate Office (86.01%), Qualifications Portfolio Management (81.82%), English, Languages, Business & Core Skills (74.29%), Operations – Logistics & Customer Engagement (73.56%), HN & Vocational Qualifications (71.58%), and Qualifications Development (CfE) (70.59%).

The grade split by gender and business area shows the following:

- There are more female than male administration staff (grades 3 and 4) in all business areas with the exceptions of Appointee Management (55% male), Contract Operations (53% male), and IT – Operations (67% male). The most notable exception is Research, Policy, Standards & Statistics where 100% are male.
- There are also more females at grades 5 and 6 in the majority of business areas with the exceptions of Assessment Development & Delivery (53% male), International (60% male), IT – Operations (76% male), and IT – Solutions Development (83% male). The most noticeable exception being IT – Business Intelligence & Data Management.
- At grades 7 and 8, there are more females in the majority of business areas with the exceptions of Appointee Management (67% male), Contract Operations (51% male), IT – Operations (78% male), IT – Programmes & Planning (55% male), Operations – Planning (75% male), and Science, Technology, Engineering & Mathematics (81% male).
- As has already been indicated, there are more male Heads of Service than females —100% are female in Corporate Services Directorate, 80% are male in Business Development, 66.66% are male in Qualifications Development Directorate, 60% are

male in Operations Directorate, 57.14% are male in Business Systems Directorate, and 50% are female in Finance Directorate.

This data will enable the organisation to better consider the impact of all policies, changes and management practices on the equality split within SQA.

The next equal pay audit is due in January 2018.

SQA Equal Pay Statement

SQA's Equal Pay Statement provides the opportunity to set out our intention to deliver equal pay for staff, and to develop realistic, measurable steps towards achieving this.

We revised SQA's Equal Pay Statement and policy on equal pay to ensure they included equality between men and women, people who are disabled and people who are not, and people who fall into a minority racial group and people who do not. SQA's Equal Pay Statement and policy are published on our website.

SQA's Equal Pay Statement and policy commit us to:

- carrying out an equal pay review annually, and monitoring pay regularly in partnership with our trade union(s)/employee representatives
- setting objectives
- identifying the action to be taken
- implementing that action in a planned programme, in partnership with the workforce
- assigning responsibility and accountability for the policy to a senior manager
- setting aside necessary resources to achieve equal pay

3 SQA's Equality Outcomes 2013–17

SQA's existing equality outcomes set out our commitments and actions for the period 2013–17. These outcomes are:

Outcome 1

SQA understands and takes appropriate action to address any discrimination, potential to promote equality or opportunity to foster good relations in its policies and practices for recruitment, development, promotion, dispute resolution and exit of its employees, in relation to the protected characteristics.

Outcome 2

SQA understands and takes appropriate action to address any discrimination, potential to promote equality, or opportunity to foster good relations, in its policies and practices for appointment, training, and performance management of its appointees, in relation to the protected characteristics.

Outcome 3

SQA's strategic suppliers are inclusive and diverse organisations.

Outcome 4

Eliminate unlawful treatment, and advance equality of opportunity for particular groups, by improving access to qualifications and attainment through reducing or removing barriers within qualifications and assessments in relation to the relevant protected characteristics. Foster good relations between candidates who share a protected characteristic and those who do not share it by ensuring that people represented in assessment materials reflect the full diversity of Scottish society.

Outcome 5

Eliminate unlawful treatment and advance equality of opportunity for disabled candidates through promoting and implementing effective procedures and processes for the provision of reasonable adjustments in SQA assessments.

Outcome 6

Advance equality of opportunity, and foster good relations between male and female learners, by encouraging non-traditional subject choices for SQA qualifications offered in schools, colleges and in vocational training. In the longer term, working with our partners, we aim to increase the representation of female and male learners in non-traditional courses.

Outcome 7

Access to, and experience of, customer-facing activities and services will advance equality of opportunity.

Outcome 8

Advance equality of opportunity for all candidates undertaking qualifications regulated by SQA Accreditation by working with the approved awarding bodies to ensure that the policies and practices of the approved awarding bodies give due regard to equality of opportunity in

relation to the protected characteristics and, where appropriate, taking appropriate regulatory action to address any discrimination.

Progress against achieving SQA's Equality Outcomes 2013–17

This Equality Mainstreaming Report records our progress against achieving these equality outcomes during the period 2015–17.

Equality outcome 1

Employment monitoring

Effective monitoring is not only a legal requirement for SQA, to ensure a truly inclusive workplace, but also an important foundation for achieving our equality outcomes.

SQA is committed to gathering, reporting and publishing employee equality monitoring information. We continue to take steps to improve the quality and quantity of the information we hold on the composition of SQA's workforce. In conjunction with the NDPB Equality Forum, SQA is looking to improve the data it holds by adopting standard definitions and lists of values for protected characteristics. In January 2016 and 2017 we issued an 'all staff' e-mail to remind staff to update their personal equality monitoring information on our staff service portal. These communications outlined the benefits to SQA in gathering this data.

Plans are being put in place to run a staff campaign during 2017–18 to raise awareness of SQA's data gathering responsibilities and through the use of case studies explain the benefits to staff in updating their equality information. We aim to demonstrate how data is used and encourage more staff to update their personal information which in turn will enable better monitoring and reporting.

Data gathered and analysed has allowed us to:

- understand the impact of our employment policies, practices and decisions on people with different protected characteristics
- make informed decisions about policies and practices
- identify action required to avoid discrimination, advance equality of opportunity or foster good relations
- take steps to meet the needs of staff and potential staff who share relevant protected characteristics

The quantity of recruitment data we hold has improved following the implementation of SQA's new e-Recruitment system in August 2015. Our detailed report on staff recruitment data by protected characteristic is included in Appendix A. This monitoring information is being used to inform SQA's practices and decisions on people with different protected characteristics and to prioritise our activities. More information on these priorities is also set in the refreshed SQA Equality Outcomes 2017–21.

HR policy review and improvements

SQA has prioritised the review of HR policies. Our equality impact assessment (EqIA) timetable is being updated to ensure EqIA consideration is given to planned reviews of HR policies. We continue to review our staff policies, taking into account feedback from SQA's Joint Negotiating & Consultative Committee (JNCC) and interested parties.

Our employment policies that advance equality of opportunity and foster good relations are SQA's:

- Equal Opportunities in Employment Policy
- Dignity and Respect Policy
- Maternity, Adoption and Paternity Policy
- Recruitment and Selection Policy
- Shared Parental Leave Policy
- Pay Policy
- Flexible Working Policy

All policies are available on our staff intranet.

SQA recognised as a Living Wage Employer

Living Wage Week takes place each year during the first week of November. The week is a UK-wide celebration of the Living Wage and Living Wage Employers. In November 2015, SQA was accredited as a Living Wage Employer by the Living Wage Foundation. SQA pays not only the Minimum Wage but the Living Wage to all staff, including temps and catering and security contractors who work on site. The Living Wage also applies to all SQA appointees.

Investors in Young People award

In July 2015, SQA received the Good Practice Award from Investors in Young People (IIYP). Investors in Young People recognises employers who demonstrate excellence in recruiting, retaining and training young people. This is testament to all the hard work and commitment that SQA, as an organisation, continues to dedicate to this important area of work, with SQA's Modern Apprentice programme being particularly commended.

The IIYP report recognised SQA's current position in creating opportunities for young people to develop their career within SQA, by exposing them to different areas of the business and sponsoring them to continue their formal education, through the Modern Apprenticeship programme.

Raising awareness and building understanding

SQA held a very successful Equality, Diversity and Inclusion event for staff in Glasgow in March 2016. Staff were offered the chance to attend a variety of short talks from an amazing range of inspiring, informative and thought provoking speakers.

A huge 'thank you' goes to all our speakers — especially those who shared with us their very personal journey:

- Ewan Aitken, Cyrenians
- Julie MacTaggart, Connor Chalmers and Jamie Dalgoutte, Who Cares? Scotland
- Claire Howat, Capability Scotland
- Josh Quigley, The Tartan Explorer
- Cat Telford, Stonewall Scotland
- James Morton, The Scottish Transgender Alliance
- Carol Young, Coalition for Racial Equality and Rights

Claire Howat of Capability Scotland and SQA staff discussing barriers faced by disabled people

Around 100 SQA staff attended talks throughout the day and feedback following the event was very positive. Many staff commented that 'the most powerful part of the day was hearing personal testimonies'.

The event was also an opportunity for staff to speak about a range of topics with HR, members of SQA's equality sub-groups, and some of the day's speakers. Staff were given the chance to find out more about:

- SQA's corporate parenting responsibilities
- Disability Confident Employment Scheme (previously Two Ticks)
- Stonewall Scotland and SQA's role as a diversity champion
- Equality impact assessments
- SQA equality sub-groups and work to revise SQA's equality outcomes
- The British Sign Language Act 2015

Josh Quigley, The Tartan Explorer, sharing with staff his very personal journey to overcome depression and the work he's doing to inspire other people suffering with mental health problems.

The event was also a great opportunity for SQA to engage with a range of equality organisations with wide-ranging networks. Planning is underway for a similar event in our Lowden office, and staff have been invited to offer their ideas for this event.

Success — Achievement — Recognition: A celebration

In October 2015, SQA's Board of Management and Executive Team met to acknowledge and celebrate all the great work and achievements carried out by the various teams across SQA and the groups who support staff, stakeholders and the wider community.

The informal event gave the board a chance to meet and chat with staff across SQA representing teams who support SQA's Make a Change (MAC) team, Informal Committee, Fairtrade, Human Resources and Organisational Development, Environmental/Facilities, corporate parenting and equality, digital participation, the Partnership Group, Albacore and CSR work.

It was a great opportunity to celebrate and showcase all our great teamwork and innovation. Colleagues also visited the various stands and were able to take away information on a number of initiatives.

Our Chairman Graham Houston commented: 'The board was pleased and delighted to hear about all of the things that employees are doing across the organisation.'

Invisible disabilities events

In July 2016, we held two events covering the topic of invisible disability, or hidden illnesses. We raised awareness of a number of different conditions that are not always immediately apparent. This included asthma, autism, bipolar disorder, chronic pain, Crohn's disease, depression, diabetes, epilepsy, food allergies, lupus, multiple sclerosis, post-natal depression, and rheumatoid arthritis.

Equality awareness training

In 2015, we revised SQA's online equality awareness training to include a short video introduction from our Chief Executive and to make the course more interactive with audio support. The module aims to raise awareness of the general equality duty, the protected characteristics covered by the Equality Act 2010 and to encourage staff to consider different ways to mainstream equality in the work they do. Plans are in place to roll out the training to all staff in 2017.

SQA is committed to ensuring all employees are developed to their full potential. We aim to ensure every employee is given the opportunity to perform effectively within a forward thinking and diverse workplace. SQA's workforce equality monitoring report attached as Appendix A and includes the monitoring data we collect and consider relating to employee training and development.

Dignity and Respect staff survey

In February 2016, all staff were invited take part in SQA's Dignity and Respect staff survey. This was an excellent opportunity for staff to provide valuable information about the working environment they experience. 60% of staff responded, and there was an average positive score of 77% across the survey. This positive outcome shows that dignity and respect is demonstrated between the majority of colleagues. HR has reviewed feedback and developed action plans to address areas where positive changes can be made.

SQA's new Dignity and Respect e-learning module was also made available to all staff in 2016 to raise awareness of dignity and respect at work and the effects of bullying and harassment. As at the end February 2017, 129 staff had completed the course.

Early in 2017 we carried out our regular staff engagement survey and had an overwhelming response rate of 89%, the highest response level achieved in SQA to date.

The result of the survey illustrates a staff engagement level of 80% and whilst this is an excellent outcome, we will continue to drive improvement in our engagement scores and an action plan to do that will be developed based on a detailed analysis of the survey results.

Disability Confident Employment Scheme

In September 2016 SQA became a Disability Confident employer. The Disability Confident Employment Scheme, which has replaced Two Ticks 'Positive about Disabled People, is a government scheme designed to encourage employers to recruit and retain disabled people and those with health conditions. During the reporting period we have been working with members of SQA's Joint Negotiating & Consultative Committee (JNCC) to ensure that managers are sufficiently trained to meet the requirements of the employment scheme. SQA's HR team continues to review good practice and areas for improvements that can be made to meet these commitments. As part of SQA's equality event a number of staff also attended the talk from Capability Scotland on disability equality. By using the Disability Confident logo we make it clear that SQA welcomes applicants with disabilities. It also demonstrates to SQA employees that their contribution is valued and that they will be treated fairly if they have a disability or become disabled while working for SQA.

Stonewall Scotland

In September 2015, SQA made its third submission to the Stonewall Workplace Equality Index. The Stonewall Workplace Equality Index is an annual benchmarking exercise conducted by the lesbian, gay, bisexual and transgender rights charity, Stonewall, to determine and showcase the UK's top employers for LGBT inclusion. The results of SQA's submission to the Workplace Equality Index (WEI) 2016 confirm our rank as 345 out of 415 organisations. Our formal 'lessons learned' meeting took place with Stonewall in March 2016. A number of actions and areas for improvement have been identified, including how we can better present the existing situation at SQA in our next WEI submission. We took the decision not to make a submission to the WEI in 2017 and to focus on our action plan for improvement.

In October 2015, SQA staff were invited to complete Stonewall Scotland's staff feedback questionnaire. 157 SQA staff responded to the survey (23 staff identified as LGB). Stonewall commented SQA's response to the survey was 'excellent' and one of the best they had seen. The results were encouraging — 91% of LGB staff and 87% of straight staff agreed that the workplace culture in SQA was inclusive of LGBT people. We know people perform better when they can be themselves so this response was very encouraging. As part of our continuing work to improve awareness and knowledge of issues relating to sexual orientation and gender identity we arranged input from Stonewall Scotland and the Transgender Alliance as part of the recent Equality, Diversity and Inclusion event in 2016.

Our new online equality training raises awareness of sexual orientation issues in the workplace. We are taking forward a number of actions from our lessons learned meeting to measure how we can achieve a higher score in the WEI 2017. We continue to consider ways to apply this benchmarking tool to our equality work across all the protected characteristics.

In February 2017, we formalised the remit of SQA's LGBT staff network and held the first meeting of the group. We will explore opportunities and interest around the formation of other possible staff networks.

Equality outcome 3

Substantial progress has been made by SQA's Procurement Team to mainstream equality and meet their commitments.

SQA is compliant with its public equality duties in relation to procurement activity. The contributory actions identified to achieve equality outcome 3 are now successfully completed or mainstreamed as business as usual activity. We require suppliers to complete probity statements and include equality policies or statements when submitting their tenders. Where a supplier directly impacts on our equality duties, assessment of their equality commitments forms a significant part of our award criteria.

We have now awarded contracts to two supported businesses: Edinburgh Braille School and Haven. Plans are being considered for SQA's Procurement Strategy to include a third contract to be awarded to a supported business by 2018.

SQA's Procurement Team also has representation on the Scottish Government Supported Business Steering Group. Their remit is to engage and encourage supported businesses to

tender for public sector contracts and to promote the use of the Supported Business Framework within the public sector.

Corporate social responsibility: Haven Recycle

Haven Recycle is an award-winning social enterprise providing meaningful and sustainable employment to disabled and disadvantaged adults. Haven Recycle offers businesses a full waste electrical and electronic equipment (WEEE) recycling service from its secure recycling facility in Hillington Park, Glasgow. By working with Haven we are supporting a local social enterprise, and in doing so are helping the local community and the environment, while fulfilling our corporate social responsibility obligations.

As part of our Business Systems Directorate continual service improvement programme, June 2015 saw the first uplift and secure disposal of SQA surplus and obsolete IT equipment by Haven Recycle. This involved the removal of redundant IT and communications equipment from SQA premises, ensuring it is fully wiped clear of all data and applications to HMG IA Standard No. 5 and then recycled or refurbished after successful data cleaning.

Equality outcomes 2 and 4–6

SQA's Qualifications and Assessment: Annual Equality Monitoring Report was presented to our Qualifications Committee, in October 2015. This report covered an update on the key aspects of equality work undertaken in SQA's Qualifications Directorate and reported the period between September 2014 and September 2015. A thematic review of equality and inclusion in qualification design, assessment and quality assurance was also undertaken covering the period October 2015 to August 2016. The research and evidence report for this review was presented to the Qualifications Committee in September 2016.

A high level summary of both reports is reported below:

SQA's equality and inclusion training for staff and appointees

Equality and inclusion training for Qualifications Directorate staff is delivered through the Qualifications Directorate Integrated Staff Development Programme. In February 2015, staff attended update sessions on the Implications of the Equality Act on SQA as a qualifications body. In 2016, the SQA Academy course and the detailed guidance which exemplify best practice in the design of inclusive assessments, were revised for all Qualifications staff and appointees (principal assessors/verifiers, item writers and item checkers) involved in the design of SQA assessments.

Assessment arrangements for disabled candidates and/or those with additional support needs

SQA continues to promote and provide the appropriate use of assessment arrangements for disabled candidates to increase access to SQA qualifications. We work in partnership with centres to identify and deliver assessment arrangements for candidates who need them. The annual review of assessment arrangements was carried out in September 2015 and in September 2016 to identify any issues related to the provision of assessment arrangements in the 2015 and 2016 examination diets to determine the necessary actions required to address these issues. The total number of assessment arrangement requests for diet 2015 was 43,997, submitted on behalf of 14,489 candidates. In 2016, the total number of assessment arrangements requests submitted rose to 47,874 on behalf of 15,345

candidates — representing an increase of 3,877 in the total number of requests (up 8.1%) and 856 candidates (up 5.6%).[2]

SQA's Research Policy, Standards and Statistics Team, in collaboration with the Equality and Inclusion Key Partners' Group, review annually SQA's assessment arrangements statistics. The review focuses on data collection and how it is used to inform SQA policies, practices and guidance.

Digital format question papers

SQA continues to promote the use of assistive technologies through the provision of digital question papers. Digital question papers are digital versions of SQA National 5, Higher and Advanced Higher examination question papers. They are designed for disabled candidates and/or those identified with additional support needs who have difficulty using the standard examination question papers.

Candidates can access the question papers on computer or tablet, zoom in to make the text larger, change the colours to reduce glare or increase contrast, and use text-to-speech software to read the questions.

Papers in 'question and answer' format have answer boxes into which candidates can type their answers — or dictate, with speech recognition. For the 'question only' papers, candidates can type or dictate into digital answer books.

In 2015, there were 3,652 requests for digital question papers made on behalf of 1,598 candidates. In 2016, this rose to 4,802 requests made on behalf of 2,056 candidates. This increase reflects the growing use of assistive technologies by disabled candidate in SQA examinations and assessments.

SQA commissioned CALL Scotland to undertake research into the use of speech recognition software for disabled candidates in SQA examinations and assessments. This project, conducted during the academic session August 2015 to June 2016, involved 70 students in 28 schools or services over 16 local authorities. The project outline and key findings are covered in the CALL Scotland report to SQA published in December 2016. The results of the project suggest that the use of speech recognition software is a viable option for many students with writing difficulties to allow them to demonstrate their attainment in SQA examinations and assessments.

Assessment issues in relation to candidates experiencing mental health difficulties: Equality Challenge Unit report to SQA

In 2014, there was a marked increase in the number of assessment arrangement requests being made by centres on behalf of candidates identified as experiencing mental health difficulties. In addition, SQA college co-ordinators had also previously highlighted this as an assessment issue, and had requested further guidance from SQA on appropriate support for candidates experiencing mental health difficulties. In 2015 and in 2016 the number of assessment arrangement requests being submitted by centres on behalf of candidates

2 This data is taken from SQA's Assessment Arrangements Request system. The ability to extract detailed statistical data was not part of the scope of the original design of the Assessment Arrangements system so there are significant limitations in the data produced.

identified as experiencing mental health difficulties continued to rise.

In 2015, SQA commissioned the Equality Challenge Unit to undertake research to determine what the assessment issues were, to examine how the existing SQA guidance is currently being interpreted, and to determine what effective practice looks like in the provision of assessment arrangements for candidates experiencing mental health difficulties. The Equality Challenge Unit gathered evidence from staff and candidates across a number of colleges within the Scottish college sector.

In response to the evidence gathered, SQA updated its assessment arrangements guidance in August 2015 to include practical guidance on appropriate assessment arrangements for candidates experiencing mental health difficulties.

In December 2016, in response to requests from practitioners on gathering appropriate evidence for assessment arrangements for candidates with mental health difficulties, SQA published further supplementary guidance on its website.

Assessment issues for deaf candidates

The Scottish Sensory Centre, University of Edinburgh, hosted a full-day event, in association with SQA, for teachers of deaf candidates and other practitioners involved in supporting deaf candidates in SQA assessments. The event took place at the University of Edinburgh on 26 February 2016. The event gave delegates the opportunity to discuss issues for deaf candidates completing SQA assessments. It also covered how deaf candidates could be assessed in the talking and listening components of National Courses in English. We have also developed and published Understanding Standards materials, including filmed exemplars with commentaries, for teachers supporting Deaf learners on the use of Sign for Talking and Listening in National Qualifications in English.

In addition, SQA has developed, in conjunction with the Scottish Sensory Centre, exemplar external assessment material created in BSL in specific subjects to support practitioners signing SQA external assessments to deaf candidates. These exemplars of best practice have been added to the supportive practices for deaf learners' guidance on our Assessment Arrangements web pages.

Assessment issues for candidates with a visual impairment

For many years, SQA has provided adapted external examination question papers for blind and visually impaired candidates. The current approach to adapting question papers, and in particular in relation to the mathematics and science external question papers, has been developed in full consultation with experts in the field of visual impairment. SQA has made available on its website, the Duxbury (.dxb) files for the braille question papers produced for the 2016 diet. These will be added to after future diets to create a bank of files for braille past papers. This will allow blind candidates to have access to the past papers in braille that we have produced.

In addition, SQA is currently developing guidance for practitioners on the approach taken by SQA's question paper modifiers when adapting science and mathematics assessments. This guidance will be published on our Assessment Arrangements web pages. In conjunction with the Scottish Sensory Service, SQA also delivered a CPD event in August 2016 for practitioners supporting candidates with visual impairment in SQA assessments.

Monitoring impact of specifications published under s96 (7) of Equality Act 2010

Section 96 (7) of the Equality Act 2010 contains provisions that allow SQA (and the regulators in England and Wales) to put limits on assessment arrangements that might otherwise be considered reasonable adjustments to assessments in certain National Qualifications. Reasonable adjustments are steps taken to avoid a disadvantage to a disabled person.

We previously reported that, in January 2013, SQA exercised its power under section 96 (7) and published a small number of specifications on reasonable adjustments that it considered should not be made under the Equality Act 2010. Details of these specifications are published on SQA's website.

We are committed to carefully monitoring the implementation of these s96 (7) specifications and their impact on disabled candidates. To date, evidence from monitoring activity has indicated that many of the concerns that were initially raised by some practitioners about candidates being disadvantaged have not, in the main, been realised. This evidence has been drawn from a range of sources including the very detailed monitoring of assessment arrangements requests and stakeholder correspondence; stakeholder (including disability stakeholder) feedback at an extensive range of engagement events and a centre feedback survey undertaken in 2015.

Overall, it appears that the potential adverse impact of the specifications is mitigated by the wide range of acceptable support that is available, including ICT support. It would also appear that the flexibility, which often exists within the National Unit and National Course assessments, means that many disabled learners are able to meet the assessment standards without the need for the prohibited adjustments. In general, there does appear to be a more optimistic outlook among stakeholders' in terms of their understanding and confidence in implementing the specifications without unfairly disadvantaging learners.

SQA, as an awarding body, will continue to ensure that individual requests for reasonable adjustments are considered where appropriate. In relation to its regulatory function under section 96(7) of the Equality Act 2010, SQA will also continue to monitor very closely the implementation of the specifications and their impact on disabled learners.

Equality outcome 7

Contact Scotland BSL Service

We continue to ensure users of British Sign Language can communicate directly with our Customer Contact Centre using the Contact Scotland BSL Service. This offers BSL users a fast and secure connection to an online interpreter using their PC, tablet or smart phone with a webcam.

In August 2015 and 2016, more than 140,000 students across Scotland received their results for a wide range of SQA qualifications including Access, Intermediates, Nationals, and new and existing Highers and Advanced Highers. Some of these students were Deaf/Deafblind BSL users who were able to use the Contact Scotland BSL service to access an online interpreter and communicate with SQA using sign language.

SQA's Web Team works closely with Contact Scotland to ensure calls can be received from BSL users and that, especially following certification in August each year we will be able to direct calls to SQA's dedicated results helpline. In previous years it would not have been possible for BSL users to do this in the same way as a hearing person. This is a great achievement and we look forward to reviewing the service and the impact it has had on SQA learners.

Web accessibility

SQA's Web Team conducted an accessibility review of the SQA website, consulting a group of people with disabilities. The final report was produced in June 2015. All issues identified have been resolved. Our Web Team continues to ensure web accessibility training is undertaken as part of PMR discussions.

Customer surveys

Questions on accessibility of SQA qualifications, assessment and services continue to be included as part of SQA's Stakeholder Tracking Survey and Customer Surveys.

Transgender equality

SQA developed and published new web guidance to ensure the SQA records of transgender learners who have transitioned from one gender to another can be updated quickly and easily. The guidance explains to SQA's transgender learners the process for updating their personal information either with SQA or their centre.

The guidance also explains to centres SQA's procedures for updating personal information for transgender learners. The web pages are designed to complement the processes centres already have in place, and to promote understanding of gender identity and transgender equality.

We have received positive feedback from centres on the guidance. As part of the SQA co-ordinator events in June 2016 we offered input from the Scottish Transgender Alliance. This gave SQA college co-ordinators the opportunity to hear about the barriers faced by transgender people in Scotland and learn about the spectrum of gender identity. It was also a chance to discuss SQA's web guidance and processes for updating transgender learners' SQA records. We aim to provide reading material/leaflets from the Transgender Alliance as part of the SQA school co-ordinator events in June 2017.

Star Award for Promoting Inclusion

SQA's annual Star Awards recognise the outstanding achievements of individuals working towards SQA qualifications as well as SQA centres — schools, colleges, training providers and employers and their staff who help to deliver SQA qualifications that enable learners to achieve their ambitions. We recognise that equality of access to education and training is crucial in unlocking many significant opportunities in life. In 2016–17, SQA introduced a new category, Promoting Inclusion, to recognise the work of SQA centres in promoting equality, diversity and inclusion. We received a good response.

SQA's Star Awards took place on 11 November 2016. Deputy First Minister, and Cabinet Secretary for Education and Skills, John Swinney MSP presented the Promoting Inclusion award. Lifting the inaugural prize was Dundee and Angus College, which impressed the

judges with its CashBack Academy, which uses CashBack for Communities[3] funding to improve the education employment prospects for local 18–24 year-olds. We were really encouraged by the submissions made for this new award category, and look forward to receiving future nominations for this category in 2017.

Congratulating all the winners, Mr Swinney, said 'The SQA Star Awards are a fantastic way to celebrate the exceptional talent, hard work and achievements we have in Scottish education and training. I would like to congratulate all of the winners and wish them every success for the future.'

Equality outcome 8: SQA Accreditation

Substantial progress has been made by SQA Accreditation to mainstream equality into their existing practices and meet their commitments. This includes the work they do with approved awarding bodies to review and ensure that awarding bodies' policies and practices give due regard to equality of opportunity. Several actions are now successfully completed or 'business as usual' activity.

SQA's Equality Sub-Group for Accreditation carried out work to consider future plans for SQA Accreditation. More information on these priorities is set in the refreshed SQA Equality Outcomes 2017–21.

3 CashBack for Communities is a Scottish Government programme which takes funds recovered from the proceeds of crime and invests them into free activities and programmes for young people across Scotland

Approach to revising SQA's equality outcomes

The public sector equality duty requires SQA to revise and publish equality outcomes every four years. This report presents the progress that has been made to mainstream equality and achieve the commitments set out in SQA's Equality Strategy 2013–17.

During 2016–17 work was carried out, co-ordinated by SQA's equality sub-groups, to refresh SQA's equality outcomes. A number of actions from SQA's existing outcomes 2013–17 are complete, 'business as usual' activity or identified as work that is ongoing. SQA is committed to ensuring that its equality outcomes focus on results and achievement of specific and identifiable improvements in people's life chances.

Detailed work was carried out to consider relevant evidence and engage with relevant groups to agree the key issues for SQA in relation to equality, and to develop refreshed equality outcomes, actions and measures.

SQA's Equality Outcomes 2017–21 are published on our website. More information about the sources of evidence we considered, and the contributory actions we will take forward to achieve these outcomes is also provided.

Appendix A

Workforce Equality Monitoring – Employees

As at 31 January 2017, SQA had 866 employees, which equates to 829.35 full time equivalents (FTE). The overall size of the organisation has increased by 1% compared to the previous year. These figures include our Chief Executive and Directors however; these individuals have been excluded from the analysis below.

Please note SQA no longer have Grade 2 posts and as such this grade has been excluded from all tables/graphs shown below. Data referring to 2016 constitutes data up to 31 January 2016. Similarly, data for 2017 is data up to 31 January 2017.

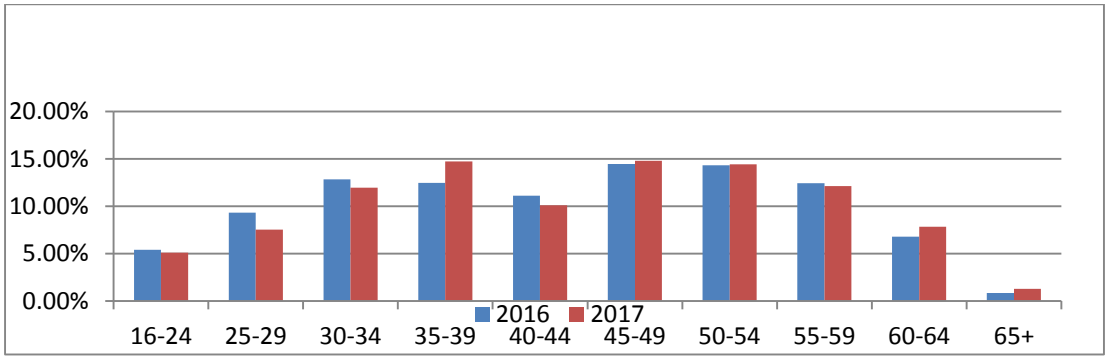
Age

The age distribution of SQA staff has remained very similar to last year, with the majority of employees (78.19%) aged between 30 and 59. However, there has been an upwards shift with an increase of between 1.07% and 0.46% in each age band from 60-64 to 65+. This is illustrated in Table 1.1:

Table 1.1 – Employees by Age band

Age Band	2016	2017	% difference
16-24	5.41%	5.11%	-0.30%
25-29	9.33%	7.55%	-1.78%
30-34	12.84%	11.98%	-0.86%
35-39	12.46%	14.73%	2.27%
40-44	11.13%	10.11%	-1.02%
45-49	14.45%	14.81%	0.36%
50-54	14.33%	14.43%	0.09%
55-59	12.43%	12.14%	-0.29%
60-64	6.79%	7.86%	1.07%
65+	0.84%	1.30%	0.46%
Total	**100.00%**	**100.00%**	

Employees by Age Band (as in Table 1.1)

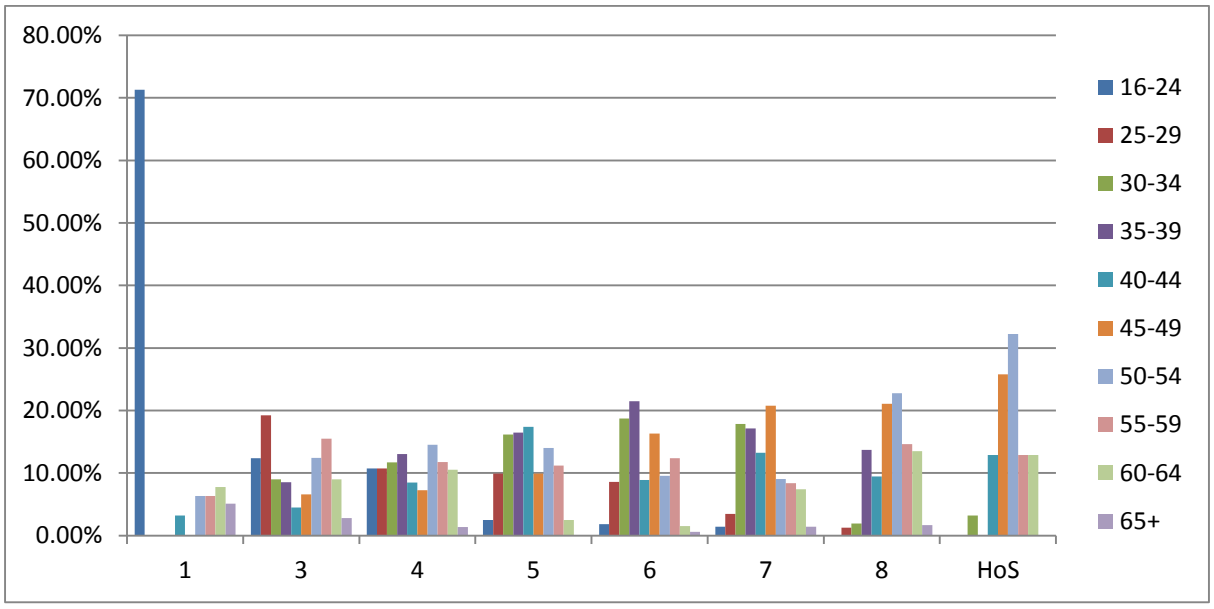


In general, the workforce in the administrative grades (4 and 5) are more evenly spread across the full age range compared to those at higher grades. At grades 8 and Head of Service (HoS) level 78% are aged 45 to 64. This is shown in Table 1.2.

Table 1.2 Employees by Age Band and Grade 2017

Age Band	Grade								Total
	1	3	4	5	6	7	8	HoS	
16-24	71.30%	12.38%	10.73%	2.48%	1.84%	1.39%			5.11%
25-29		19.25%	10.73%	9.94%	8.60%	3.48%	1.29%		7.55%
30-34		9.00%	11.71%	16.15%	18.73%	17.83%	1.93%	3.23%	11.98%
35-39		8.55%	13.02%	16.45%	21.49%	17.13%	13.71%		14.73%
40-44	3.21%	4.50%	8.46%	17.39%	8.90%	13.23%	9.43%	12.90%	10.11%
45-49		6.60%	7.24%	9.94%	16.31%	20.75%	21.10%	25.81%	14.81%
50-54	6.33%	12.41%	14.53%	14.00%	9.58%	9.05%	22.77%	32.26%	14.43%
55-59	6.33%	15.49%	11.74%	11.18%	12.39%	8.36%	14.60%	12.90%	12.14%
60-64	7.75%	9.00%	10.52%	2.48%	1.54%	7.38%	13.49%	12.90%	7.86%
65+	5.08%	2.81%	1.34%		0.61%	1.39%	1.67%		1.30%
Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Employees by Age Band and Grade 2017 (as in Table 1.2)



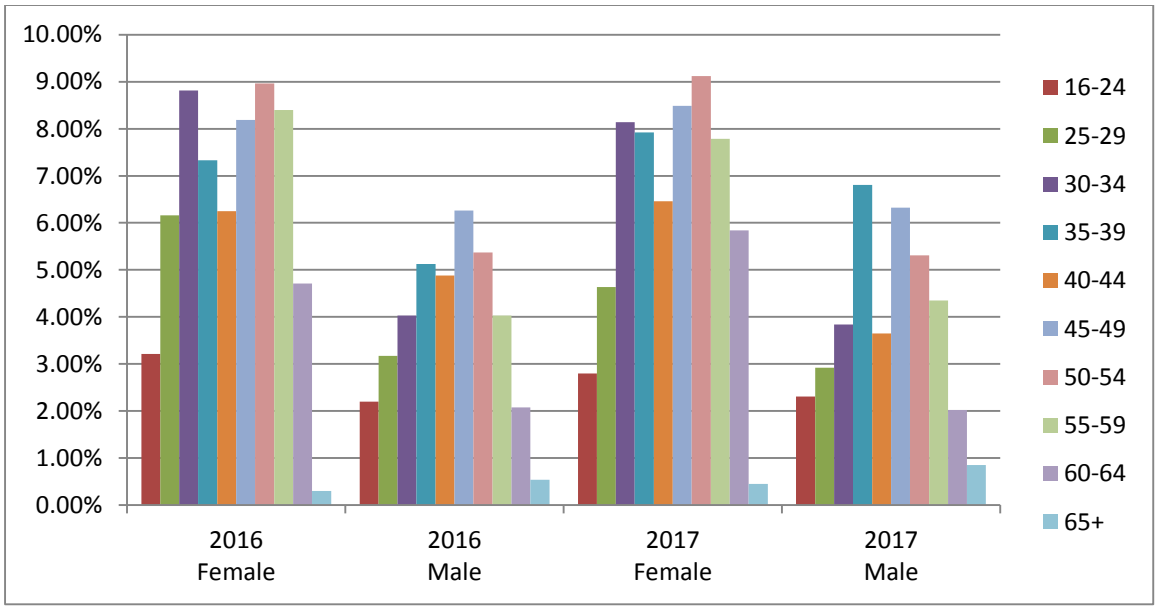
The split of female to male has changed over the two year period. The female proportion of our total workforce has decreased by 0.71%. The split per age bracket has changed over the two year period as shown in Table 1.3:

As at January 2017 our ratio of male to female employees is 38:62.

Table 1.3 – Employees by Age Band and Gender

	2016		2017		% difference	
Age Band	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
16-24	3.21%	2.20%	2.80%	2.31%	-0.41%	0.11%
25-29	6.16%	3.17%	4.63%	2.92%	-1.53%	-0.25%
30-34	8.82%	4.03%	8.14%	3.84%	-0.68%	-0.18%
35-39	7.33%	5.12%	7.92%	6.81%	0.59%	1.68%
40-44	6.25%	4.88%	6.46%	3.65%	0.21%	-1.23%
45-49	8.19%	6.26%	8.49%	6.32%	0.30%	0.06%
50-54	8.96%	5.37%	9.12%	5.31%	0.15%	-0.06%
55-59	8.40%	4.03%	7.79%	4.35%	-0.61%	0.33%
60-64	4.71%	2.07%	5.84%	2.02%	1.13%	-0.06%
65+	0.30%	0.54%	0.45%	0.85%	0.14%	0.31%
Total	**62.33%**	**37.67%**	**61.62%**	**38.38%**		

Employees by Age Band and Gender (as in Table 1.3)



Disability

When employee records are created their disability status is pre populated to non-disabled, however we ask staff to review their equality & diversity categorisations at regular intervals to ensure the information we hold for them is accurate and staff have access to change this information at any time through our self-service portal. Currently there are is no option for employees to stipulate what their disability is. As at January 2017, 1.77% of staff have told us they identify themselves as having a disability. This is an increase of 0.43% from the previous year.

Table 1.4 – Employees by Disability and Grade

	Disabled			Non-Disabled		
	2016	**2017**	**% difference**	**2016**	**2017**	**% difference**
Total	1.34%	1.77%	0.43%	98.66%	98.23%	-0.43%

Staff who identified themselves as having a disability are represented across the range of grades in SQA. To comply with our responsibilities under the Data Protection Act 1998 and protect an individual's personal information, the figures per grade for staff who identify as having a disability are smaller than 10 and will not be disclosed.

Currently, 61.64% of disabled staff are female. This has decreased by 11.08% since last year. 38.36% are male and this has increased by 11.08% over the two year period.

Marriage and Civil Partnership

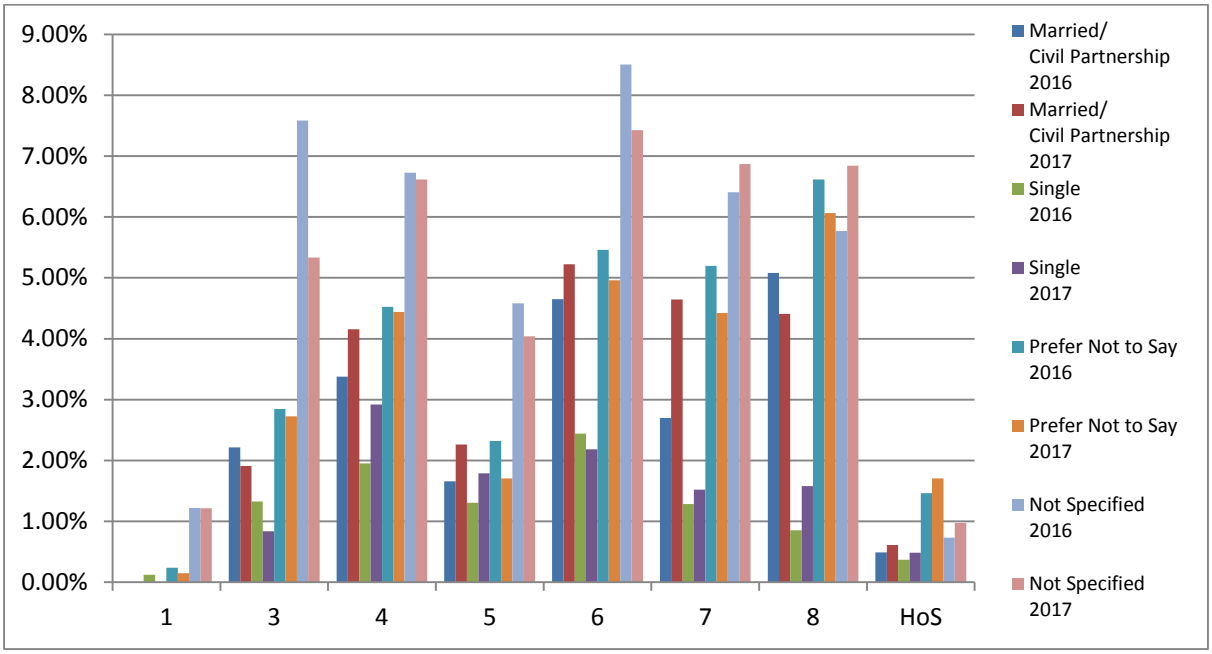
60.68% of staff have provided information relating to their marital status. This has increased by 2.20% from last year. However, of those who have provided a response to this question, 26.16% have advised that they "prefer not to say".

Table 1.5 – Employees by Marriage Status and Grade

	Married/Civil Partnership		Single[4]		Prefer Not to Say		Not Specified	
Grade	**2016**	**2017**	**2016**	**2017**	**2016**	**2017**	**2016**	**2017**
1			0.12%		0.24%	0.15%	1.22%	1.21%
3	2.21%	1.91%	1.33%	0.83%	2.85%	2.73%	7.58%	5.33%
4	3.38%	4.16%	1.95%	2.92%	4.52%	4.44%	6.73%	6.61%
5	1.66%	2.26%	1.31%	1.79%	2.32%	1.70%	4.58%	4.04%
6	4.65%	5.22%	2.44%	2.18%	5.46%	4.96%	8.50%	7.43%
7	2.70%	4.64%	1.28%	1.52%	5.20%	4.43%	6.41%	6.87%
8	5.08%	4.41%	0.85%	1.58%	6.61%	6.06%	5.77%	6.84%
HoS	0.49%	0.61%	0.37%	0.49%	1.46%	1.70%	0.73%	0.97%
Total	**20.17%**	**23.21%**	**9.65%**	**11.31%**	**28.66%**	**26.17%**	**41.53%**	**39.31%**

4 Single includes divorced, separated, cohabitating, widowed

Employees by Marriage Status and Grade (as in Table 1.5)



Pregnancy and Maternity

This is the first year in which pregnancy and maternity has been analysed and included in the report. The data compares all female employees and has been split into the following:

- Female employees who were pregnant in 2016 or 2017 (table 1.6)
- Female employees who had a period of maternity/adoption leave in 2016 or 2017 (table 1.7)
- Female employees who returned to work following a period of maternity leave in 2016 or 2017 (table 1.8)
- Female employees who returned to work following a period of maternity leave in 2016 or 2017 but changed working pattern to either part time or non-standard

1.18% of female employees were pregnant during 2017; this was a 0.42% decrease from 2016.

Table 1.6 - Employees by Pregnancy Status and Grade

Status	2016	2017	% difference
Pregnant	1.61%	1.18%	-0.42%
Not Pregnant	98.39%	98.82%	0.42%
Total	**100.00%**	**100.00%**	

2.82% of female employees had a period of maternity leave during 2017; this was a 0.87% decrease for the same period in 2016. The majority of those employees on maternity leave have been from grades 4 to 7.

Table 1.7 – Employees by Maternity Leave (including Adoption Leave) and Grade

Grade	2016	2017	% difference
1		0.20%	0.20%
3	0.20%		-0.20%
4	0.99%	0.59%	-0.40%
5	0.59%	0.39%	-0.19%
6	1.02%	0.79%	-0.23%
7	0.90%	0.51%	-0.39%
8		0.34%	0.34%
HoS			
Total	**3.69%**	**2.82%**	**-0.87%**

75.96% of female employees following a period of maternity leave returned to work during 2017; this was an 18.37% decrease from 2016. Over the two year period 29.71% did not return to work.

Table 1.8 – Employees Returning from Maternity Leave and Grade

	Returned from Maternity Leave		Not Returned from Maternity Leave	
Grade	2016	2017	2016	2017
1				
3	3.54%	6.28%		
4	10.99%	20.72%	3.54%	1.44%
5	20.56%	6.28%		
6	25.52%	9.42%	2.13%	22.60%
7	14.89%	17.58%		
8	15.28%	15.69%		
HoS	3.54%			
Total	**94.33%**	**75.96%**	**5.67%**	**24.04%**

Over the two-year period 11.23% (11.69% for 2016, 10.74% for 2017) of female employees following a period of maternity leave returned to work but changed their working pattern, this was a 0.95% decrease from 2016.

Race

67.53% of staff have provided information relating to their race. This has increased by 0.35% from last year. However, of those who have provided a response to this question a 14.68% have advised that they “prefer not to say”. From the 2017 figures the proportion of minority ethnic employees is 1.23%; this has increased by 0.12% from the year previous.

Table 1.9 - Employees by Race and Grade

	Minority Ethnicity			White		
	2016	2017	% difference	2016	2017	% difference
Total	1.11%	1.23%	0.12%	49.14%	51.63%	2.49%

Staff who identified themselves as being of an ethnic minority descent are represented across the range of grades.

To comply with our responsibilities under the Data Protection Act 1998 and protect personal information, the figures per grade for staff who identify as being part of the ethnic minority community are smaller than 10 and will not be disclosed.

From the 2017 figures the proportion of minority ethnic female employees represented 70.30%, with males 29.70%. The female proportion has increased by 3.27%. The proportion of white ethnic employees who were female represented 63.60% in 2017 compared to 63.15% in 2016. For males this was 36.40% in 2017 compared to 36.85% in 2016.

Religion

64.20% of staff have provided information relating to their religion. This has increased by 0.82% from last year.

Table 1.11 - Employees by Religion (Christian or Non-Christian)

Religion	2016	2017	% difference
Christian	22.44%	23.47%	1.03%
Non-Christian	21.04%	23.28%	2.23%
Prefer Not To Say	19.90%	17.45%	-2.44%
Not Provided	36.62%	35.80%	-0.82%
Total	**63.38%**	**64.20%**	

To comply with our responsibilities under the Data Protection Act 1998 and protect personal information, the figures per grade for staff who declare their religious beliefs are smaller than 10 and will not be disclosed.

From the 2017 figures the proportion of Non-Christian employees represented 23.28%; this shows an increase of 2.23% from the year previous. SQA's Non-Christian category includes Buddhist, Hindu, Muslim, Sikh, None and Other.

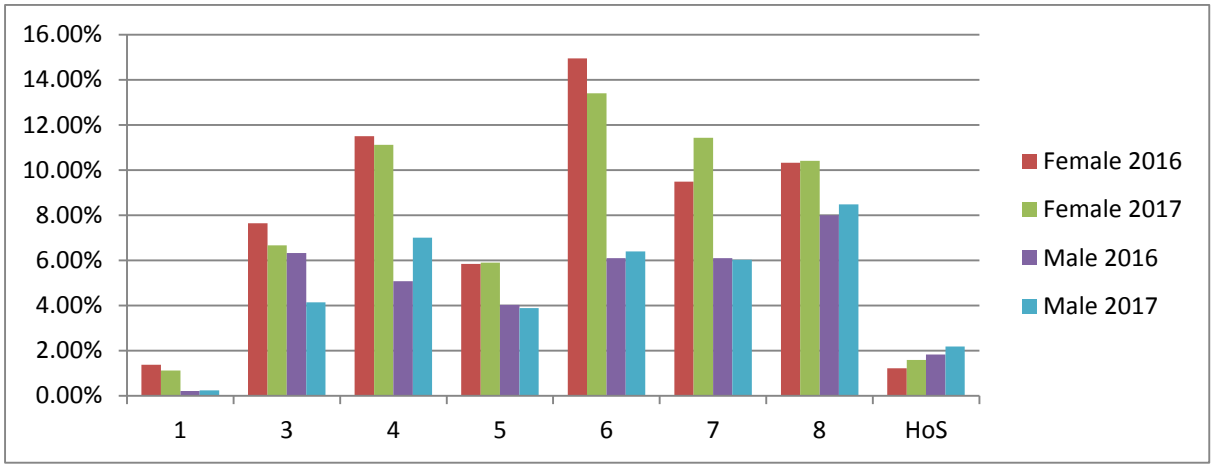
Gender – Employees

Female employees accounted for 61.62% of the 2017 workforce which was a decrease of 0.71% from 2016. Male employees accounted for 38.38% of the 2017 workforce which was an increase of 0.71% from 2016.

Table 1.12 – Employees by Gender and Grade

	Female			Male		
Grade	**2016**	**2017**	**% difference**	**2016**	**2017**	**% difference**
1	1.37%	1.12%	-0.25%	0.21%	0.24%	0.03%
3	7.65%	6.67%	-0.98%	6.32%	4.13%	-2.19%
4	11.50%	11.12%	-0.39%	5.08%	7.01%	1.93%
5	5.84%	5.90%	0.06%	4.03%	3.89%	-0.14%
6	14.95%	13.40%	-1.55%	6.10%	6.39%	0.29%
7	9.48%	11.43%	1.95%	6.10%	6.03%	-0.07%
8	10.32%	10.41%	0.09%	8.00%	8.49%	0.48%
HoS	1.22%	1.58%	0.36%	1.83%	2.19%	0.36%
Total	**62.33%**	**61.62%**	**-0.71%**	**37.67%**	**38.38%**	**0.71%**

Employees by Gender and Grade (as in Table 1.12)



Gender – Board of Management

SQA's board of management as at January 2017 was 45% female and 55% male. For January 2016 this was 33% female and 66% male. This represents a 12% increase to the female population of the board.

Sexual Orientation

65.33% of staff have provided information relating to their sexual orientation. This has increased by 0.07% from last year. Almost 50% of the workforce identifies itself as Heterosexual with 2.43% identifying as Gay/Homosexual Man or Lesbian/Gay Women. This is an increase of 0.36% from the year previous.

Table 1.13 – Employees by Sexual Orientation and Grade

	Gay/Homosexual Man		Heterosexual		Lesbian/Gay Woman		Prefer not to say		Not Provided	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Total	**1.10%**	**1.46%**	**42.48%**	**45.32%**	**0.98%**	**0.97%**	**20.71%**	**17.58%**	**34.74%**	**34.67%**

Staff who identified themselves as being gay/lesbian are represented across the range of grades. To comply with our responsibilities under the Data Protection Act 1998 and protect personal information, the figures per grade for staff who declare their sexual orientation are smaller than 10 and will not be disclosed.

Retention

For the rolling 12 months (February 2016 to January 2017) the staff turnover (excluding fixed term contracts) average was 8.01% with no staff resigning during the first 12 months of their start date. For the 12 months prior to this 2.36% of new starts left within the first 12 months of their contract start date.

In 2017, 53.72% of leavers were female (a decrease of 6.08% since 2016), and 46.28% were male (an increase of 6.08% since 2016).

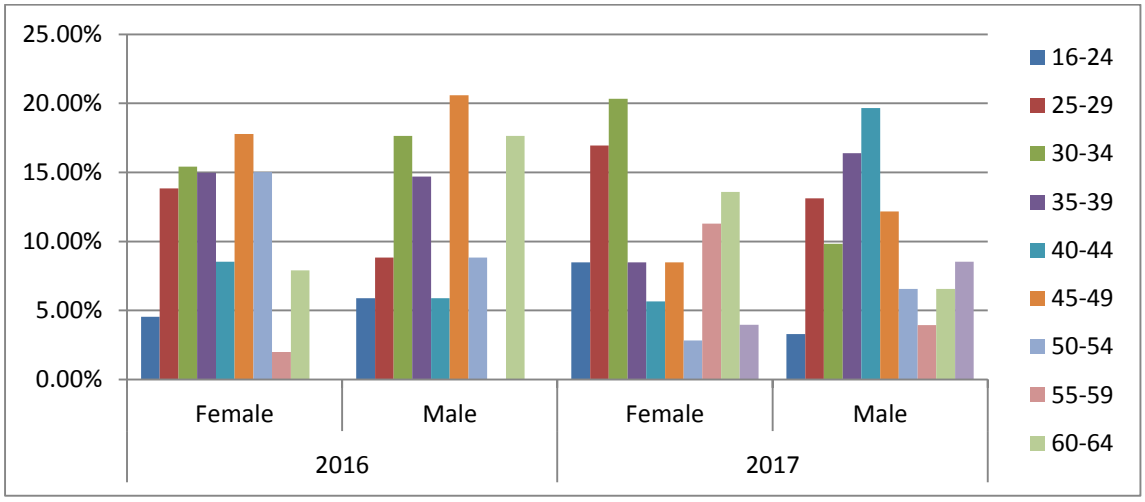
There was a significant fluctuation in figures since 2016 in the 35-49 age brackets. 48.21% of leavers were male in 2017, compared to 22.59% who were female. In 2016, they were almost identical; 41.18% for male and 41.28% for female.

45.75% of leavers were female in the 16-34 age brackets in 2017, compared to 26.22% who were male. This difference steadies out in the 50-65+ age brackets, where female leavers are at 31.66% and male are at 25.57%. This shows little change since 2016. This information is shown in Table 1.14:

Table 1.14 – Leavers by Age and Gender

Age Band	2016		2017		% difference	
	Female	Male	Female	Male	Female	Male
16-24	4.55%	5.88%	8.47%	3.28%	3.92%	-2.60%
25-29	13.84%	8.82%	16.94%	13.11%	3.10%	4.29%
30-34	15.42%	17.65%	20.33%	9.83%	4.91%	-7.81%
35-39	14.97%	14.71%	8.47%	16.39%	-6.49%	1.68%
40-44	8.52%	5.88%	5.65%	19.67%	-2.87%	13.78%
45-49	17.79%	20.59%	8.47%	12.16%	-9.32%	-8.43%
50-54	15.03%	8.82%	2.82%	6.56%	-12.20%	-2.27%
55-59	1.98%	0.00%	11.30%	3.93%	9.32%	3.93%
60-64	7.91%	17.65%	13.58%	6.56%	5.68%	-11.09%
65+	0.00%	0.00%	3.95%	8.52%	3.95%	8.52%
Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**		

Leavers by Age and Gender (as in Table 1.14)



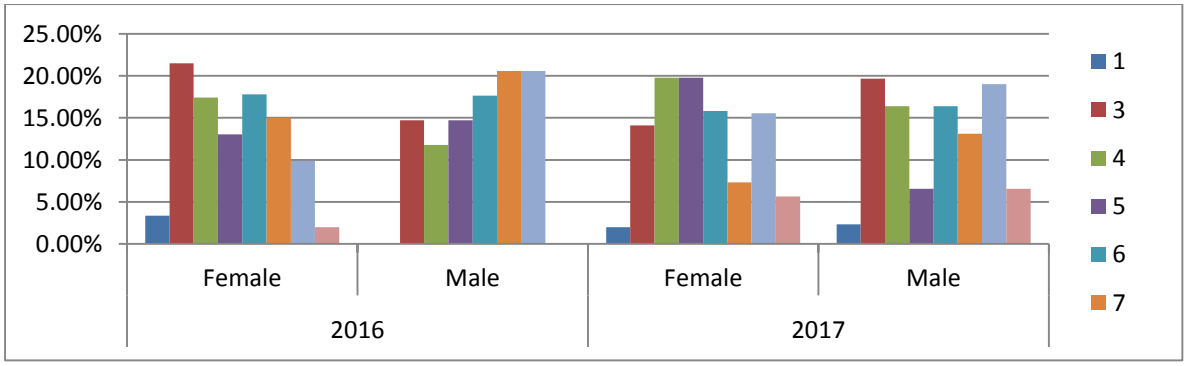
Male leavers at grades 1-4 have increased since 2016 by 11.91%, and dropped at grades 5-8 by 18.47%. Retention appears to be higher in these grades for males in 2017.

Female leavers have decreased since 2016 at grades 1 to 3 (8.75%) and 6 to 7 (9.66%), but increased at grades 4 to 5 (9.09%) and 8 to HoS (9.32%). This is shown in Table 1.15:

Table 1.15 – Leavers by Grade and Gender

Grade	2016		2017		% difference	
	Female	Male	Female	Male	Female	Male
1	3.38%	0.00%	2.01%	2.33%	-1.38%	2.33%
3	21.49%	14.71%	14.12%	19.67%	-7.37%	4.96%
4	17.40%	11.76%	19.77%	16.39%	2.37%	4.62%
5	13.05%	14.71%	19.77%	6.56%	6.72%	-8.15%
6	17.79%	17.65%	15.81%	16.39%	-1.98%	-1.26%
7	15.03%	20.59%	7.34%	13.11%	-7.68%	-7.48%
8	9.89%	20.59%	15.53%	19.01%	5.65%	-1.58%
HoS	1.98%	0.00%	5.65%	6.56%	3.67%	6.56%
Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**		

Leavers by Age and Gender (as in Table 1.15)



Workforce Equality Monitoring – Employees Training

Training requests are approved by SQA's Organisational Development and Change Management department where it is clear that the request is in line with the individual's job role, PMR objectives or expressed aspirations which have been agreed by the line manager. These approved requests may not convert into actual activity for a number of reasons.

These include:

- Availability of external training
- Suitability of dates or location for the candidate
- Number of candidates requesting internal training and the viability of running such a course
- Change in circumstances since the request was made
- Performance issues which supersede the training need
- Employee long-term absence

Between 1 February 2016 and 31 January 2017, 374 SQA employees requested training. The amount of employees requesting training has decreased by 44% since last year. This is mainly due to more on the job training taking place which did not need to be requested formally via our PMR objectives.

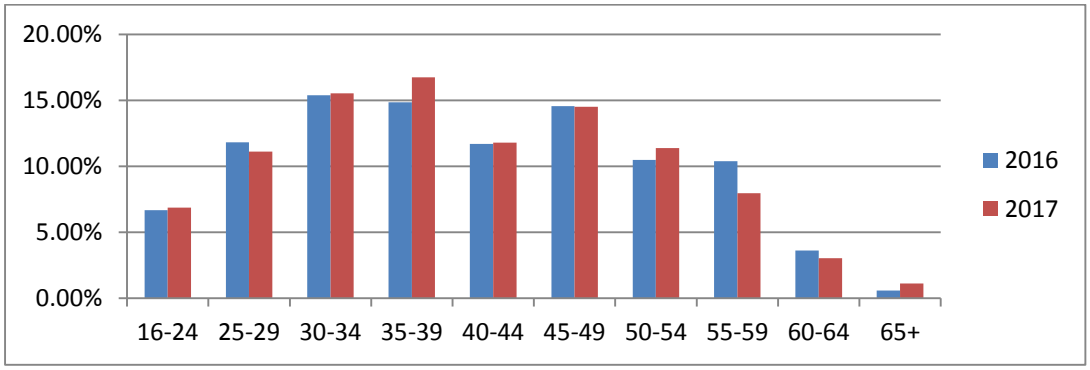
Age

The age distribution of SQA employees completing training this year has remained similar to last year, with the majority of employees requesting training (32.27%) aged between 30 and 39. There is a noticeable shift in employees aged 55-59, which has decreased by 2.42%. There is a significantly lower proportion of staff requesting training between the ages of 16-24 and 60+. This is illustrated in Table 2.1:

Table 2.1 – Employees who Requested Training by Age Band

Age Band	2016	2017	% difference
16-24	6.67%	6.86%	0.20%
25-29	11.81%	11.12%	-0.69%
30-34	15.38%	15.53%	0.15%
35-39	14.85%	16.74%	1.90%
40-44	11.69%	11.78%	0.09%
45-49	14.55%	14.50%	-0.05%
50-54	10.48%	11.39%	0.91%
55-59	10.39%	7.96%	-2.42%
60-64	3.62%	3.02%	-0.60%
65+	0.57%	1.10%	0.53%
Total	**100.00%**	**100.00%**	

Employees who Requested Training by Age Band (as in Table 2.1)

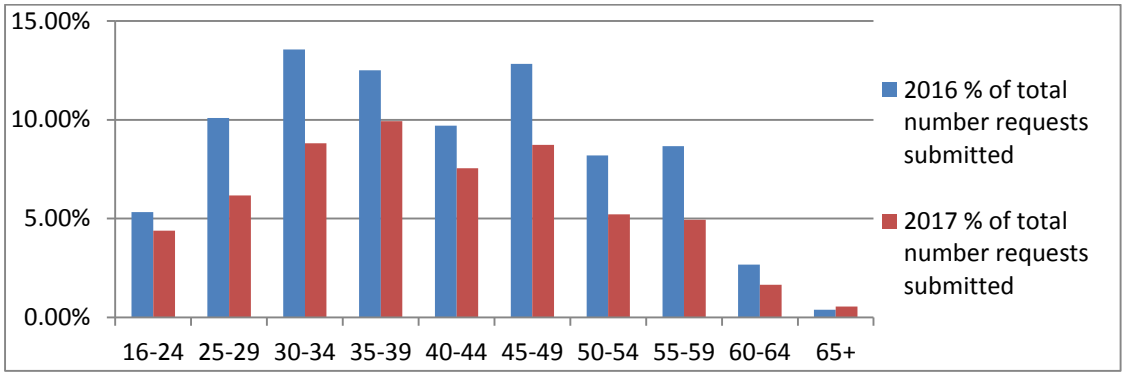


The age profiles of approved training requests were similar. However, there is a noticeable shift in the amount of training approved between 2016 and 2017. In 2016, 83.95% of training requests were approved, whereas in 2017 57.96% of training requests were approved. This is a decrease of 25.99%. The reason for this is that some training requests from this year are still to be scheduled by our OD and Change Management team. It is hoped these will be achieved by financial year end. These figures are highlighted in Table 2.2:

Table 2.2 – Employees Approved Training by Age Band

Age Band	2016	2017	% difference
	% of requests approved	% of requests approved	% of requests approved
16-24	5.33%	4.39%	-0.94%
25-29	10.10%	6.18%	-3.92%
30-34	13.56%	8.81%	-4.74%
35-39	12.51%	9.94%	-2.58%
40-44	9.71%	7.55%	-2.16%
45-49	12.84%	8.73%	-4.11%
50-54	8.19%	5.22%	-2.97%
55-59	8.67%	4.94%	-3.73%
60-64	2.67%	1.65%	-1.02%
65+	0.38%	0.55%	0.17%
Total	**83.95%**	**57.96%**	**-25.99%**

Employees Approved Training by Age Band (as in Table 2.2)



Requests which were cancelled or deferred by OD and Change Management/HoS were highest in the 30-44 age brackets. These increased by 29.81%. This is in part due to the higher number of requests in these brackets. There has been a noticeable decrease in training cancelled or deferred by OD and Change Management/HoS for the 25-29 age brackets (16.02%), and in the 45-49 age brackets (12.03%) from last year. This is shown in Table 2.3:

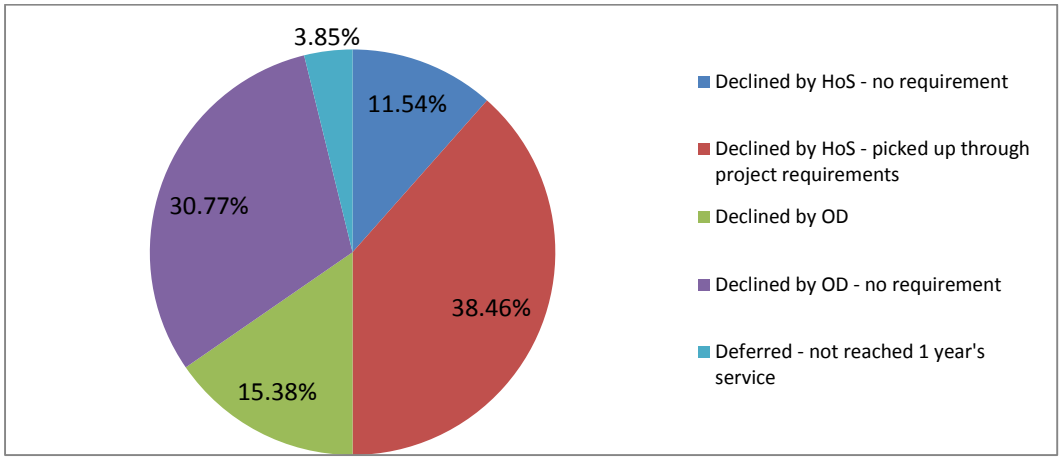
Table 2.3 – Employees who had Training cancelled or deferred by OD/HoS by Age Band

Age Band	2016	2017	% difference
16-24	4.00%	3.99%	-0.01%
25-29	23.99%	7.97%	-16.02%
30-34	13.23%	19.94%	6.70%
35-39	10.80%	25.96%	15.16%
40-44	8.00%	15.95%	7.95%
45-49	23.99%	11.96%	-12.03%
50-54	8.00%	10.25%	2.25%
55-59	8.00%	3.99%	-4.01%
60-64			
65+			
Total	**100.00%**	**100.00%**	

The majority of training cancellations relate to IT training (38.46%). These individuals have requested training to support project implementation, which has been declined due to timing issues, or other employees being trained in this area instead. Any training related specifically for projects are identified by the project manager and captured in training plans, and not through the individual's PMR.

3.85% of employees were declined training as they had not yet met one year's service. SQA provide training to any member of staff who has less than a year's service, with the exception of training where a qualification is gained (ie a degree or SVQ). This is in line with our Learning & Development policy.

Reasons for Training Cancellations in 2017



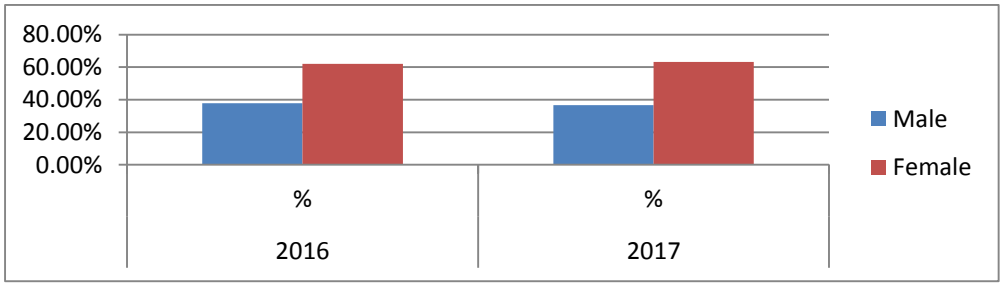
Gender

In 2017, 63.32% of employees who requested training were female in 2017, 1.26% more than 2016. For males this was 36.68%. This is shown in Table 2.4:

Table 2.4 – Employees who Requested Training by Gender

Gender	2016	2017	% difference
Male	37.94%	36.68%	-1.26%
Female	62.06%	63.32%	1.26%
Total	**100.00%**	**100.00%**	

Employees who Requested Training by Gender (as in Table 2.5)



Of the requests in 2017, 59.88% were approved for females, whilst 54.64% of requests were approved for males. 5.24% of training requests were cancelled for females; 9.73% for males. This is highlighted in Table 2.6:

Table 2.6 – Outcome of Training by Gender

Gender	Approved			Cancelled		
	2016	2017	% difference	2016	2017	% difference
Male	84.44%	54.64%	-29.80%	4.02%	9.73%	5.71%
Female	83.66%	59.88%	-23.78%	5.22%	5.24%	0.02%

Grade

The grade distributions of employees requesting training have fluctuated since last year. 10.46% of requests were from grades 1 and 3 in 2017, a decrease of 4.08%, whereas 34.99% of requests were from grades 4 and 5 in 2017; an increase of 3.93%. There was a decrease of 3.28% in requests from grade 6, and an increase of 3.94% in grade 7 year on year. This is shown in Table 2.7:

Table 2.7 – Employees who Requested Training by Grade

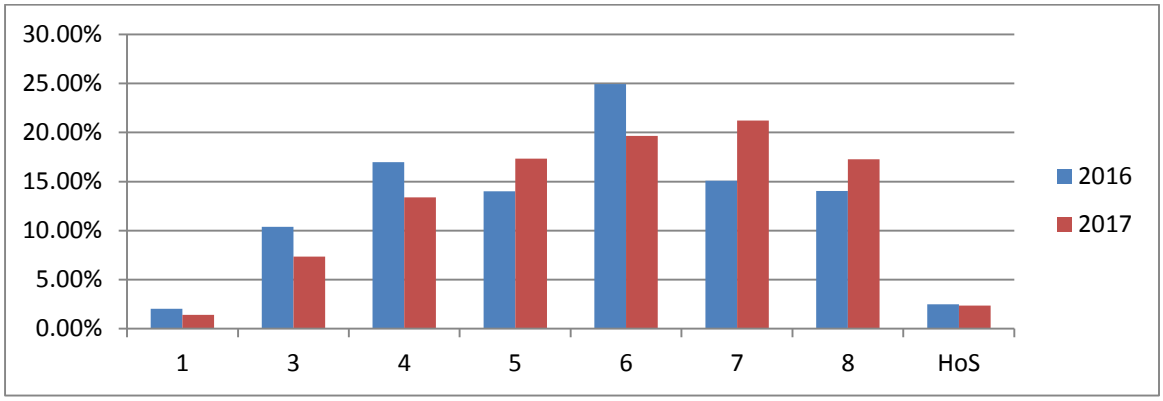
Grade	2016	2017	% difference
1	1.71%	0.82%	-0.89%
3	12.83%	9.64%	-3.19%
4	17.50%	20.20%	2.70%
5	13.56%	14.79%	1.23%
6	23.08%	19.80%	-3.28%
7	14.95%	18.89%	3.94%
8	14.27%	13.94%	-0.33%
HoS	2.10%	1.92%	-0.17%
Total	**100.00%**	**100.00%**	

20.72% of grades 3 and 4 were approved training in 2017, a decrease of 6.64%, whereas 38.49% of grades 7 and 8 were approved training in 2017; an increase of 9.36%. 19.66% of employees at grade 6 were approved training in 2017; a decrease of 5.29% from 2016. These figures are shown in Table 2.8:

Table 2.8 – Employees Approved Training by Grade

Grade	2016	2017	% difference
1	2.04%	1.42%	-0.62%
3	10.37%	7.34%	-3.03%
4	16.98%	13.38%	-3.61%
5	14.02%	17.34%	3.32%
6	24.95%	19.66%	-5.29%
7	15.09%	21.22%	6.13%
8	14.05%	17.27%	3.23%
HoS	2.50%	2.37%	-0.13%
Total	**100.00%**	**100.00%**	

Employees Approved Training by Grade (as in Table 2.8)



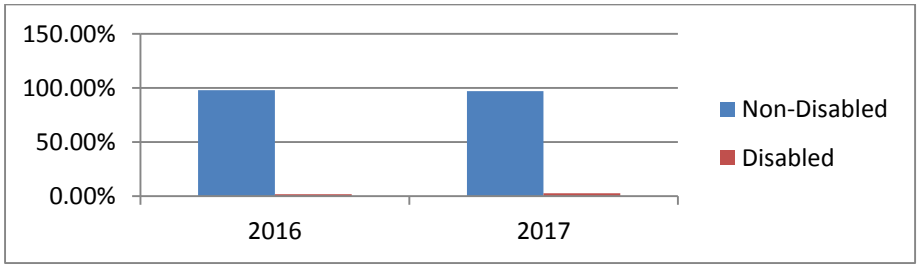
Disability

2.84% of employees who were approved training in 2017 declared themselves disabled; this represents a 0.80% increase since 2016. This is show in Table 2.9:

Table 2.9 – Employees Approved Training by Disability

Disability	2016	2017	% difference
Non-Disabled	97.96%	97.16%	-0.80%
Disabled	2.04%	2.84%	0.80%
Total	**100.00%**	**100.00%**	**0.00%**

Employees Approved Training by Disability (as in Table 2.9)



Race

62.28% of employees who were approved training declared which race they were. 37.72% did not specify; a decrease of 10.72% on last year.

1.89% of employees who were approved training in 2017 were from an ethnic minority, 0.42% more than in 2016.

Table 2.10 – Employees Approved Training by Race and Grade

	Minority Ethnicity			White		
	2016	2017	% difference	2016	2017	% difference
Total	**1.47%**	**1.89%**	**0.42%**	**50.09%**	**60.38%**	**10.30%**

Workforce Equality Monitoring - Applicants

For the period 1 February 2016 to 31 January 2017, SQA had 2943 applicants for employment. The number applications have increased by 42.24% compared to the previous year.

In August 2015, SQA moved to a new electronic recruitment system and as such it is not possible to carry out a complete like for like comparison to the data prior to this date.

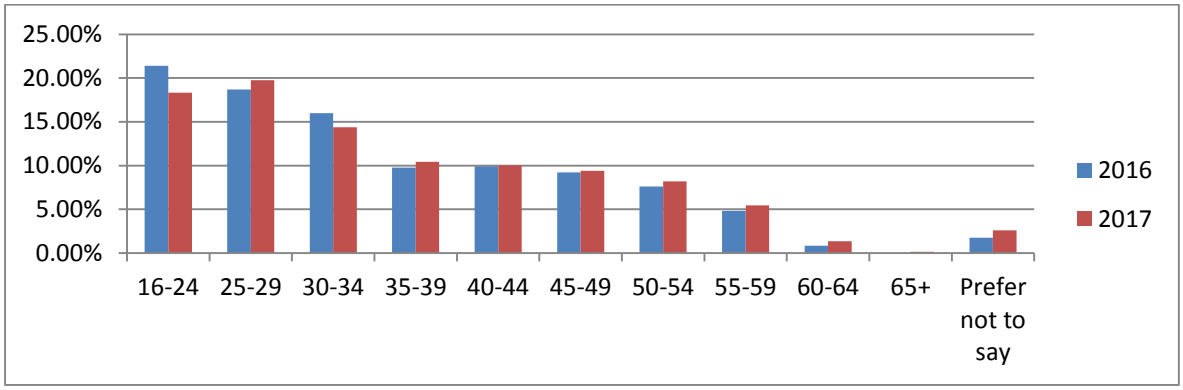
Age

The majority of applicants in 2017 (38.09%) were aged between 16 and 29. All categories have seen an increase in applications, with the exception of 16-24 which has decreased by 3.06%, and 30-34 which has decreased by 1.62%. This is illustrated in Table 3.1

Table 3.1 – Applicants by Age band

Age Band	2016	2017	% difference
16-24	21.41%	18.35%	-3.06%
25-29	18.70%	19.74%	1.04%
30-34	16.00%	14.37%	-1.62%
35-39	9.76%	10.43%	0.67%
40-44	9.91%	10.02%	0.12%
45-49	9.23%	9.41%	0.18%
50-54	7.59%	8.19%	0.60%
55-59	4.83%	5.44%	0.60%
60-64	0.82%	1.33%	0.50%
65+	0.00%	0.14%	0.14%
Prefer not to say	1.74%	2.58%	0.84%
Total	**100.00%**	**100.00%**	

Applicants by Age Band (as in Table 3.1)

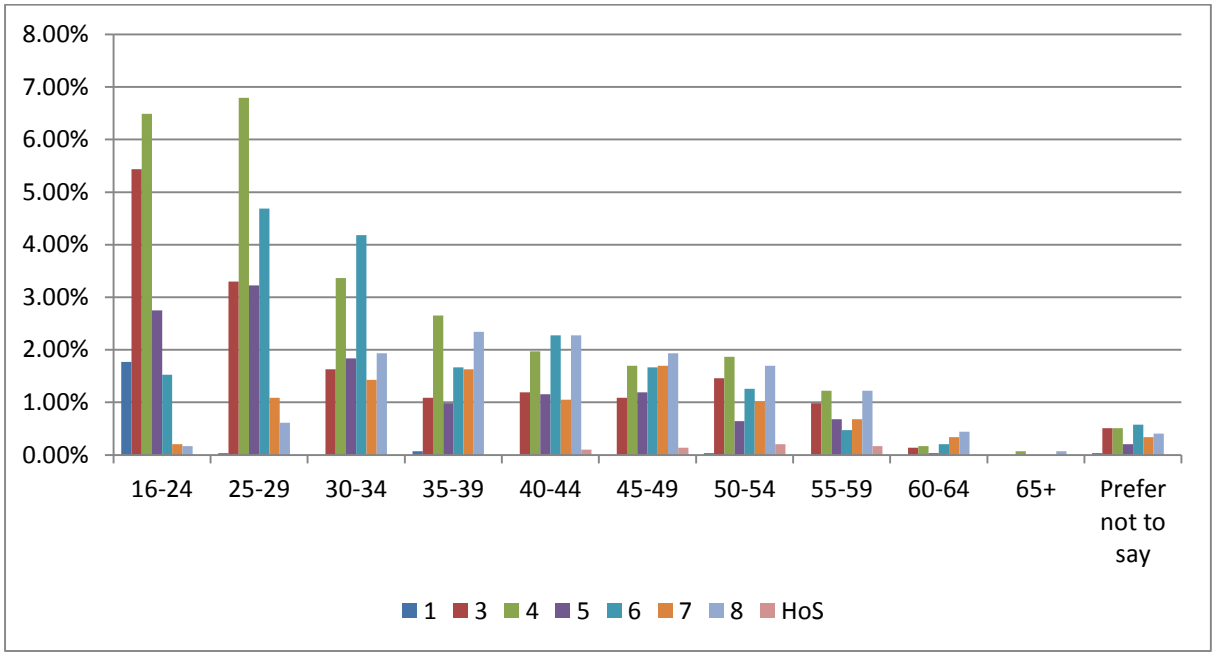


The largest proportion of applications (52.46%) has come from those aged 16-34. The smallest (9.48%) has come from the 55-65+ age group.

Table 3.2 - Applicants by Age Band and Grade 2017

Age Band	Grade								Total
	1	3	4	5	6	7	8	HoS	
16-24	1.77%	5.44%	6.49%	2.75%	1.53%	0.20%	0.17%		18.35%
25-29	0.03%	3.30%	6.80%	3.23%	4.69%	1.09%	0.61%		19.74%
30-34		1.63%	3.36%	1.83%	4.18%	1.43%	1.94%		14.37%
35-39	0.07%	1.09%	2.65%	0.99%	1.66%	1.63%	2.34%		10.43%
40-44		1.19%	1.97%	1.16%	2.28%	1.05%	2.28%	0.10%	10.02%
45-49		1.09%	1.70%	1.19%	1.66%	1.70%	1.94%	0.14%	9.41%
50-54	0.03%	1.46%	1.87%	0.65%	1.26%	1.02%	1.70%	0.20%	8.19%
55-59		0.99%	1.22%	0.68%	0.48%	0.68%	1.22%	0.17%	5.44%
60-64		0.14%	0.17%	0.03%	0.20%	0.34%	0.44%		1.33%
65+			0.07%				0.07%		0.14%
Prefer not to say	0.03%	0.51%	0.51%	0.20%	0.58%	0.34%	0.41%		2.58%
Total	**1.94%**	**16.82%**	**26.81%**	**12.71%**	**18.52%**	**9.48%**	**13.12%**	**0.61%**	**100.00%**

Applicants by Age Band and Grade 2017 (as in Table 3.2)

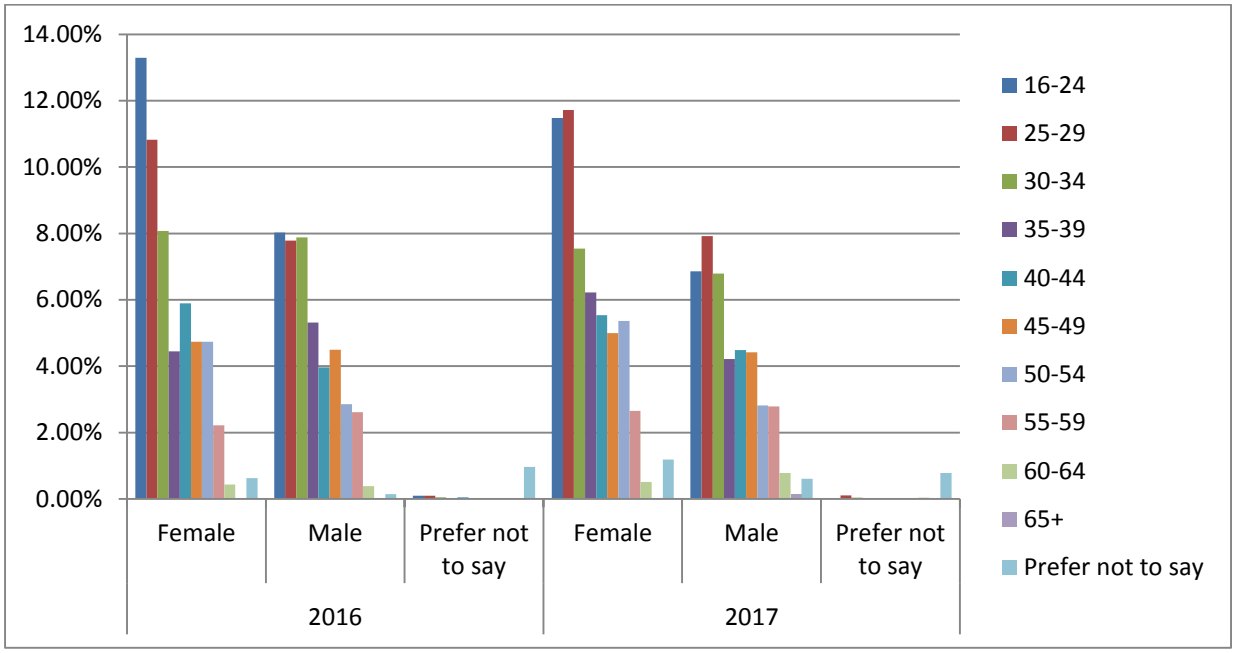


57.22% of applications in 2017 were from females. This was a small increase of 1.93% from 2016. For the same period we saw a small decrease (1.62%) of applications from males reducing from 43.45% in 2016 to 41.83% in 2017.

Table 3.3 – Applicants by Age Band and Gender

Age Band	2016			2017			% difference		
	Female	Male	Prefer not to say	Female	Male	Prefer not to say	Female	Male	Prefer not to say
16-24	13.29%	8.02%	0.10%	11.48%	6.86%	0.00%	-1.81%	-1.16%	-0.10%
25-29	10.83%	7.78%	0.10%	11.72%	7.92%	0.10%	0.90%	0.14%	0.01%
30-34	8.07%	7.88%	0.05%	7.54%	6.80%	0.03%	-0.53%	-1.08%	-0.01%
35-39	4.45%	5.32%	0.00%	6.22%	4.21%	0.00%	1.77%	-1.10%	0.00%
40-44	5.90%	3.96%	0.05%	5.54%	4.49%	0.00%	-0.36%	0.52%	-0.05%
45-49	4.74%	4.49%	0.00%	4.99%	4.42%	0.00%	0.26%	-0.08%	0.00%
50-54	4.74%	2.85%	0.00%	5.37%	2.82%	0.00%	0.63%	-0.03%	0.00%
55-59	2.22%	2.61%	0.00%	2.65%	2.79%	0.00%	0.43%	0.18%	0.00%
60-64	0.43%	0.39%	0.00%	0.51%	0.78%	0.03%	0.07%	0.39%	0.03%
65+	0.00%	0.00%	0.00%	0.00%	0.14%	0.00%	0.00%	0.14%	0.00%
Prefer not to say	0.63%	0.14%	0.97%	1.19%	0.61%	0.78%	0.56%	0.47%	-0.19%
Total	**55.29%**	**43.45%**	**1.26%**	**57.22%**	**41.83%**	**0.95%**	**1.93%**	**-1.62%**	**-0.31%**

Applicants by Age Band and Gender (as in Table 3.3)



Disability

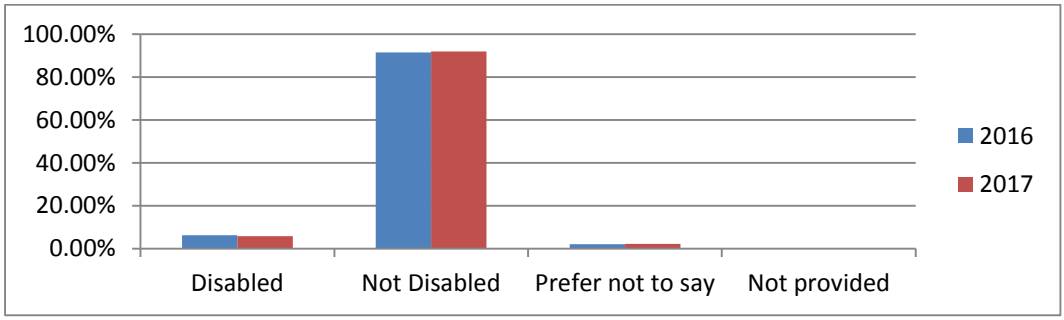
99.92% of applicants provided information relating to their religion over the two year period. However, of those who provided a response to this question, 2.15% have advised that they "prefer not to say".

Over the same period a total of 5.98% of applicants received declared they had a disability. This is broken down in Table 3.4. The yearly figure dropped by 0.51% from 2016 to 2017.

Table 3.4 - Applicants that are Disabled

Classification	2016	2017	% difference
Disabled	6.28%	5.78%	-0.51%
Not Disabled	91.54%	91.95%	0.41%
Prefer not to say	2.08%	2.21%	0.13%
Not provided	0.10%	0.07%	-0.03%
Total	**100.00%**	**100.00%**	

Applicants that are Disabled (as in Table 3.4)



Race

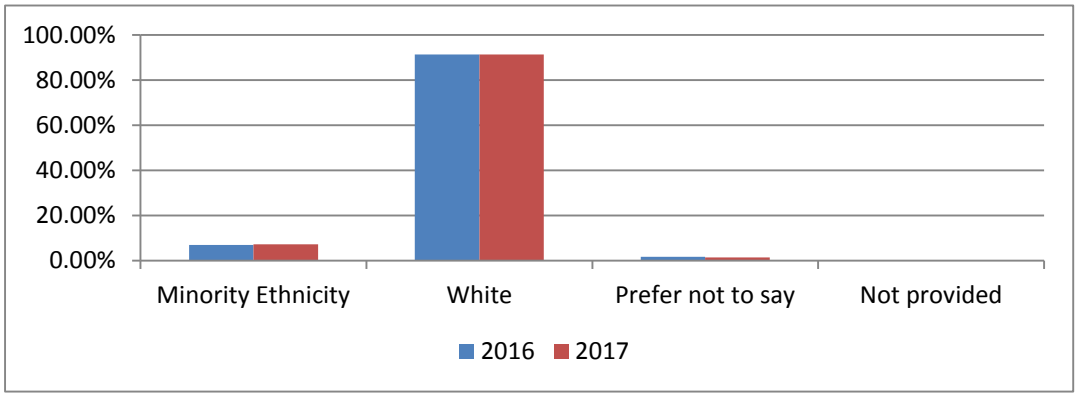
99.92% of applicants provided information relating to their race over the two year period. However, of those who provided a response to this question, 1.5% have advised that they "prefer not to say", which has decreased by 0.25% from 2016.

As illustrated within Table 3.5, the majority of applicants are white. However, over the two year period the number of applicants from minority groups has increased by 0.31%.

Table 3.5 - Applicants by Race

Race	2016	2017	% difference
Minority Ethnicity	6.86%	7.17%	0.31%
White	91.40%	91.37%	-0.03%
Prefer not to say	1.64%	1.39%	-0.25%
Not provided	0.10%	0.07%	-0.03%
Total	**100.00%**	**100.00%**	

Applicants by Race (as in Table 3.5)



Religion

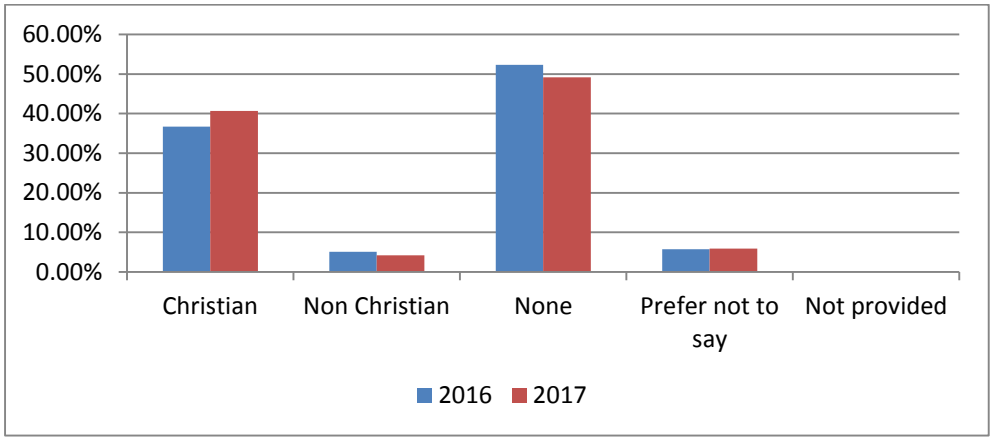
99.92% of applicants provided information relating to their religion over the two year period. However, of those who provided a response to this question, 1.5% have advised that they "prefer not to say", which has decreased by 0.13% from 2016.

As illustrated within Table 3.6, the majority of applicants have declared that they have no religion with the next largest group being Christian.

Table 3.6 - Applicants by Religion

Religion	2016	2017	% difference
Christian	36.73%	40.67%	3.94%
Non-Christian	5.07%	4.18%	-0.90%
None	52.34%	49.17%	-3.18%
Prefer not to say	5.75%	5.91%	0.13%
Not provided	0.10%	0.07%	0.03%
Total	**100.00%**	**100.00%**	

Applicants by Religion (as in Table 3.6)



Gender

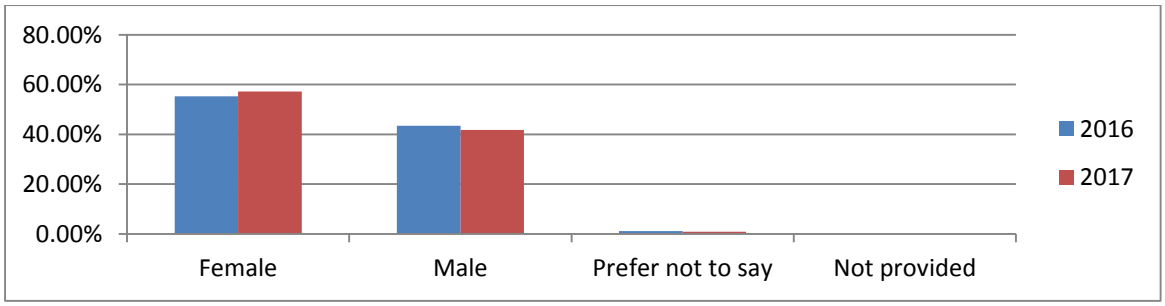
99.92% of applicants provided information relating to their gender over the two year period. However, of those who provided a response to this question, 1% have advised that they "prefer not to say", which has decreased by 0.28% from 2016.

As illustrated within Table 3.7, the majority of applicants are female.

Table 3.7 - Applicants by Gender

Gender	2016	2017	% difference
Female	55.29%	57.22%	1.93%
Male	43.45%	41.83%	-1.62%
Prefer not to say	1.16%	0.88%	-0.28%
Not provided	0.10%	0.07%	-0.03%
Total	**100.00%**	**100.00%**	

Applicants by Gender (as in Table 3.7)



Sexual Orientation

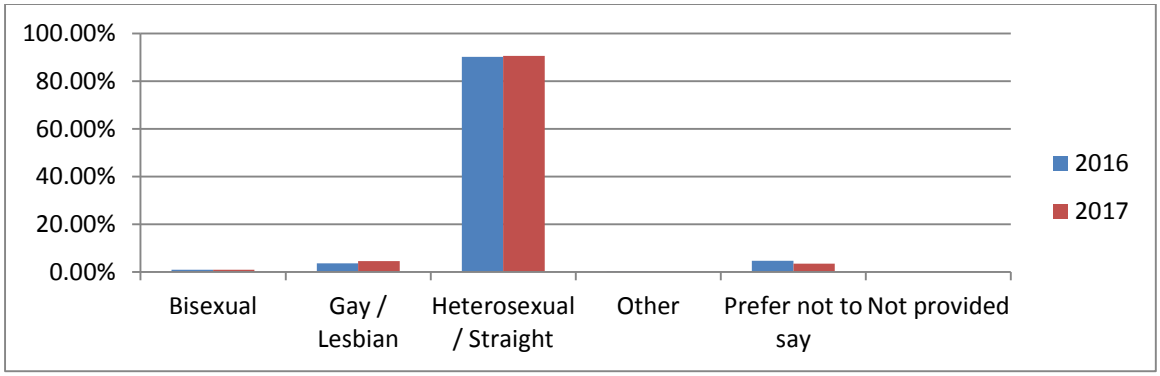
99.92% of applicants provided information relating to their sexual orientation over the two year period. However, of those who provided a response to this question, 4.01% have advised that they "prefer not to say", which has decreased by 1.24% from 2016.

As illustrated within Table 3.8, the majority of applicants have declared that they are Heterosexual/Straight.

Table 3.8 - Applicants by Sexual Orientation

Sexual Orientation	2016	2017	% difference
Bisexual	0.92%	0.99%	0.07%
Gay / Lesbian	3.62%	4.59%	0.96%
Heterosexual / Straight	90.29%	90.62%	0.34%
Other	0.34%	0.24%	-0.10%
Prefer not to say	4.74%	3.50%	-1.24%
Not provided	0.10%	0.07%	-0.03%
Total	**100.00%**	**100.00%**	

Applicants by Sexual Orientation (as in Table 3.8)



Appendix B

SQA Equal Pay Audit: Breakdown of Average Salaries as at January 2017

GENDER - All staff (FTE)

Body	Date	% Female	% Male	Average Salary (£)	Average Salary Female (£)	Average Salary Male (£)	Female Salary as a % of Male Salary
All staff	31-Jan-17	61.7%	38.3%	30,394	29,944	31,153	96.1%

GENDER - All staff by Grade (FTE) up to Head of Service

Grade	Date	% Female	% Male	Average Salary (£)	Average Salary Female (£)	Average Salary Male (£)	Female Salary as a % of Male Salary	Range Minimum	Effective Maximum
1	31-Jan-17	86.8%	13.2%	16,150	16,150	16,150	100.0%	16,150	16,150
2	31-Jan-17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	31-Jan-17	61.7%	38.3%	17,391	17,426	17,330	100.6%	16,612	18,297
4	31-Jan-17	61.3%	38.7%	19,774	19,907	19,546	101.8%	18,874	20,889
5	31-Jan-17	60.3%	39.7%	23,460	23,444	23,483	99.8%	22,441	24,724
6	31-Jan-17	67.7%	32.3%	28,963	29,047	28,779	100.9%	27,372	31,949
7	31-Jan-17	65.5%	34.5%	35,209	35,172	35,280	99.7%	33,387	38,928
8	31-Jan-17	55.1%	44.9%	42,103	41,931	42,331	99.1%	39,942	45,450
HoS	31-Jan-17	41.9%	58.1%	54,438	54,785	54,188	101.1%	50,160	58,547

GENDER - Full-time staff by Grade (FTE) up to Head of Service

Grade	Date	% Female	% Male	Average Salary (£)	Average Salary Female (£)	Average Salary Male (£)	Female Salary as a % of Male Salary
1	31-Jan-17	88.89%	11.11%	16,150	16,150	16,150	100.0%
2	31-Jan-17	N/A	N/A	N/A	N/A	N/A	N/A
3	31-Jan-17	58.5%	41.5%	17,326	17,323	17,330	100.0%
4	31-Jan-17	59.0%	41.0%	19,711	19,823	19,551	101.4%
5	31-Jan-17	59.0%	41.0%	23,442	23,412	23,483	99.7%
6	31-Jan-17	66.0%	34.0%	28,898	28,969	28,760	100.7%
7	31-Jan-17	65.0%	35.0%	35,167	35,140	35,218	99.8%
8	31-Jan-17	51.8%	48.2%	42,174	41,966	42,398	99.0%
HoS	31-Jan-17	41.9%	58.1%	54,438	54,785	54,188	101.1%

GENDER - Part-time staff by Grade (FTE) up to Head of Service

Grade	Date	% Female	%age Male	Average Salary (£)	Average Salary Female (£)	Average Salary Male (£)	Female Salary as a % of Male Salary
1	31-Jan–17	81.9%	18.1%	16,150	16,150	16,150	100%
2	31-Jan–17	N/A	N/A	N/A	N/A	N/A	N/A
3	31-Jan–17	87.7%	12.3%	17,921	17,921	0	N/A
4	31-Jan–17	93.9%	6.1%	20,258	20,316	19,266	105%
5	31-Jan–17	100.0%	N/A	23,811	23,811	0	N/A
6	31-Jan–17	93.9%	6.1%	29,582	29,572	29,738	N/A
7	31-Jan–17	85.1%	14.90%	35,786	35,580	36,267	98%
8	31-Jan–17	95.1%	4.9%	41,727	41,821	41,187	102%
HoS	31-Jan–17	N/A	N/A	N/A	N/A	N/A	N/A

DISABILITY - All staff (FTE)

Body	Date	% Disabled Individual	% Non-Disabled Individual	Average Disabled Individual's Salary (£)	Average Non-Disabled Individual's Salary (£)	Disabled Individual's as a % of Non-Disabled Individual's Salary
All staff	31-Jan–17	1.8%	98.2%	31,439	30,375	103.5%

ETHNICITY - All staff (FTE)

Body	Date	% Non White Ethnicity	% White Ethnicity	Average Salary Non-White Ethnicity (£)	Average Salary White Ethnicity (£)	Non-White Ethnicity as a % of White Ethnicity Salary
All staff	31-Jan–17	1.2%	51.7%	27,509	31,479	87.4%

Employees by Disability and Grade

	Disabled						Non-Disabled					
	2016		2017		Variance		2016		2017		Variance	
Grade	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1							12.93	1.58%	11.22	1.36%	-1.71	-0.21%
2												
3	*	*	*	*			112.49	13.73%	86.85	10.56%	-25.64	-3.17%
4	*	*	*	*			134.88	16.46%	148.11	18.01%	13.23	1.55%
5			*	*	*	*	80.84	9.86%	79.51	9.67%	-1.33	-0.20%
6	*	*	*	*			168.53	20.56%	158.83	19.31%	-9.70	-1.25%
7	*	*	*	*	*	*	123.70	15.09%	137.99	16.78%	14.29	1.68%
8							150.17	18.32%	155.44	18.90%	5.27	0.57%
HoS			*	*	*	*	25.00	3.05%	30.00	3.65%	5.00	0.60%
Total	**11.00**	**1.34%**	**14.60**	**1.77%**	**3.60**	**0.43%**	**808.54**	**98.66%**	**807.95**	**98.23%**	**-0.59**	**-0.43%**

Employees by Disability and Gender

	Disabled						Non-Disabled					
	2016		2017		Variance		2016		2017		Variance	
Sex	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Female	*	*	*	*	*	*	502.83	61.36%	497.89	60.53%	-4.94	-0.83%
Male	*	*	*	*	*	*	305.71	37.30%	310.06	37.69%	4.35	0.39%
Total	**11.00**	**1.34%**	**14.60**	**1.77%**	**3.60**	**0.43%**	**808.54**	**98.66%**	**807.95**	**98.23%**	**-0.59**	**-0.43%**

Employees by Race and Grade

	Minority Ethnicity						White						Not Specified/Prefer Not to Say					
	2016		2017		Variance		2016		2017		Variance		2016		2017		Variance	
Grade	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1							*	0.45%			-3.71	-0.45%	9.22	1.13%	11.22	1.36%	2.00	0.24%
2																		
3	*	*	*	*			44.23	5.40%	32.53	3.95%	-11.70	-1.44%	68.66	8.38%	54.72	6.65%	-13.94	-1.73%
4	*	*	*	*			57.61	7.03%	71.97	8.75%	14.36	1.72%	77.27	9.43%	76.14	9.26%	-1.13	-0.17%
5	*	*	*	*			39.30	4.80%	46.70	5.68%	7.40	0.88%	40.54	4.95%	32.81	3.99%	-7.73	-0.96%
6	*	*	*	*			99.40	12.13%	95.37	11.59%	-4.03	-0.53%	70.63	8.62%	64.96	7.90%	-5.67	-0.72%
7	*	*	*	*	*	*	65.40	7.98%	80.40	9.77%	15.00	1.79%	59.30	7.24%	59.19	7.20%	-0.11	-0.04%
8							77.06	9.40%	76.73	9.33%	-0.33	-0.07%	73.11	8.92%	78.71	9.57%	5.60	0.65%
HoS							16.00	1.95%	21.00	2.55%	5.00	0.60%	*	1.10%	10.00	1.22%	1.00	0.12%
Total	*****	**1.11%**	**10.10**	**1.23%**	*****	**0.12%**	**402.71**	**49.14%**	**424.70**	**51.63%**	**21.99**	**2.49%**	**407.73**	**49.75%**	**387.75**	**47.14%**	**-19.98**	**-2.61%**

Employees by Race and Gender

	Minority Ethnicity						White						Not Specified/Prefer Not to Say					
	2016		2017		Variance		2016		2017		Variance		2016		2017		Variance	
Sex	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Female	*	*	*	*	*	*	254.31	31.03%	270.10	32.84%	15.79	1.81%	250.42	30.56%	229.69	27.92%	-20.73	-2.63%
Male	*	*	*	*	*	*	148.40	18.11%	154.60	18.80%	6.20	0.69%	157.31	19.19%	158.06	19.22%	0.75	0.02%
Total	*****	**1.11%**	**10.10**	**1.23%**	*****	**0.12%**	**402.71**	**49.14%**	**424.70**	**51.63%**	**21.99**	**2.49%**	**407.73**	**49.75%**	**387.75**	**47.14%**	**-19.98**	**-2.61%**

*In line with SQA's data protection obligations, to protect individuals' personal information, we have replaced the information relating to groups below 5 with an asterisk.

Key	
Grade 1	Cleaner & Modern Apprentice
Grades 3 & 4	Administrative
Grades 5 & 6	Officer/Junior Management
Grades 7 & 8	Specialist/Middle Management
Head of Service	Senior Management