SQA Equality Mainstreaming Report 2017–19

Contents

Introduction

SQA's Equality Mainstreaming Report 2017–19 demonstrates the progress we have made in embedding inclusive practice and equality in SQA. It provides an update on our progress over the last two years working towards achieving SQA's equality outcomes.

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 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 equality is set out in SQA's Equality Outcomes 2017–21, and we continue to strive to make improvements, where needed, in the qualifications and services we offer. Our equality outcomes guide our efforts to integrate equality further into the way we make our plans and decisions to the benefit of employees and customers.

Section 1: Mainstreaming the equality duty

SQA is a listed public authority in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The public sector '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 specific duties in Scotland 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.

Specific duties in mainstreaming equality

The specific duties require us to report every two years on mainstreaming the equality duty and the progress we have made towards 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

Activities contributing to mainstreaming equality in SQA

A number of activities have been carried out during 2017–19 to promote awareness of SQA's equality obligations and to meet the responsibilities outlined above. These include:

♦ Designing and developing inclusive and accessible qualifications.
♦ Equality and Inclusion training for Qualifications Development staff and SQA Appointees.
♦ The launch of SQA's equality monitoring campaign to raise awareness of employment monitoring requirements to improve collection, monitoring and reporting on SQA's employee equality information.
♦ Our employee consultation and focus groups to carry out our SQA's policy review.
♦ Completion of equality impact assessment as part of SQA's HR policy review.
♦ Increasing dialogue with SQA's Joint Negotiating Consultative Committee (JNCC) through our HR Equality sub-group, to monitor progress towards SQA's equality outcomes.
♦ Awareness-raising through our staff newsletters.
♦ Our Equality, Diversity and Inclusion Event held in October 2017.
♦ Formation of SQA's LGBT Rainbow Network in 2017.
♦ SQA's submission to the Stonewall Scotland's Workplace Equality Index 2018.
♦ Participation in Stonewall Scotland's Employee Feedback Questionnaire in 2017.
♦ Re-accreditation to the Disability Confident Scheme.
♦ Formation of SQA's Disability Network in 2018.
♦ Disability History Month staff survey in December 2018.
♦ Reviewing our governance structure for equality, membership and frequency of meetings of SQA's Equality Steering Group.
♦ Formation of SQA's Women's Network in 2018.
♦ Engagement with SQA's Equality & Inclusion Key Partners Group.

There is more detailed information about these activities in section 2 — Progress against SQA's Equality Outcomes 2017–19.

Procurement

SQA is committed to meeting the specific duty requirements in relation to procurement.

The relationship between 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 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 contracting criteria.

SQA's procurement process encourages suppliers to consider how they can contribute to promoting and advancing equality in delivering the contract. We have awarded contracts to two supported businesses (defined as mainly employing disabled people): the Edinburgh Braille School and Haven. Plans are being considered for our Procurement Strategy to include a third contract to be awarded to a supported business in 2019–20.

We are committed to promoting the Scottish Living Wage, and the Fair Work Programme, and are working to ensure zero hours contracts are not used by suppliers in the delivery of services.

In the conduct of our business we aim to tackle inequalities, and to improve life chances for children and young people and families at risk. SQA adopts a 'zero tolerance' approach to slavery and human trafficking. We are committed to taking all reasonably practicable steps to ensure that slavery and human trafficking is not present in our operations, in our supply chains, or amongst third-party representatives working on our behalf.

Equality impact assessments

We aim to ensure that equality impact assessments play an important role in integrating the general equality duty across SQA's functions. During 2018–19, we reviewed SQA's equality impact assessment practices. We have also incorporated requirements for the consideration of the needs of care-experienced young people and the Fairer Scotland Duty as part of SQA's new equality impact assessment process.

We aim to ensure equality impact assessments are a key element of SQA's policy making, helping to ensure that policies recognise diversity, and that our policies are shaped around people's diverse needs and experiences.

Equality review of qualifications

SQA's equality review of qualifications process 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.

There is more information about SQA's equality review of qualifications in section 2.

Governance and responsibilities

SQA's Board of Management exercises its duty to ensure compliance, and governs the implementation of the Equality Framework, outcomes and action plans. An important part of the Board's role in governance is ensuring that equality is reflected in our strategic planning and our strategy. 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.

SQA's Executive Management Team recognises the importance of the public sector equality duty and ensures that this 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

SQA's Equality Steering Group's senior sponsor is our Director of Corporate Services, and the Group is chaired by our Head of Strategic Planning & Governance. The Group comprises representatives from across the organisation and employees with responsibility for implementing SQA's Equality Action Plans.

SQA's Equality Steering Group provides strategic direction for equality and diversity. The key responsibilities of our Equality Steering Group include:

♦ considering the implications for SQA of relevant legislative developments
♦ approving the 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.

In June 2018, we reviewed the membership and remit of our Equality Steering Group. The Group now meets quarterly instead of twice each year. Our equality sub-groups for HR, SQA Awarding and SQA Accreditation continue to meet to monitor and record progress against SQA's equality action plans. SQA's equality sub groups report directly to our Equality Steering Group.

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 continues to meet twice a year 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, to ensure our processes and policies keep pace with developments. SQA has been one of the leading members of the Non-Departmental Public Bodies (NDPB) Equality Forum — a Scotland-wide group that meets three times a year to discuss equality issues and to share experience and good practice. SQA provides ongoing support to the Forum and hosted the meeting in September 2017 in its Glasgow office.

British Sign Language (Scotland) Act 2015

BSL, the natural and indigenous language of the British Isles, is a visual-spatial-kinetic language with approximately 13,000 users in Scotland (figure from the 2011 Census). The majority of people for whom BSL is the first or preferred language are deaf, and many will not be confident using spoken or written English.

The BSL (Scotland) Act 2015 focuses on promoting and protecting BSL as a language. Under the Equality Act 2010 Deafness (Disability) is a protected characteristic. Reasonable adjustments can include BSL where appropriate.

In October 2017, the Scottish Government published its first British Sign Language (BSL) National Plan to make a difference to the lives of deaf and deafblind BSL users across Scotland. The Scottish Government aims to make Scotland the best place in the world for BSL users to live, work and visit.

The BSL National Plan covers the whole of the Scottish Government and over 50 national public bodies that Scottish Ministers have responsibility for. Other public bodies, including local authorities, regional NHS boards, colleges and universities were required to publish their own BSL plans, in November 2018. SQA is covered by the BSL National Plan 2017–23. The plan has 10 long-term goals and 70 actions relating to, for example, Scottish Public Services, Education and employment.

SQA's specific obligations detailed in the BSL National Plan include the development of an initial suite of awards in BSL, which will form the basis for any future development of BSL qualifications up to level 6 of the Scottish Credit and Qualifications Framework (SCQF). SQA is developing a new range of Awards in British Sign Language. The first two Awards were available from autumn 2018, at SCQF levels 3 and 4. Further Awards at SCQF levels 5 and 6 will be available from autumn 2019. The Awards are aimed at young BSL learners in

schools and colleges. These new qualifications will offer an attractive addition to the choice of languages already available to young learners in Scotland.

There is more information at:
https://www.youtube.com/playlist?list=PLsTxfQ0AJyywD2WY3G-6uv135glDRA_aR

The units that make up the new Awards have been adapted to respect BSL's difference from spoken/written languages. At SCQF level 4 and above, learners will also have the opportunity to develop their understanding of the deaf community and its culture and history. Generic obligations that apply across the Scottish public sector, include for example, the duty to make information and services accessible to BSL users.

In August 2018, we established an internal Steering Group for BSL to agree our commitments and action plans to meet SQA's responsibilities in relation to the BSL National Plan.

Contact Scotland BSL Service

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.

SQA's web team work closely with Contact Scotland to ensure calls can be received from BSL-users and that, especially following certification in August, we can direct calls to SQA's dedicated results helpline.

Children and Young People (Scotland) Act 2014: Corporate Parenting

As a corporate parent, SQA has a duty to provide care-experienced children and young people with the kind of support that any good parent would give their own children, to ensure that all aspects of their development are nurtured. We are committed to helping care-experienced young people realise the brighter futures they deserve. And we support Who Cares? Scotland ambition for a lifetime of equality, love and respect for all care experienced people in Scotland.

Our first Corporate Parenting Plan, published in March 2016, set out the actions we agreed to take during 2015–18 to make a difference to our care-experienced young learners. Over the last three years we have worked hard to meet our responsibilities as a corporate parent. We have embraced the opportunity to engage with people, to listen to their aspirations and to explore with them what they need and can expect from us. In April 2018 we published our leaflet 'SQA is a proud corporate parent' to report the progress made to meet our corporate parenting responsibilities.

In June 2018, we established SQA's Corporate Parenting Steering Group and met for the first time to agree the Group's remit and to take forward work to revise SQA's corporate parenting commitments.

SQA's revised corporate parenting commitments 2018–21, informed by input from the Young People's Champions Board, and Who Cares? Scotland (the national voluntary organisation, working with care experienced people across Scotland) were published for consultation in August 2018. We invited direct feedback from a number of groups:

♦ care-experienced young people (through Who Cares? Scotland)
♦ corporate parents
♦ SQA Centres
♦ SQA's Equality & Inclusion Key Partners Group
♦ all SQA staff

We received over 50 responses to our surveys, and 97% of respondents agreed with the priorities we identified. SQA's Corporate Parenting Steering Group has considered the detailed feedback received, and proposed further changes to strengthen our commitments. Our commitments for 2018–21 were presented to our Board of Management in October 2018 for approval.

SQA's commitments detail the action we will take to meet our corporate parenting responsibilities and make a difference to the lives of Scotland's care-experienced young people. SQA's Corporate Parenting Steering Group has agreed detailed action plans to meet these commitments.

As part of SQA's Equality event in October 2017, Staff were given the opportunity to attend a session delivered by Who Cares? Scotland. We are also committed to ensuring options for volunteering to support care-experienced children and young people are available within SQA's Responsible Business Strategy.

We recognise that many care-experienced young people don't have a network of support in their home life — someone to congratulate them when they pass an exam, or encourage them to try harder next time. In partnership with Who Cares? Scotland and MCR Pathways (a charity who support those in or on the edges of the care system to realise their full potential through education) we continue to host our annual Results Day event to celebrate with care-experienced young learners as they open their results. In August 2017 and 2018, John Swinney, Deputy First Minister of Scotland and Education Secretary, joined our celebrations and presented certificates. More information is published on SQA's Corporate Parenting webpages.

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

In March 2017, the Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016 introduced a new regulation 'Use of member information'. This requires Scottish Ministers to gather information, in accordance with the General Data Protection Regulations,

on the diversity of boards of listed public authorities, and to provide information to the authority. The authority must use that information to better perform the equality duty. Under the amendment, SQA is now required to publish in future mainstreaming reports details of a) the gender composition of its board and b) how the information has been/will be used to facilitate succession planning to increase their board's diversity. We await further guidance from the Scottish Government on these requirements.

SQA's Board of Management gender representation is reported as part of our equality monitoring information in section 3.

Time for Inclusive Education (TIE) – LGBTI Education

In April 2017, Scottish Government set up the LGBTI Inclusive Education Working Group, in conjunction with the TIE Campaign, LGBT and other representative organisations, reinforcing its commitment to work towards LGBTI inclusive education.

In October 2018, all 33 recommendations by the LGBTI Inclusive Education Working Group were accepted in full by the Scottish Government.

The LGBTI Inclusive Education Working Group recommendations include:

♦ improving LGBTI inclusion
♦ improvement of practice and guidance for teachers
♦ provision of professional learning for current and future teachers
♦ monitoring and school inspections of LGBTI inclusion
♦ the recording of incidents of LGBTI bullying in schools

General recommendation 15 relates to SQA. The working group recommended: in recognising the centrality of national qualifications in shaping educational discourse, that SQA and Education Scotland work with the Implementation Group to ensure appropriate inclusion of LGBTI matters in the development of new or adapted course specifications, and relevant guidance, across the curriculum.

The recommendations from TIE use the acronym LGBTI (lesbian, gay, bisexual, transgender and intersex) to refer collectively to the three distinctive equality areas of sexual orientation, gender identity and variations of sex characteristics.

The Scottish Government's Implementation Group has identified that equality and inclusion work for variations of sex characteristics (intersex) is at a much earlier stage of development than for sexual orientation and gender identity, and will need further identification of specific approaches. The Implementation Group will take forward the recommendations while providing accountability and oversight. Recommendations are expected to be delivered by May 2021. SQA's of Head of Research, Policy, Statistics and Standards is represented on Scottish Government's LGBT Implementation Group and reports to SQA's Equality Steering Group.

SQA as a responsible business

SQA makes a difference to the communities it serves through a shared understanding and sense of being a responsible business that delivers and sustains a positive impact on its customers and communities.

SQA is aware of the importance in engaging with the wider community. As a responsible business, our objectives are to create positive changes and make valuable contributions that support our local communities, environment, customer and staff. Our Responsible Business Team look after the operational delivery of SQA's responsible business strategy and associated Giving Something Back Initiatives. SQA staff get involved throughout the year across a variety of activities to 'Give Something Back' to our local communities.

Our Responsible Business strategic goals, across all business functions:

♦ encourage colleagues to be responsible in all that they do
♦ ensure that all policies, processes, practices and procedures are sustainable
♦ provide a simple, consistent and transparent RB operational framework and management structure.

We aim to achieve social inclusion and contribute to closing the attainment gap by:

♦ providing support for local schools through volunteering opportunities

We will build stronger relationships with our local communities by

♦ providing volunteering opportunities in the local community for all employees

We recognise that people perform better when they feel their best, and when they can be themselves. SQA's Responsible Business Annual Review 2018 explains in detail how SQA looks after its employees, supports its employee network groups, as well as what our staff do for others and some of the wellbeing initiatives that took place during 2018.

SQA is a longstanding member of Business in the Community (BITC). BITC Scotland helps businesses put creating healthy communities and a healthy environment at the centre of their strategies. Our responsible business team works in partnership with BITC, and in Autumn 2018, SQA joined 64 other businesses in a benchmarking pilot to test BITC Scotland's Responsible Business Tracker. This work focused on Health and Wellbeing and Diversity and Inclusion. We will work with BITC to consider the feedback from SQA's submission and next steps during 2019–20.

Section 2: Progress towards achieving SQA's Equality Outcomes 2017–21

2.1 SQA as an employer

Equality Outcome 1: SQA has an increasingly diverse workforce that fully embraces equality, diversity and respect for all resulting in benefits to all staff and the wider society.

This outcome is linked to SQA's Corporate Goals:

♦ Corporate Goal 6: Ensure the culture of our workplace embodies the values of Scotland's Fair Work Framework through its five pillars — effective voice, opportunity, security, fulfilment, and respect — to support the wellbeing of our staff and their commitment to the success of SQA.
♦ Corporate Goal 7: Continue to develop SQA as a leading public body and key player in the skills, training and education landscape.

Substantial progress has been made to achieve SQA's equality outcomes and our commitments for 2017–21. We continue to review our progress through our quarterly equality sub-group meetings.

SQA expects all members of SQA staff to practise our core values and principles, to be treated fairly, and to treat others with respect and without bias.

Fair Work Convention

The Fair Work Convention (established in 2015) following a recommendation of the Working Together Review 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. The five dimensions of the Fair Work Framework 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 2019–21 SQA's commitment to working in partnership to meet the five dimensions of the Fair Work Framework.

HR policy review

SQA is committed to reviewing its HR policies and procedures on a scheduled basis, to ensure they incorporate best practice in terms of policy, inclusion, language used and ability to promote and develop equality in SQA.

We work co-operatively and collaboratively with our two recognised trade unions, Unite and Unison, through SQA's Joint Negotiating and Consultative Committee (JNCC). This ongoing relationship aims to develop and support our engagement with the Fair Work Framework's five pillars — effective voice, opportunity, security, fulfilment and respect. SQA recognises

the added value that constructive engagement with the recognised unions brings to all staff and the organisation as a whole. And in 2018, JNCC developed a framework for HR policy development and review which involves our trade union representatives and employee volunteers, to achieve further enhancement to staff engagement and employee voice. Equality Impact Assessment (EqIA) requirements are being considered as part of this review.

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 SQA's 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 employees. In 2017, we launched an all staff campaign to raise awareness of SQA's data gathering responsibilities and to explain the benefits to staff of updating their equality information, with the explicit intention of encouraging more staff to update their personal information.

SQA Equality Monitoring campaign leaflet 2017 – under review

During August – December 2017 approximately 61% of employees had updated their data. By September 2018, there had been a small decrease to around 59%. The small decrease was likely due to employees leaving the organisation and the fact new employees have not updated their information. Of the 59% of employees who have updated their data, around 20% have selected prefer not to say.

We adopted updated equality and diversity categorisations for protected characteristics in preparation for the move to a new HR system in April 2019. We aim to run another campaign again during 2019-20 following the launch of SQA's new corporate business system.

We acknowledge that data gaps make it difficult to determine an accurate representation of staff composition, development or retention by protected characteristic. We will consider approaches to addressing these gaps in 2019–20.

The quantity of the recruitment data we hold has improved with the implementation of our new e-recruitment system. Employment monitoring information is used to inform SQA's practices and decisions on people with different protected characteristics and to prioritise our activities. You can find SQA's full report on employment data by protected characteristics in section 3 of this report.

Equal pay

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 staff and minority ethnic staff.

The Scottish Government acknowledges that Scotland has come a long way — as a nation our full-time gender pay gap is down from 16.7% in 1999 to 11.9% in 2007, and currently sits at 6.6%, which remains below the UK figure of 9.1%. The overall median gender pay gap for all employees sits at 16%, and long terms trends are encouraging. The Scottish Government continues to encourage employers to reduce the pay gap.

Each year, SQA conducts an equal pay audit to identify any pay gaps that may exist between male and female employees. SQA's recent equal pay audit (January 2019) was completed in February 2019. This confirmed that SQA's pay gap currently sits at 3.7% (including SQA's Chief Executive's salary). SQA remains below Scotland's overall gender pay gap. We continue to monitor the workplace practices in place that have helped us to reduce our pay gap.

In April 2017, SQA updated its equal pay statement containing information on occupational segregation and equal pay policy, to include — for the first time — disability and race. SQA's equal pay Audit and update is included in section 3 of this report.

Investors in Young People

The Investors in Young (IiYP) people framework seeks to reward and recognise employers who demonstrate excellence in recruiting and retaining young people, while encouraging others to work with young people. SQA has been accredited to IiYP since May 2015.

In May 2018, SQA achieved the Investors in Young People Silver Award, recognising our organisational commitment to developing our young workforce. Overall feedback from the report was very positive and illustrates our success in embedding the pillars of the Fair Work Programme, particularly Opportunity and Fulfilment. Our progression to Silver Award status also highlights our commitment to continuous improvement, and we look forward to working towards the IiYP Gold Award until 2021.

SQA's IiYP report recorded key areas of good practice, along with some recommendations for consideration. The assessment highlighted a number of areas, including SQA's Organisational Development Strategy and Corporate Parenting Strategy, that inform our approach to developing young people in SQA. It also acknowledged SQA's work to create opportunities for young people to develop their career, by exposing them to different areas of the business and sponsoring them to continue their formal education, through the Modern Apprenticeship programme.

Our Organisational Development team are exploring opportunities for a Young Persons Forum in SQA.

SQA Rainbow Network

SQA's LGBTI + (lesbian, gay, bisexual, transgender and intersex) Employee Network Group was established in February 2017. The Group's vision is to cultivate a workplace that accepts and celebrates LGBTI+ diversity, dignity, inclusion, and talents. The Network is open and inclusive to all SQA colleagues, and has adopted the name SQA Rainbow Network.

The Rainbow Network's purpose is to:

♦ position SQA as an inclusive employer that promotes, welcomes, and embraces LGBTI+ colleagues
♦ network with stakeholders, organisations, and allies to deliver the Network's vision
♦ help SQA become the number one LGBTI+ employer in Scotland according to the Stonewall Workplace Equality Index (WEI)

In April 2017, our Rainbow Network ran a competition, inviting SQA staff, and schools and colleges local to our offices in Glasgow (Optima) and Dalkeith (Lowden) to design a logo for the Network. More than 30 original design entries were received.

The winning entry, designed by Fraser Halley, SQA's content producer in the Assessment Development and Delivery team in Lowden, is used on all the Network's literature and incorporated in the SQA banner proudly displayed during the Glasgow Pride Parades.

SQA Rainbow Network winning logo design

SQA provided tangible support for its LGBTI+ employees by sponsoring Pride Glasgow 2017. Our Responsible Business branding 'Giving Something Back' was visible on the Pride website and event branding along with the Rainbow Network logo, giving a positive message to the wider LGBTI+ community and public of our support for equality.

SQA Rainbow Network at Pride Glasgow in August 2017

Rainbow Network members implemented a formal structure in February 2018, and assumed specific roles to lead, guide, and act as Network ambassadors. Members have developed work plans to help fulfil their purpose. The Rainbow Network published an Annual Review for 2017–18 and 2018–19 to demonstrate their achievements, and aims.

The Network's work plans also provide a good foundation for SQA to make a robust submission to the Stonewall Workplace Equality Index (WEI).

Stonewall Workplace Equality Index 2018

The Stonewall Scotland Workplace Equality Index (WEI) is an annual benchmarking exercise to determine and showcase the UK's top employers for LGBT. It assesses organisations in all sectors against specific equality and diversity criteria.

Our Rainbow Network supported work to make SQA's submission to the WEI 2018. Network members gathered in Glasgow in August 2017 and reviewed and analysed SQA's current performance in preparation for the submission.

In January 2018, SQA climbed 133 places, to 212 out of 434 UK companies who took part in the WEI. (In 2016, SQA ranked 345 out of 415). Four members of SQA's Rainbow Network attended the formal 'lessons learned' meeting with Stonewall in February 2018. The meeting

highlighted areas for improvement, and acknowledged the impact and benefit that SQA's Rainbow Network had made in their first year.

We were delighted that 258 staff responded to Stonewall Scotland's Employee Feedback Survey (21 employees identified as LGBT). The results were encouraging and confirmed 90% of SQA LGBT staff, and 94% of non-LGBT staff, agreed that the workplace culture in SQA was inclusive of gay men and women.

The survey results also highlighted that more could be done to raise awareness of trans equality across SQA. 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 October 2017.

In August 2017 SQA's Rainbow Network held its first Rainbow Week celebration of LGBTI contributions and culture. The network invited LGBTI community groups to open days, showed *Pride* the movie, and held a rainbow baking competition. The evaluation of Rainbow Week was overwhelmingly positive. A full evaluation report of the week was produced by SQA's Responsible Business Team. This summary of key statistics shows 80% of respondents saying Rainbow Week raised their awareness of LGBTI issues.

In April 2018, SQA's Rainbow Network published its first Annual Review to report the group's progress and achievements. The Annual Review provides information about:

♦ SQA's first Rainbow Week celebrations in August 2017
♦ participation in SQA's first Glasgow Pride event in 2017
♦ introduction of SQA's Rainbow Network Icon Award (the Liam Priest Award)
♦ engagement and activities to support our young people

SQA's Rainbow Network held its AGM in February 2019, and invited colleagues from across the organisation to take part. Carole Anderson, chair of SWAN (Scottish Workplace Networking), chair of the LGBT staff network at Golden Jubilee Trust, and Stonewall Role Model, was invited to speak. We were delighted Carole shared her experiences as a network chair, and as a role model LGBT Executive.

Alistair Wylie, Rainbow Network Sponsor, Carole Anderson, Golden Jubilee and Lisa Charlwood Green, Rainbow Network Chair

Liam Priest was the first recipient of the Rainbow Network Icon Award. In Liam's enduring memory the Rainbow Network agreed that the Award in future be called 'The Liam Priest Award'. Joanne Lawrie, SQA's Equality & Diversity Manager, was delighted to receive the Award from the Rainbow Network in February 2019 for support and commitment to LGBTQI+ Equality and Diversity.

Trans Awareness Lunch and Learn sessions

In partnership with Stonewall Scotland we held a lunch and learn session for employees in Glasgow in March. Another session is planned for employees in Dalkeith in November 2019.

These sessions focus on raising awareness of trans identities, exploring the lived realities of trans people in Scotland today, and helping employees identify ways in which they can become an LGBT Ally in SQA and in the wider community.

SQA Disability Network

In February 2018, members of SQA's new Disability Network met for the first to discuss their ideas and a proposed remit. The group continue to meet monthly and are very keen to focus on how they can support people with disabilities and health conditions in SQA. They aim to raise awareness of different disabilities and the impact these can have on day to day living and wellbeing. The group supported World Autism Awareness Week (WAAW) in March 2018 with input from Callum McCrosson from the National Autistic Society and Andrew Crosbie, SQA.

Joanne Lawrie, SQA, Callum McCrosson, National Autistic Society and Andrew Crosbie, SQA

SQA's Disability Network developed their remit in consultation with HR and SQA's Joint Negotiating Consultative Committee (JNCC). Its objectives are to:

♦ Provide a welcoming, confidential and safe environment to raise and discuss issues, share ideas, information and knowledge relating to disability equality in the workplace and wider society.
♦ Offer members and colleagues peer support and guidance.
♦ Raise awareness of disability-smart practice.
♦ Provide a forum for SQA to consult on policy related matters to inform its approach to promoting an inclusive and supportive culture.
♦ Support SQA's Equality Impact Assessment process.
♦ Network with external/internal stakeholders and allies to support the Network's goals.
♦ Organise corporate events to raise awareness and understanding about the impact of different disabilities and health conditions.
♦ Engage with SQA's MAC Group to plan and support related events.

SQA's Disability Network supported Disability History Month in 2017 and 2018. To promote and enhance disability equality in SQA, the group created a special edition Disability History Month Newsletter for employees and in partnership with HR. JNCC also invited SQA employees to take part in a Disability History Month survey. We were delighted to receive 114 responses to the survey.

The feedback from SQA employees is being used to inform SQA's Disability Network plans. The group are working in collaboration with teams across SQA to explore practical and reasonable improvements that can be made.

SQA Women's Network

In November 2018, we held a networking event to inform employees about the benefits of a women's network, what they can offer and to gauge interest in SQA. We were delighted to be joined by Margaret Linton, Chair of Glasgow City Council's Lean-In Network, who shared her experience of setting up and leading a thriving women's network group. SQA colleagues presented the benefits a women's network can offer employees, and SQA.

Interest in supporting SQA's Women's Network has been excellent — the group now has over 50 members and continues to grow. Key priorities for members include exploring opportunities for mentoring, learning new skills, networking with colleagues to share ideas, common challenges, promoting gender equality and supporting and empowering women to aspire and reach their full potential.

International Women's Day (8 March 2019) marked the launch of SQA's Women's Network. The day celebrated the careers of women across the business and gave staff the chance to network, seek advice and share stories of how they got to be where they are today.

We are grateful to all our speakers Tracey McCorkell, Mags Paterson, Lesley Joyce and Pamela Nichol-Littlejohn and, host Yazmin Raven, our Women's Network Chair, for an excellent event.

Colleagues across SQA said a special thank you to women who have inspired them. Visit https://youtu.be/g9xdw_e97NU to see their video.

Raising awareness and building understanding

SQA held a successful Equality, Diversity and Inclusion event for staff in Lowden in October 2017. 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.

- Natalie Christison, Volunteer Midlothian,
- Erin Crombie, Scottish Recovery Network,
- Callum McCrosson, National Autistic Society and Andrew Crosbie, SQA
- Iain Stewart and Arun Gopinath, Edinburgh Interfaith Association,
- Gavin Sinclair, Who Cares? Scotland,
- James Morton, Scottish Trans Alliance
- Louise Beattie, SQA

Around 50 employees were represented at talks throughout the day, and our speakers were really encouraged by the interest and input they made during the sessions.
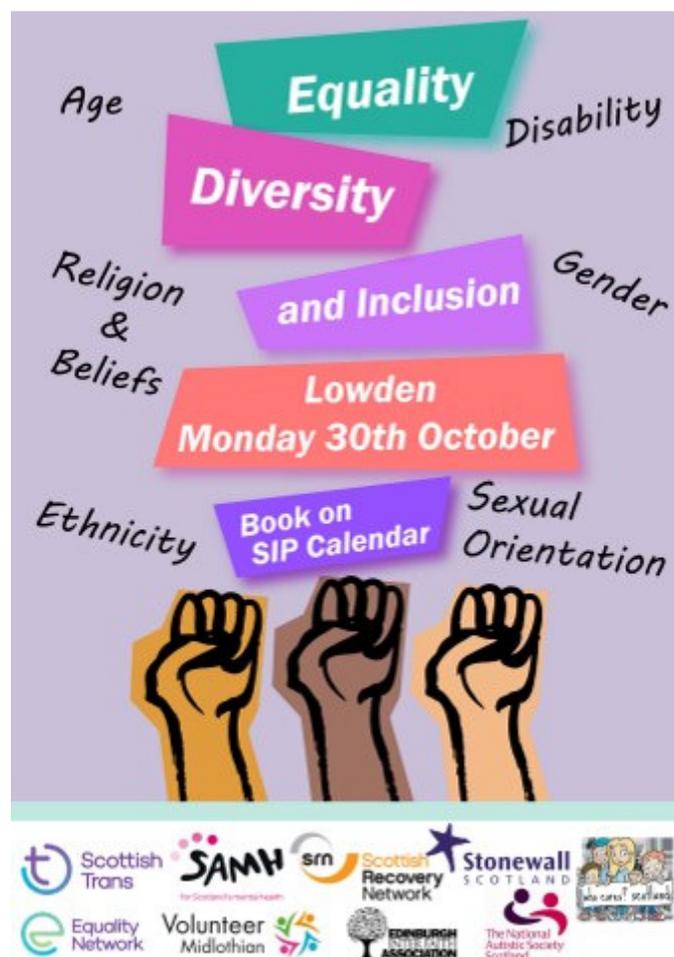
SQA Equality Event poster 2017

Feedback:

I thought that the National Autistic Society's talk was extremely informative, and I learned things I didn't know before. This will definitely help with any communication barriers in the future.

I also thought that the Trans Alliance talk was very informative. It is always interesting to hear someone else's perspective on life, and to understand how our own attitudes can impact on them.'

I enjoyed all the presentations I attended. It was a really interesting day. It was great to learn more about autism and hear Andrew speak. The input from the EIFA and Trans Alliance was excellent.'

I gained a better understanding of the work of Who Cares? Scotland and have a new-found respect for individuals who have to deal with these aspects of life daily. A true eye-opener.'

Disability Confident Employment Scheme

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.

SQA's HR team continues to review good practice and improvements that can be made to meet these commitments.

Using the Disability Confident logo makes 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.

As part of SQA's events for Disability History Month in 2017 a number of staff attended the talk from Capability Scotland on disability equality. Following the feedback received from our Disability History Month survey we aim to improve knowledge and understanding about the scheme.

Mental Health

SQA is proud to be investing in a mentally healthy workplace, where the importance of our colleagues' health, wellbeing and safety is recognised.

SQA has taken significant steps to identifying and signposting support for the health, wellbeing and safety of all employees. As part of our commitment to the Fair Work Framework, SQA is encouraging employees to invest in their own good mental health through a series of events, including mental health first-aid training.

In October and November 2018, a group of SQA employees began their Scottish Mental Health First Aid Training. We now have sixteen trained Scottish Mental Health First Aiders. A further sixteen volunteers are completing training in February. This initiative further demonstrates our commitment to the Fair Work Framework, in helping to enable fulfilment, respect and effective voice in the workplace. As part of this commitment SQA's OD and Change Management and Responsible Business teams will be leading on a campaign of events and activities throughout 2019.

SQA's Director of Qualifications Development, Gill Stewart said 'I am delighted to endorse this work to support the mental health of our staff. Mental and physical wellbeing is key to a happy, healthy and productive workforce. It's great to see the network of Mental First Aiders, all volunteers, being established. It is important that we support each other with our mental wellbeing.'

2.2 SQA as an awarding body

Equality Outcome 2: Advance equality of opportunity and eliminate unlawful discrimination for all candidates by ensuring SQA's Qualifications are as fair and accessible as possible.

This outcome is linked to SQA's Corporate Goals:

♦ Corporate Goal 1: Develop and deliver high-quality qualifications, products and services for the benefit of a broad range of learners and of Scotland.
♦ Corporate Goal 4: Ensure communication and engagement between SQA and our learners, customers and stakeholders is appropriate, clear and timely, and tailored to their needs.
♦ Corporate Goal 7: Continue to develop SQA as a leading public body and key player in the skills, training and education landscape.

As an awarding body, SQA works with schools, colleges, universities, industry, and government, to provide high-quality, flexible and relevant qualifications throughout lifelong learning. It strives to ensure that its qualifications are inclusive and accessible to all, that they recognise the achievements of learners, and that they provide clear pathways to further learning or employment.

Equality and inclusion in qualification design and assessment

SQA is committed to equality of opportunity and its policy on Equality of Access to SQA Qualifications ensures that it is made a reality. Equality is placed at the heart of SQA's work in qualification design, assessment and quality assurance.

SQA's Equality of Access to SQA Qualifications policy supports equality of access to qualifications for all candidates. The policy reflects the requirements of the Equality Act 2010 and SQA's wider public equality duties for promoting equality, eliminating discrimination and achieving equity. It supports our work around our Governing Principles, and in particular the requirement for SQA to ensure that all of its qualifications and assessments are as fair and accessible as possible.

SQA's Annual Equality Monitoring Report was presented to our Qualifications Committee in November 2018. The report covers an update on the key aspects of equality work undertaken in SQA's Qualifications Directorate and reports the period between September 2017 and September 2018. See the next section for a high-level summary.

SQA monitors the extent to which the key strategic approaches underpinned by SQA's Policy on Equality of Access to SQA Qualifications are being implemented.

These key strategic approaches are:

♦ the equality review of SQA qualifications
♦ the provision of support, effective guidance and training on inclusive design for those involved in the development of assessment materials
♦ the provision of Assessment Arrangements for disabled candidates and/or those identified as having additional support needs
♦ the quality assurance of centres' systems for the provision of Assessment Arrangements in SQA internal and external assessments.

Equality review of SQA qualifications

SQA must comply with the requirements of the Equality Act 2010 in relation to all its qualifications. This means that it must monitor its qualifications for any aspect that could disadvantage any candidate on grounds of disability, race, age, religion or belief, sex, gender reassignment, pregnancy and maternity or sexual orientation, and Marriage and Civil Partnership (for SQA's vocational qualifications). Where such an aspect is identified, SQA must remove any unjustifiable disadvantage. It must also maintain an appropriate record of why, in SQA's opinion, any identified disadvantage is justifiable.

Implications of revised course assessments at Higher

In light of the course assessment changes made as a result of the removal of unit assessments in the revised Higher qualifications, SQA has undertaken a further equality review and considered the potential impact on candidates who share protected characteristics. It also considered ways in which potential negative impacts could be mitigated. The report of this equality review was considered by our Qualifications Committee.

SQA is currently monitoring the impact of the changes on candidates to determine whether any further actions are required.

SQA's Equality and Inclusion training for staff and appointees

As part of its ongoing programme of supporting professional development and practice, all SQA staff and appointees (principal assessors/verifiers, item writers and item checkers) involved in the design of SQA assessments continue to be trained in the principles of assessment and assessment development. This includes training on validity, reliability, and equality and inclusion.

From November 2017 through to March 2018, seven workshops on the principles of assessment were delivered to staff. In addition, and to support staff with the changes to course assessment in National 5 and Higher courses, a further series of workshops were delivered in September and October 2017 and in September and October 2018.

Workshops on equality and inclusion for Qualifications Directorate staff were also delivered through the Qualifications Directorate Integrated Staff Development Programme in February and March 2018.

In addition to the workshops, staff and appointees are also encouraged to complete our course on *Designing Inclusive Assessments*. This course provides guidance, with exemplars, on how to design assessments to be as accessible as possible. A guidance document on designing inclusive assessment is also available for staff.

Over the period from September 2017 to September 2018, a range of Higher Specimen Question Papers were subject to an additional equality review as part of our evaluation work to ensure that question papers were as accessible and inclusive as possible to all candidates.

These question papers were reviewed to ensure that they did not contain unnecessarily complex language and/or contexts that could potentially disadvantage any group of candidates who share protected characteristics. In addition, other groups of candidates, such as those who are socio-economically disadvantaged and/or care-experienced, were also considered in this review wherever possible. The review involved discussion with subject qualification managers and subject implementation managers.

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

SQA continues to promote and provide the appropriate use of assessment arrangements, including the use of assistive technologies for disabled candidates to increase access to SQA qualifications. SQA works in close partnership with centres, and disability stakeholder groups, to identify and deliver appropriate assessment arrangements for the candidates who need them.

Our annual review of policy, guidance, processes and procedures for assessment arrangements was undertaken in September 2018 to identify areas for improvement and actions to be implemented for the 2019 diet of assessment. This included:

- statistical analysis of the assessment arrangements data to identify any particular trends in provision
- a review of processes for the provision of adapted question papers to address the high number of late requests
- development of guidance around optionality in certain braille question papers
- the need for refreshed guidance on provision for candidates who have English as an additional language
- user issues with the Assessment Arrangements Request (AAR) system software

Number of candidates and requests for assessment arrangements

Analysis of the current request data indicates that the total number of assessment arrangement requests for diet 2018 was 58,655, submitted on behalf of 18,487 candidates. This represents a significant increase of 5,908 in the total number of requests (up 10.1%) and 1729 candidates (up 9.4%) on the previous year. This continues the trend of rising numbers over the last couple of years.

While it is difficult to identify the specific reason for the year-on-year increase in requests for assessment arrangements, it is seen by the majority of practitioners as being positive, for example candidates needing assessment arrangements are being identified better, at least in some centres. Social and legislative changes have led to a significant growth in the number of disabled learners in mainstream education and training, and in the number of learners identified as having dyslexia/specific learning difficulties.

Gender identity and transgender

In September 2018, changes were made to SQA's Awards Processing System to allow non-binary learners to select their true identity when registering with one of SQA's centres. In the past our learners have been restricted to the binary option of male and female.

We have also developed a new optional unit specification to be included in SQA's HND Make up Artistry Unit. The unit is aimed specifically at specialist make-up techniques for trans people taking into account different skin types at various stages in their transition. Our Qualifications Development team engaged with SQA's Rainbow Network and consulted Stonewall to inform the content of the unit.

2018 Year of Young People

In 2018 we produced a series of short films showcasing interesting and innovative ways in which SQA qualifications are being delivered. We promoted these videos on our social media channels and to local press. We received coverage in the Falkirk Herald, Central FM, the Press & Journal, and the Aberdeen Evening Express.

The videos feature SQA Star Awards 2017 winners and finalists. As well as being a useful resource to help promote the awards, the videos also highlight SQA's support for the [Year of Young People 2018](#) (YoYP 2018). All the initiatives featured in the videos share the same goals as YoYP 2018, namely to empower Scotland's youth and to celebrate their successes.

SQA Professional Development Award in Advancing Equality and Diversity through Inclusiveness

SQA's PDA has been designed for staff across the education and training sector in relation to the requirements of the Equality Act 2010, Public Sector Equality Duty (PSED) and the published recommendations on widening access to education from the Commission on Widening Access (COWA). The PDA offers a wide range of public as well as private sector organisations a real opportunity to make a step-change in their staff capacity to put equality, diversity and inclusiveness into practice, benefiting business and supporting Scottish Government priorities.

Undertaking the award will help staff to be more confident and competent in recognising bias and achieving measurable impacts by embedding equality within organisational change. Because the PDA is designed to harness on-the-job activities, participating staff will support the development of more inclusive services, contribute to creating a more inclusive workplace culture, and develop skills in evidence-based decision making.

The PDA is a degree-level qualification comprising 23 credits at SCQF level 9. The PDA enables PSED organisations to evidence and report on how they are equipping their staff to:

♦ eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

- advance equality of opportunity between people from different groups, by removing or minimising disadvantages experienced by people due to their protected characteristics
- foster good relations between people from different groups by tackling prejudice and promoting understanding between people from different groups

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. The category Promoting Inclusion recognises the work of SQA centres in promoting equality, diversity and inclusion.

As 2018 was the Year of Young People, we introduced a new award — the *Young Person of the Year* — to celebrate young people who have embraced the themes of Year of Young People in their pursuit of SQA qualifications.

The Herald Diversity Awards

In October 2017 and October 2018, SQA sponsored the Diversity in the Third Sector award category at the Herald Diversity Awards. As part of the sponsorship package, SQA hosted a table of 10 guests. A number of internal and external colleagues attended the event which is an excellent opportunity to network with SQA's external partners and stakeholders.

2.3 SQA Accreditation

Equality Outcome 3: Advance equality of opportunity for all candidates undertaking qualifications regulated by SQA Accreditation

This outcome is linked to SQA's Corporate Goal 9: Independently accredit, quality assure and regulate approved awarding bodies and qualifications thereby safeguarding the interests of learners, employers, parents, funding bodies, providers and the Scottish Government.

SQA Accreditation has a statutory remit to accredit and quality assure qualifications in Scotland, thereby safeguarding the interests of learners, employers, parents, funding bodies, providers, and the Scottish Government. It does this by independently approving and regulating awarding bodies operating in Scotland and accrediting their qualifications, which include Scottish Vocational Qualifications (SVQs), Regulatory and Licensing Qualifications, and other competence-based qualifications. SQA Accreditation has a statutory remit to accredit any type of qualification other than university degrees.

It is accountable to an Accreditation Committee, which is a statutory committee established by the Education (Scotland) Act 1996 and reports directly to Ministers.

SQA Accreditation continue to mainstream equality into its practices and meet its commitments. This includes the work it does with approved awarding bodies to review and ensure that awarding bodies' policies and practices give due regard to equality of opportunity.

Through its audit and provider monitoring activity, SQA Accreditation gives due consideration to those aspects of an awarding body's operational activity which may have an equality impact. For example, it seeks to ensure that any reasonable adjustment policy produced by an awarding body is consistent with equality legislation and with the implementation of these policies at provider level. Any issues identified are recorded and monitored in the awarding body's action plan.

Section 3: Workforce Equality Monitoring

Workforce equality monitoring: employees

As at 31 January 2019, SQA had 957 employees, which equates to 917.04 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, though these individuals have been excluded from the analysis in this appendix.

Please note SQA no longer has Grade 2 posts and as such this grade has been excluded from all tables/graphs below. Data referring to 2017 uses data up to 31 January 2018. Similarly, data for 2018 uses data up to 31 January 2019.

Age

The age distribution of SQA staff has remained very similar to last year, with the majority of employees (64.42%) aged between 30 and 59. However, there has been an upwards shift, with an increase of 0.52% in age band 65+. This is illustrated in Table 1.1:

Table 1.1: Employees by age band

Age band	2017 %	2018 %	% difference
16-24	5.50	6.11	0.61
25-29	7.93	7.26	-0.66
30-34	12.68	12.84	0.16
35-39	14.38	13.89	-0.48
40-44	11.10	12.74	1.64
45-49	13.32	12.63	-0.69
50-54	12.90	12.84	-0.05
55-59	12.90	12.32	-0.58
60-64	8.25	7.79	-0.46
65+	1.06	1.58	0.52
Total	**100.00**	**100.00**	

Employees by age band (as in table 1.1)
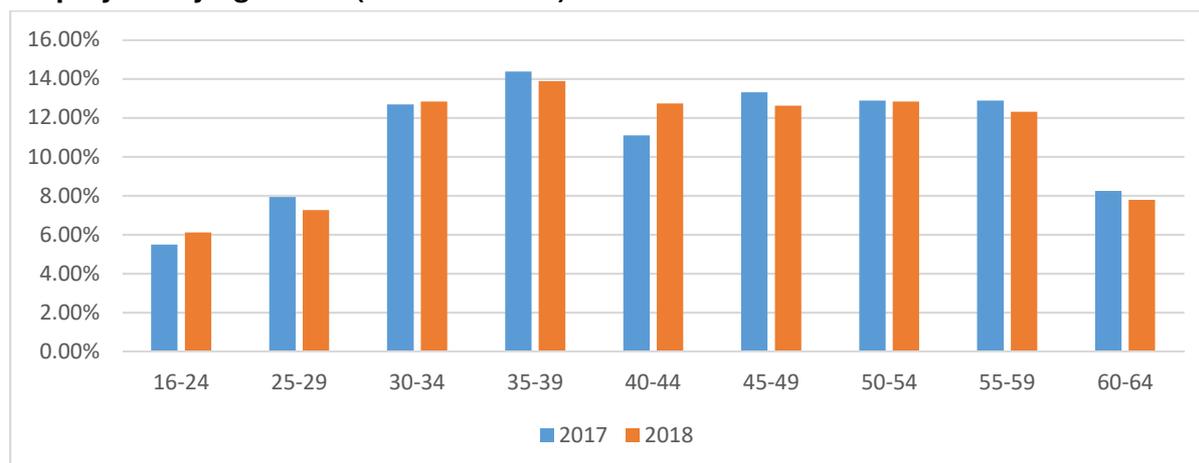
In general, the workforce in the administrative grades (3 and 4) are more evenly spread across the full age range compared to those at higher grades. At Grade 1, 64% are aged 16-24. At Head of Service (HoS) level 86% are aged 45 to 64. This is shown in Table 1.2.

Table 1.2: Employees by age band and grade 2018

Age band	Grade %								
	1	3	4	5	6	7	8	HoS	Total
16-24	64.29	21.62	12.50	7.69	1.03	0.63	0.49		6.11
25-29		10.81	15.91	9.89	10.31	1.25	0.97		7.26
30-34		13.51	12.50	16.48	16.49	15.00	8.74	2.86	12.84
35-39		6.76	8.52	18.68	20.62	14.38	15.53	0.00	13.89
40-44	7.14	6.76	9.09	18.68	12.37	16.25	13.59	11.43	12.74
45-49		5.41	7.95	6.59	10.31	22.50	15.05	25.71	12.63
50-54		9.46	10.23	9.89	13.40	11.88	16.02	28.57	12.84
55-59	14.29	12.16	11.36	5.49	12.89	10.00	15.53	22.86	12.32
60-64	7.14	10.81	10.80	6.59	2.58	6.88	10.19	8.57	7.79
65+	7.14	2.70	1.14			1.25	3.88		1.58
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)
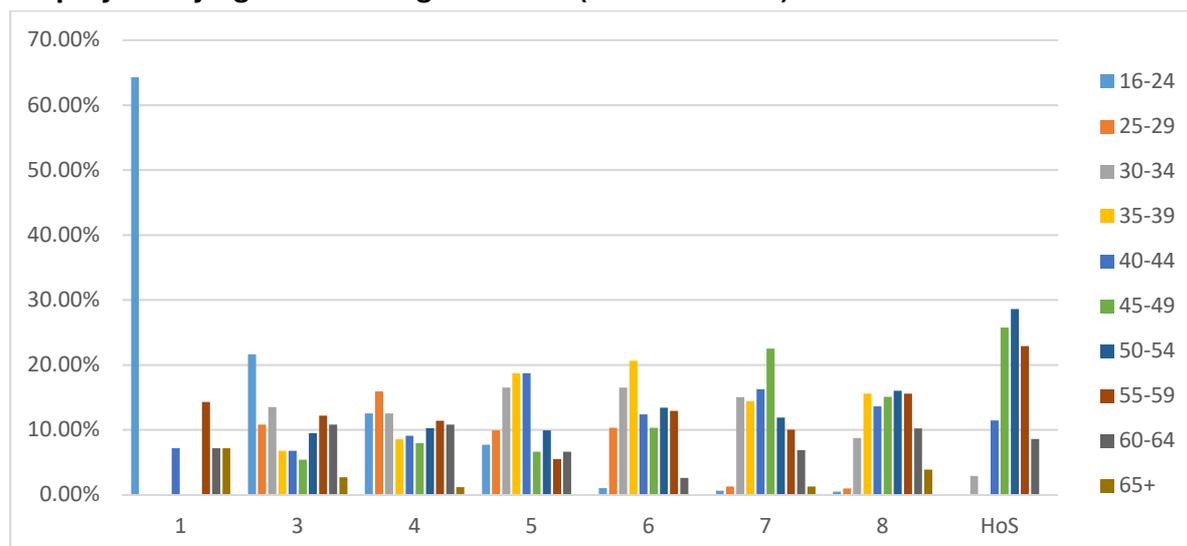
The ratio of female to male has changed over the two year period. The female proportion of our total workforce has increased by 0.31%. The ratio of age brackets has changed over the two year period as shown in Table 1.3.

As at January 2019 our ratio of male to female employees is 38:62.

Table 1.3: Employees by age band and gender

Age band	2017		2018		% difference	
	Female %	Male %	Female %	Male %	Female	Male
16-24	2.96	2.54	3.58	2.53	0.62	-0.01
25-29	4.76	3.17	4.84	2.42	0.09	-0.75
30-34	8.46	4.23	7.58	5.26	-0.88	1.03
35-39	8.35	6.03	8.53	5.37	0.18	-0.66
40-44	6.87	4.23	8.32	4.42	1.44	0.19
45-49	7.61	5.71	6.74	5.89	-0.87	0.19
50-54	7.82	5.07	8.21	4.63	0.39	-0.44
55-59	8.67	4.23	7.89	4.42	-0.77	0.19
60-64	5.60	2.64	5.47	2.32	-0.13	-0.33
65+	0.95	0.11	1.26	0.32	0.31	0.21
Total	**62.05**	**37.95**	**62.42**	**37.58**		

Employees by age band and gender (as in table 1.3)
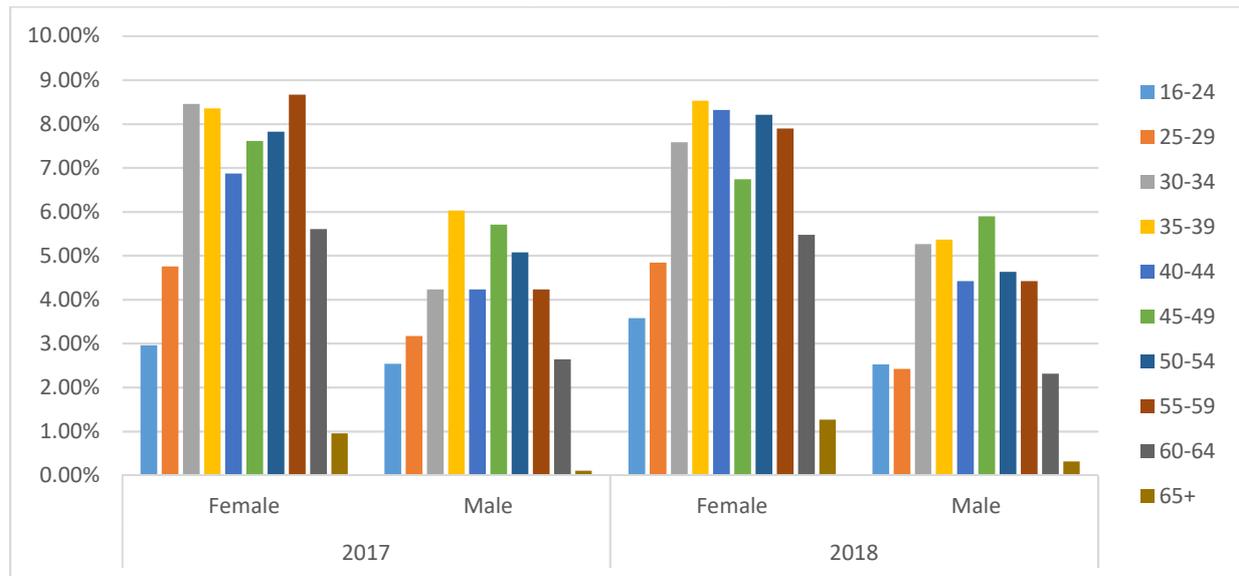
Gender: Board of Management

Time period	Total number of Board members	Number of females	Number of males
From January 2017 until December 2017	11	5	6
From January 2018 until December 2018	11	5	6
As at January 2019	11	5	6

Disability

When employee records are created, the disability status is pre populated to non-disabled, but we ask staff to review their equality and diversity categorisations at regular intervals to ensure the information we hold for them is accurate. Staff members have access to change this information at any time through our self-service portal. Currently there is no option for employees to stipulate what their disability is, but this will change when SQA's HR system is implemented in April 2019. As at January 2019, 1.47% of staff have told us they identify themselves as having a disability. This is a decrease of 0.22% from the previous year.

Table 1.4: Employees by disability and grade

| | Disabled | | | | | | Non-Disabled | | | | | |
| | 2017 | | 2018 | | Variance | | 2017 | | 2018 | | Variance | |
Grade	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1							12.07	1.28	12.07	1.27	0.00	-0.01
3	*	*	*	*	*	*	78.70	8.32	69.71	7.34	-8.99	-0.98
4	*	*	*	*	*	*	161.91	17.12	165.37	17.41	3.46	0.29
5	*	*	*	*			88.86	9.39	88.67	9.33	-0.19	-0.06
6	*	*	*	*			175.30	18.53	183.67	19.33	8.37	0.80
7	*	*	*	*	*	*	153.41	16.22	150.89	15.88	-2.53	-0.33
8							184.56	19.51	192.86	20.30	8.30	0.79
HoS	*	*	*	*			30.60	3.23	33.00	3.47	2.40	0.24
Total	**15.60**	**1.69**	**14.00**	**1.47**	**-1.60**	**-0.22**	**885.41**	**93.60**	**896.24**	**94.34**	**10.83**	**0.75**

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

Currently, 57.14% of disabled staff are female. This has decreased by 4.50% over the two year period. 42.86% are male and this has increased by 4.50% over the two year period.

Table 1.5: Employees by disability and gender

| | Disabled | | | | | | Non-Disabled | | | | | |
| | 2017 | | 2018 | | Variance | | 2017 | | 2018 | | Variance | |
Gender	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Female	*	57.69	*	57.14	*	*	544.45	61.02	556.59	61.63	12.13	0.61
Male	*	42.31	*	42.86	*	*	347.76	38.98	346.46	38.37	-1.30	-0.61
Total	**15.60**	**100.00**	**14.00**	**100.00**	*	*	**892.21**	**100.00**	**903.04**	**100.00**	**10.83**	**0.00**

Marriage and civil partnership

52% of staff have provided information relating to their marital status. This has decreased by 2.65% from last year. However, of those who have provided a response to this question, 20.32% have advised that they 'prefer not to say'.

Table 1.6: Employees by marriage status and grade

Grade	Married/Civil Partnership %		Single %		Prefer Not to Say %		Not Specified %	
	2017	2018	2017	2018	2017	2018	2017	2018
1	0.00	0.00	0.00	0.11	0.11	0.11	1.37	1.26
3	1.69	0.95	0.74	0.42	2.22	1.68	4.33	4.74
4	4.76	5.26	1.69	1.16	3.38	3.05	8.25	9.05
5	2.22	2.32	1.06	0.84	1.80	1.47	4.65	4.95
6	6.03	5.89	1.16	1.58	4.44	4.00	8.03	8.95
7	5.18	5.58	1.37	1.05	3.38	2.95	7.40	7.26
8	4.55	4.84	0.85	0.84	5.81	5.89	10.04	10.11
HoS	0.63	0.42	0.32	0.42	1.27	1.16	1.27	1.68
Total	25.05	25.26	7.19	6.42	22.41	20.32	45.35	48.00

Single includes divorced, separated, cohabitating, widowed.

Employees by marriage status and grade (as in table 1.6)
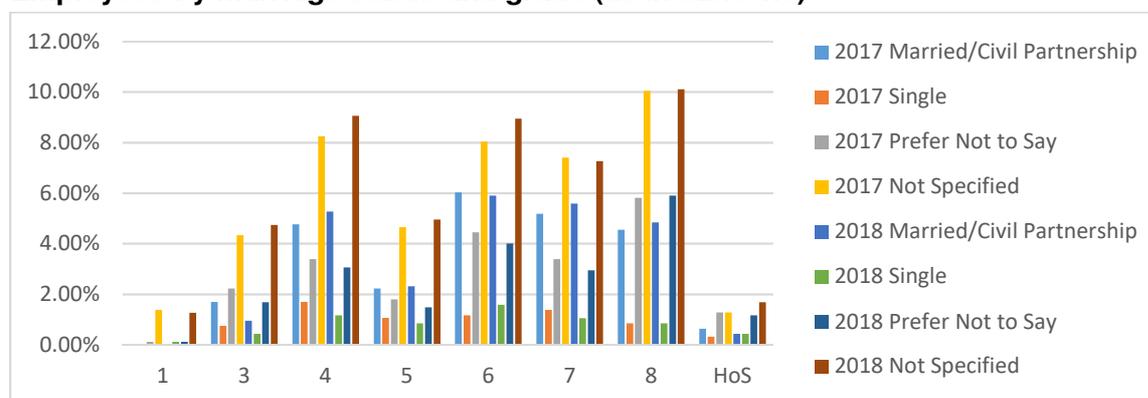
Pregnancy and maternity

This data compares all female employees and has been split into the following:

♦ Female employees who were pregnant in 2017 or 2018 (table 1.7)
♦ Female employees who had a period of maternity/adoption leave in 2017 or 2018 (table 1.8)
♦ Female employees who returned to work following a period of maternity leave in 2017 or 2018 (table 1.9)
♦ Female employees who returned to work following a period of maternity leave in 2017 or 2018 but changed working pattern to either part time or non-standard
♦ 0.43% of female employees were pregnant during 2018; this was a 0.11% increase from 2017.

1.16% of female employees had a period of maternity leave during 2018; this was a 0.42% increase for the same period in 2017. The majority of those employees on maternity leave have been from grades 4 to 7.

92.31% of female employees following a period of maternity leave returned to work during 2018; this was a 2.43% decrease from 2017. Over the two year period 6.25% did not return to work.

Table 1.7 - Employees by Pregnancy Status

Status	2017	2018	% difference
Pregnant	0.32%	0.43%	0.11%
Not Pregnant	99.68%	99.57%	-0.11%
Total	**100.00%**	**100.00%**	

Table 1.8 – Employees by Maternity Leave (including Adoption Leave) and Grade

	Employees on Maternity Leave		
Grade	**2017**	**2018**	**% difference**
1		0.11%	0.11%
3			
4		0.21%	0.21%
5	0.11%	0.32%	0.21%
6	0.53%	0.42%	-0.11%
7	0.11%	0.11%	
8			
HoS			
Total	**0.74%**	**1.16%**	**0.42%**

Table 1.9 – Employees Returning from Maternity Leave and Grade

|	Returned from Maternity Leave		Not Returned from Maternity Leave	
Grade	**2017**	**2018**	**2017**	**2018**
1				
3				
4	10.53%	7.69%	5.26%	
5	26.32%	7.69%		
6	21.05%	46.15%		
7	26.32%	30.77%		
8	10.53%			7.69%
HoS				
Total	**94.74%**	**92.31%**	**5.26%**	**7.69%**

Race

57.79% of staff have provided information about their race. This has decreased by 2.46% from last year. However, of those who have provided a response to this question, 10.84% have advised that they 'prefer not to say'.

Table 1.8: Employees by race and grade

Grade	Minority Ethnicity						White					
	2017		2018		Variance		2017		2018		Variance	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	*	*	*	*			1.00	0.11	2.00	0.21	1.00	0.10
3	*	*			*	*	28.53	3.02	17.53	1.85	-11.00	-1.17
4	*	*	*	*	*	*	70.77	7.48	70.63	7.43	-0.14	-0.05
5	*	*	*	*			41.79	4.42	41.03	4.32	-0.76	-0.10
6	*	*	*	*	*	*	96.89	10.24	103.23	10.87	6.34	0.62
7	*	*	*	*	*	*	85.91	9.08	80.71	8.50	-5.20	-0.59
8			*	*	*	*	80.84	8.55	79.44	8.36	-1.40	-0.18
HoS							21.60	2.28	19.00	2.00	-2.60	-0.28
Total	**10.10**	**1.07**	**10.50**	**1.11**	**0.4**	**0.04**	**427.32**	**45.17**	**413.57**	**43.53**	**-13.75**	**-1.64**

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

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

From the 2018 figures, the proportion of minority ethnic employees who were female was 61.90%, with males 38.10%. The proportion of white ethnic employees who were female was 61.54% in 2018, compared to 53.85% in 2017. For males this was 38.46% in 2018 compared to 46.15% in 2017.

Table 1.9: Employees by race and gender

Gender	Minority Ethnicity						White					
	2017		2018		Variance		2017		2018		Variance	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Female	*	60.40	*	61.90	*	*	269.12	62.42	264.47	63.37	-4.65	0.94
Male	*	39.60	*	38.10	*	*	162.00	37.58	152.90	36.63	-9.10	-0.94
Total	**10.10**	**100.0**	**10.5**	**100.00**	*	*	**431.12**	**100.00**	**417.37**	**100.00**	**-13.75**	**0.00**

Religion

55.79% of staff have provided information relating to their religion. This has decreased by 2.46% from last year.

Table 1.10: Employees by religion (Christian or Non-Christian)

Religion	2017	2018	difference
Christian	20.30%	18.74%	-1.56%
Non-Christian	23.78%	23.68%	-0.10%
Prefer Not To Say	14.16%	13.37%	-0.80%
Not Provided	41.75%	44.21%	2.46%
Total	**100.00%**	**100.00%**	

From the 2018 figures, the proportion of non-Christian employees represented 23.68%; this shows a decrease of 0.10% from the year previous. SQA's non-Christian category includes Buddhist, Hindu, Muslim, Sikh, None and Other.

Gender: Employees

Female employees accounted for 62.42% of the 2018 workforce, which was an increase of 0.21% from 2017. Male employees accounted for 37.58% of the 2018 workforce which was a decrease of 0.37% from 2017.

Table 1.11: Employees by gender and grade

	Female			Male		
Grade	2017	2018	difference	2017	2018	difference
1	0.95%	1.05%	0.10%	0.53%	0.42%	-0.11%
3	5.81%	5.16%	-0.66%	3.17%	2.63%	-0.54%
4	10.25%	11.37%	1.11%	7.82%	7.16%	-0.66%
5	5.71%	5.58%	-0.13%	4.02%	4.00%	-0.02%
6	14.16%	14.63%	0.47%	5.50%	5.79%	0.29%
7	11.52%	10.63%	-0.89%	5.81%	6.21%	0.40%
8	12.37%	12.53%	0.16%	8.88%	9.16%	0.28%
HoS	1.27%	1.47%	0.21%	2.22%	2.21%	-0.01%
Total	**62.05%**	**62.42%**	**0.37%**	**37.95%**	**37.58%**	**-0.37%**

Employees by gender and grade (as in table 1.11)

Legend: Female 2017, Female 2018, Male 2017, Male 2018
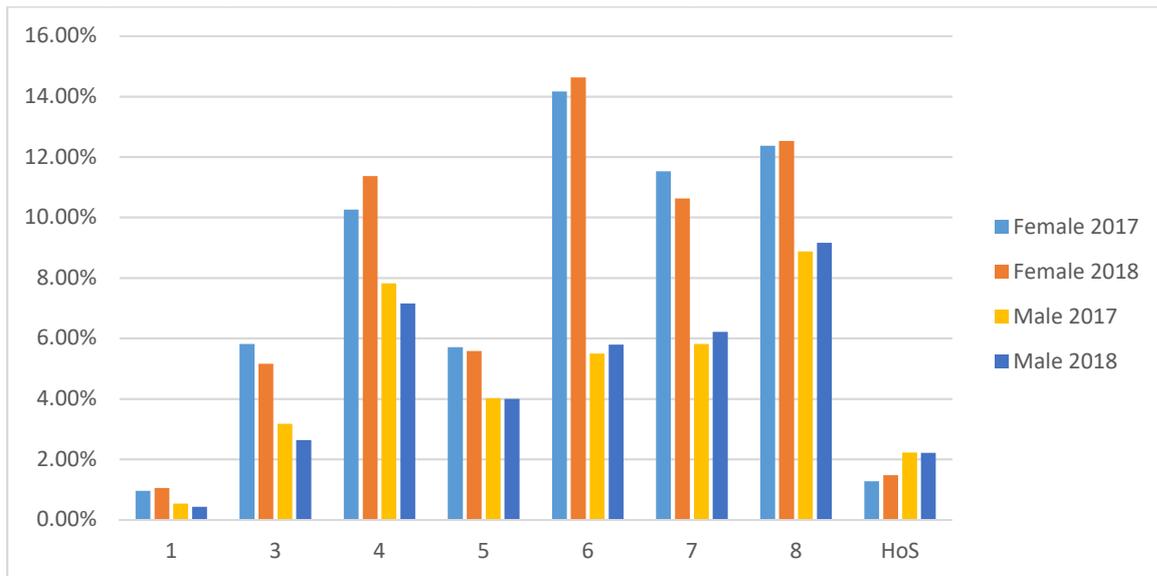
Sexual orientation

55.16% of staff have provided information relating to their sexual orientation. This has decreased by 2.45% from last year. 39.47% of the workforce identifies itself as Heterosexual, with 2.21% identifying as Gay/Homosexual Man or Lesbian/Gay Women. This is a decrease of 0.33% from the year previous.

Table 1.12: Employees by sexual orientation

Gay/Homosexual Man %		Heterosexual %		Lesbian/Gay Woman %		Bisexual %		Prefer not to say %		Not Provided %	
2017	**2018**	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**
1.37	1.05	40.80	39.47	1.16	1.16	0.21	0.32	14.06	13.16	42.39	44.84

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

Retention

For the rolling 12 months (January 2018 to December 2018) the staff turnover (excluding fixed term contracts) average was 7.66%. In 2018, 55.12% of leavers were female (a decrease of 0.88% since 2017), and 44.88% were male (a decrease of 0.88% since 2017).

There was a significant fluctuation in figures since 2017 in the 25–29 age bracket. 17.54% of leavers were male in 2018, compared to 8.57% of females. In 2017, the figures were almost identical — 6.82% for male and 8.93% for female.

3.57% of leavers in the 65+ age bracket in 2017 were female, compared to 13.64% who were male. This difference steadies out in 2018, where female leavers are at 1.43% and male are at 1.75%. This information is shown in Table 1.14:

Table 1.13 – Leavers by age and gender

Age Band	2017 %		2018 %		% difference	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
16-24	7.14	6.82	12.86	7.02	5.71	0.20
25-29	8.93	6.82	8.57	17.54	-0.36	10.73
30-34	12.50	4.55	11.43	14.04	-1.07	9.49
35-39	14.29	9.09	14.29	8.77	0.00	-0.32
40-44	12.50	6.82	7.14	8.77	-5.36	1.95
45-49	5.36	15.91	4.29	10.53	-1.07	-5.38
50-54	8.93	9.09	11.43	10.53	2.50	1.44
55-59	8.93	18.18	10.00	8.77	1.07	-9.41
60-64	17.86	9.09	18.57	12.28	0.71	3.19
65+	3.57	13.64	1.43	1.75	-2.14	-11.88
Total	**100.00**	**100.00**	**100.00**	**100.00**		

Leavers by age and gender (as in table 1.13):
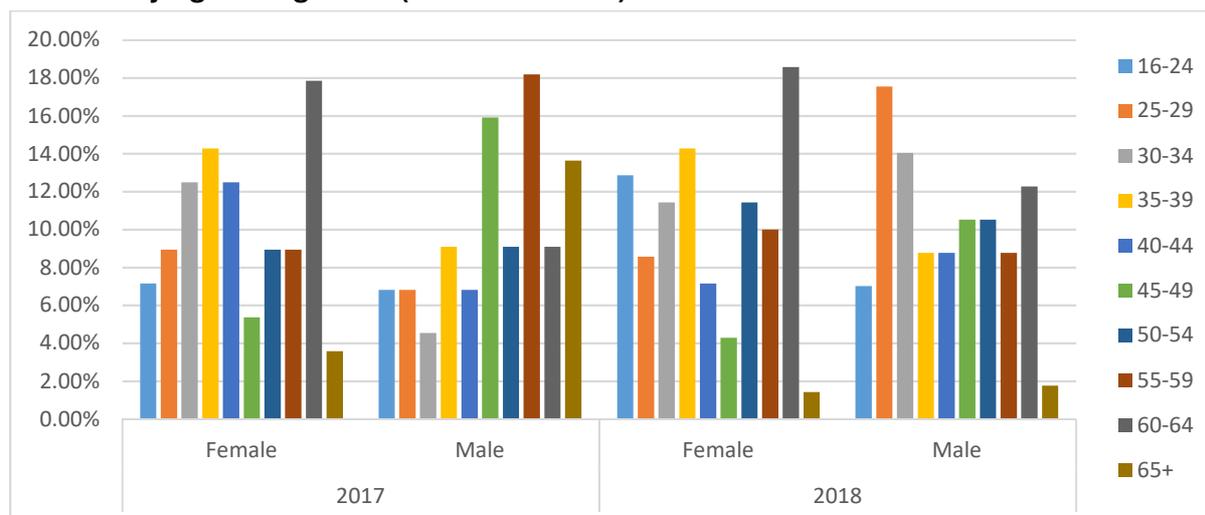
The proportion of male leavers at grades 1–5 has increased since 2017 by 18.36%, and dropped at grades 6–8 by 20.73%. Retention appears to be higher in these grades for males in 2017.

The number of female leavers has decreased since 2017 at grades 1, 4 and 6 (18.57%), but increased at grades 3, 5, 7 and 8 (20.36%). This is shown in Table 1.14:

Table 1.14 – Leavers by grade and gender

Grade	2017 %		2018 %		% difference	
	Female	Male	Female	Male	Female	Male
1	16.07	13.95	11.43	15.79	-4.64	1.84
3	14.29	6.98	15.71	8.77	1.43	1.80
4	28.57	11.63	15.71	24.56	-12.86	12.93
5	1.79	6.98	4.29	8.77	2.50	1.80
6	12.50	13.95	11.43	8.77	-1.07	-5.18
7	12.50	13.95	20.00	8.77	7.50	-5.18
8	12.50	27.91	21.43	17.54	8.93	-10.36
HoS	1.79	4.65	0.00	7.02	-1.79	2.37
Total	100.00	100.00	100.00	100.00		

Leavers by age and gender (as in table 1.14)
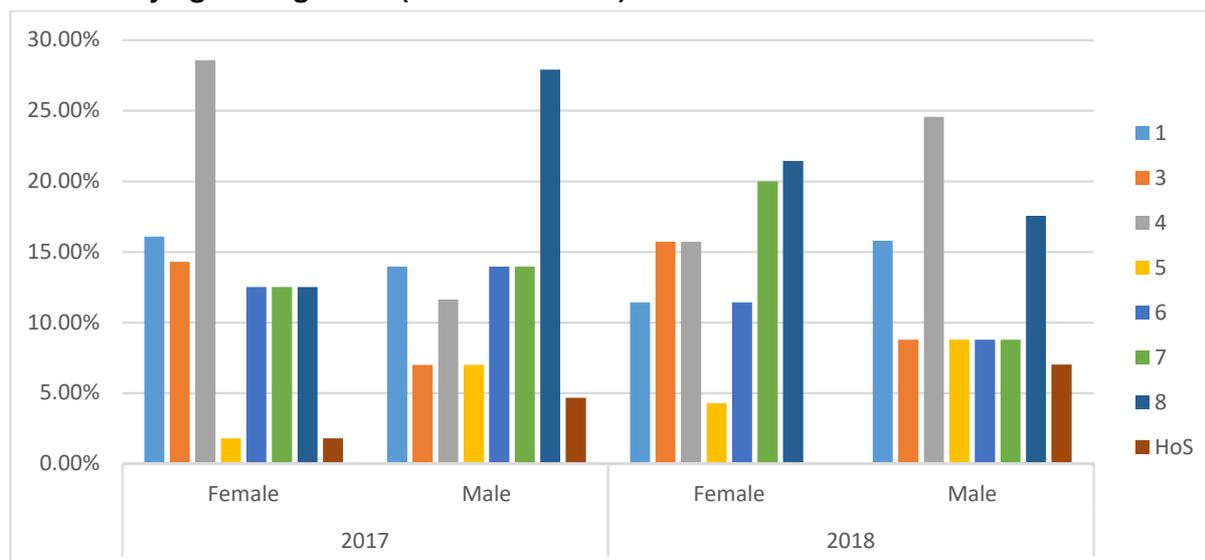
Workforce equality monitoring: employee training

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 January 2018 and 31 December 2018, 399 SQA employees requested training. The amount of employees requesting training has decreased by 15.64% since last year. This is mainly due to more on the job training taking place which did not require a formal training request via individual 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 (17.79%) aged between 30 and 39. There is a noticeable shift in the number of employees aged 55–59 requesting training, which has increased by 1.13%. 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 %	2017	2018	% difference
16-24	7.40	5.76	-1.64
25-29	9.94	8.77	-1.16
30-34	15.22	14.04	-1.19
35-39	17.34	17.79	0.46
40-44	10.99	11.28	0.28
45-49	12.90	13.28	0.39
50-54	11.84	12.78	0.94
55-59	10.15	11.28	1.13
60-64	4.02	5.01	1.00
65+	0.21	0.00	-0.21
Total	**100.00**	**100.00**	

Employees who requested training by age band (as in Table 2.1)
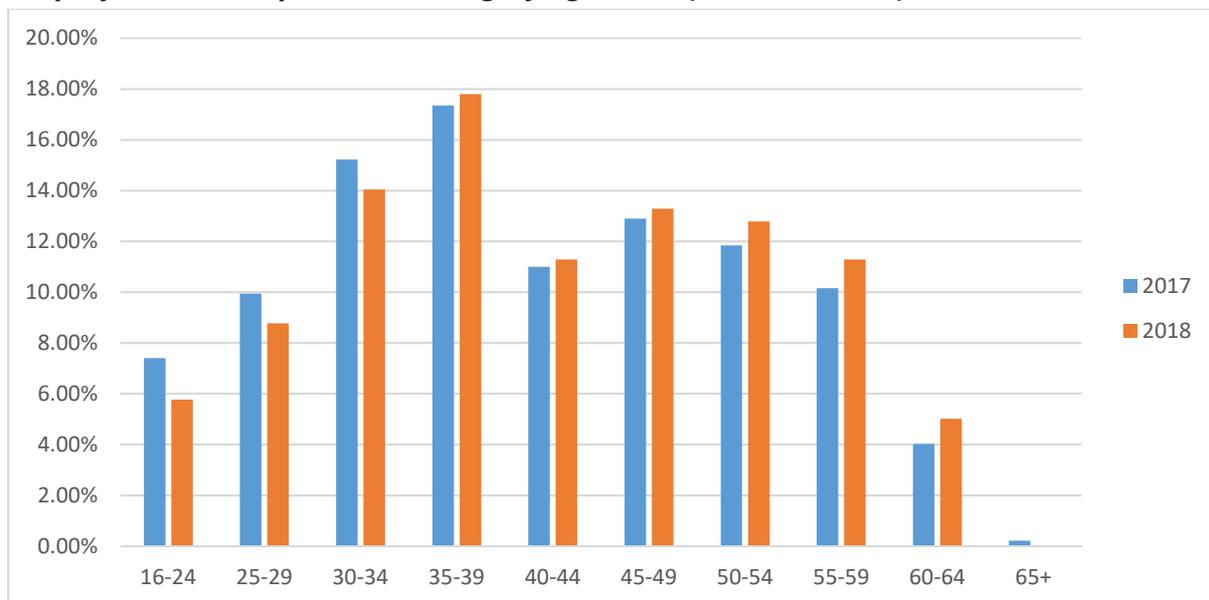
The age profiles of approved training requests were similar. In 2017, 98.10% of training requests were approved, in 2018 98.75% of training requests were approved, an increase of 0.65%. These figures are highlighted in Table 2.2:

Table 2.2 – Employees, approved training requests by age band

Age band	2017	2018	% difference
	% of requests approved	% of requests approved	% of requests approved
16-24	7.19	5.76	-1.42
25-29	9.51	8.27	-1.24
30-34	15.22	14.04	-1.19
35-39	16.91	17.79	0.88
40-44	10.99	11.28	0.28
45-49	12.68	13.28	0.60
50-54	11.42	12.53	1.11
55-59	10.15	11.28	1.13
60-64	3.81	4.51	0.71
65+	0.21	0.00	-0.21
Total	**98.10**	**98.75**	**0.65**

Employees approved training by age band (as in Table 2.2)
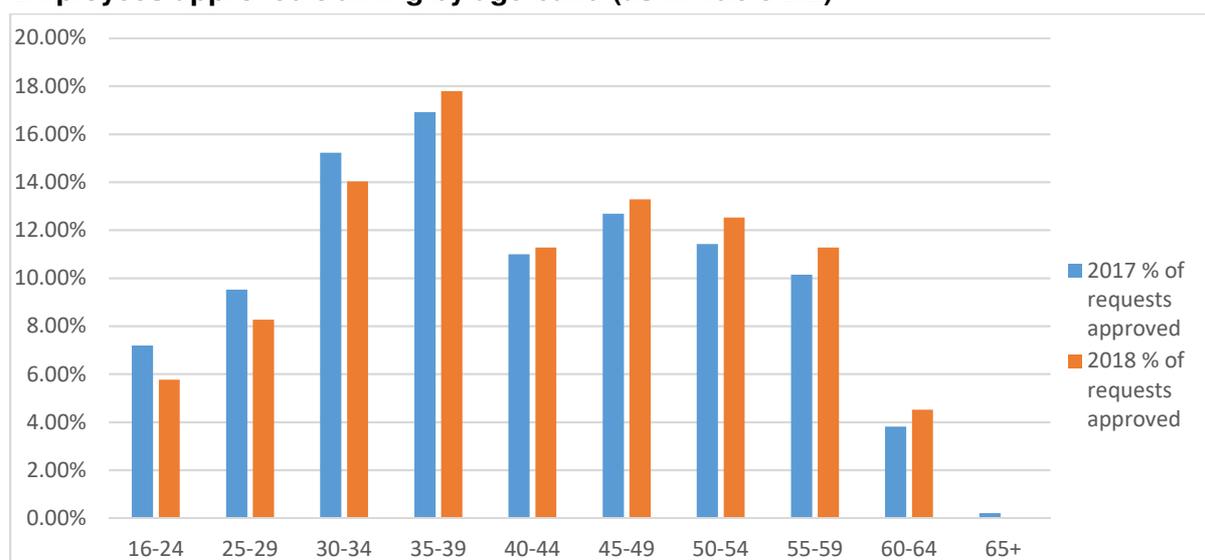
Requests which were cancelled or deferred by OD and Change Management/HoS were highest in the 25–29 and 60–64 age brackets. These increased by 18% and 29% respectively. This is in part due to the higher numbers of requests in these brackets. There has been a noticeable decrease in training cancelled or deferred by OD and Change Management/HoS for the 35–39 age brackets (22%), and in the 16–24 and 45–49 age brackets (11%) 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 %	2017	2018	% difference
16-24	11		-11
25-29	22	40	18
30-34			
35-39	22		-22
40-44			
45-49	11		-11
50-54	22	20	-2
55-59			
60-64	11	40	29
65+			
Total	**100**	**100**	

The majority of training cancellations relate to IT training (40%). 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.

0.50% 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.

Gender

In 2018, 63.91% of employees who requested training were female, 1.12% more than 2017. For males this was 36.09%. This is shown in Table 2.4:

Table 2.4 – Employees who requested training by gender

Gender	2017	2018	% difference
Male %	37.21	36.09	-1.12
Female %	62.79	63.91	1.12
Total	**100.00**	**100.00**	

Employees who requested training by gender (as in Table 2.4)
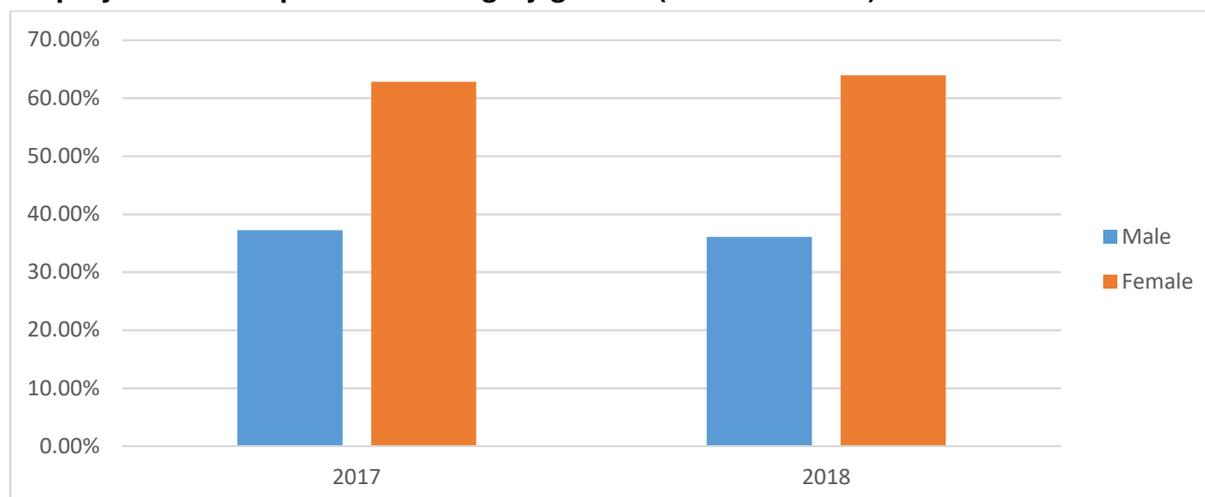
Of the requests in 2018, 98.82% were approved for females, whilst 98.61% of requests were approved for males. 1.18% of training requests were cancelled for females; 1.39% for males. This is highlighted in Table 2.5:

Table 2.5 – Outcome of training by gender

	Approved			Cancelled		
Gender	**2017**	**2018**	**% difference**	**2017**	**2018**	**% difference**
Male %	98.30	98.61	0.32	1.70	1.39	-0.32
Female %	97.98	98.82	0.84	2.02	1.18	-0.84
Total	**98.10**	**98.75**	0.65	**1.90**	**1.25**	-0.65

Grade

The grade distributions of employees requesting training have not fluctuated significantly since last year. 11.21% of requests were from grades 1 and 3 in 2017, a decrease of 2.93% in 2018, whereas 13.32% of requests were from grades 8 in 2017; an increase of 2.72% in 2018. This is shown in Table 2.7:

Table 2.6 – Employees who requested training by grade

Grade %	2017	2018	% difference
1	1.06	1.00	-0.05
3	10.15	7.27	-2.88
4	17.97	18.80	0.83
5	13.11	12.28	-0.83
6	24.52	24.81	0.29
7	18.39	18.30	-0.10
8	13.32	16.04	2.72
HoS	1.48	1.50	0.02
Total	**100.00**	**100.00**	

27.80% of grades 3 and 4 were approved training in 2018, a decrease of 1.66%, whereas 31.90% of grades 7 and 8 were approved training in 2018; an increase of 2.62%. These figures are shown in Table 2.7:

Table 2.7 – Employees approved training by grade

Grade %	2017	2018	% difference
1	1.08	1.02	-0.06
3	10.34	7.36	-2.98
4	17.46	18.78	1.32
5	12.93	12.18	-0.75
6	24.78	24.62	-0.17
7	18.32	18.53	0.21
8	13.58	15.99	2.41
HoS	1.51	1.52	0.01
Total	**100.00**	**100.00**	

Employees approved training by grade (as in Table 2.7)
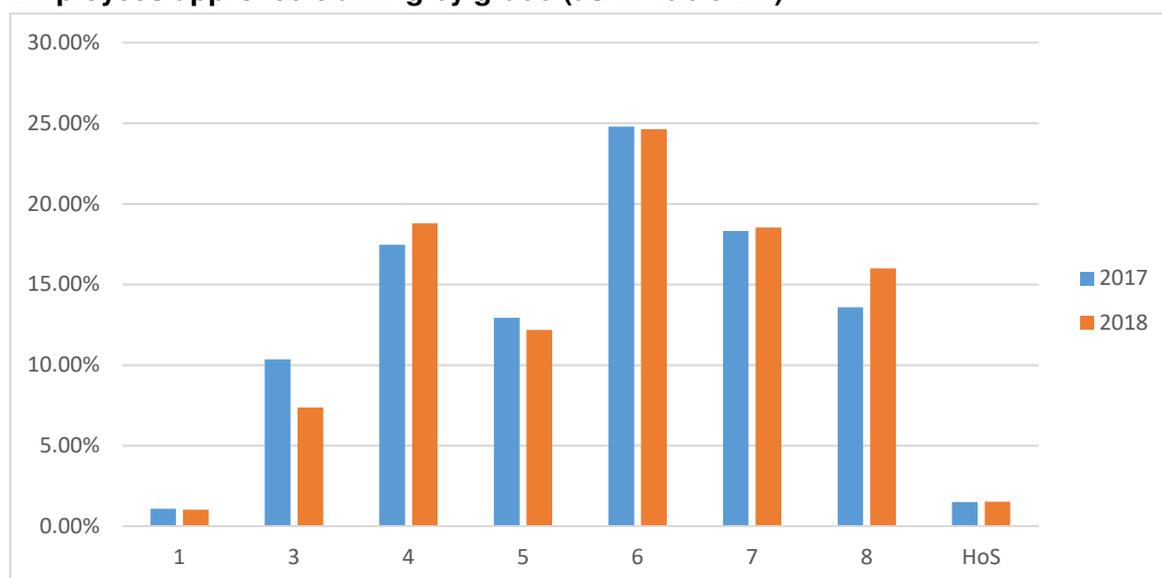
Disability

2.03% of employees who were approved training in 2018 declared themselves disabled; this represents a 0.09% increase since 2017. This is show in Table 2.9:

Table 2.8 – Employees approved training by disability

Disability	2017	2018	% difference
Non-Disabled %	98.06	97.97	-0.09
Disabled %	1.94	2.03	0.09
Total	**100.00**	**100.00**	

Employees approved training by disability (as in Table 2.8)
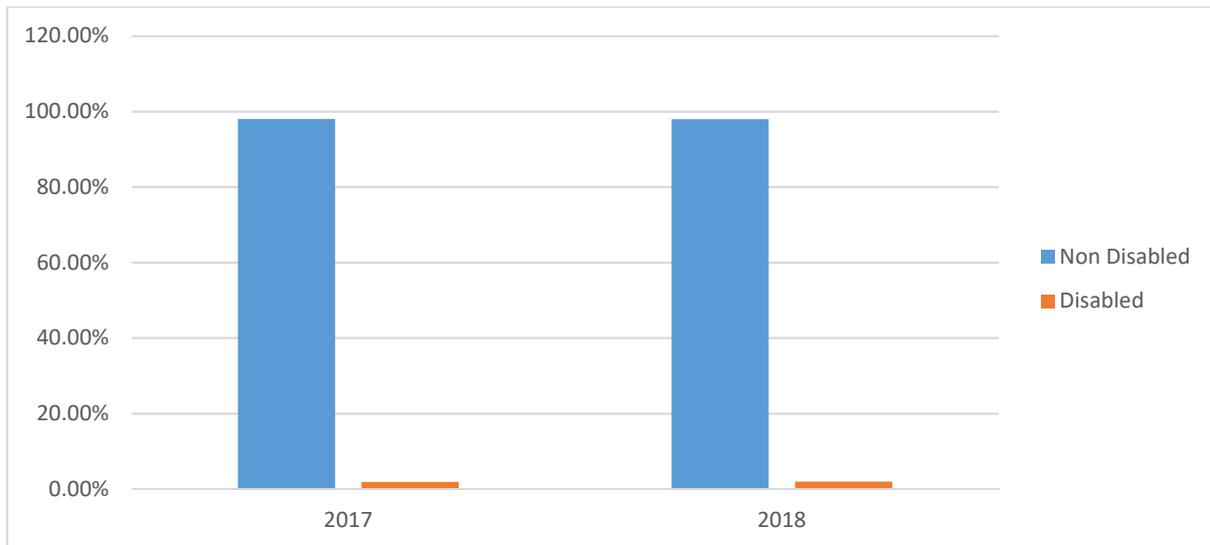
Race

53.55% of employees who were approved training declared which race they were. 46.45% did not specify; a decrease of 0.11% on last year.

2.28% of employees who were approved training in 2018 were from an ethnic minority, 0.13% more than in 2017.

Table 2.9 – Employees approved training by race

	Minority Ethnicity %			White %		
	2017	**2018**	**% difference**	**2017**	**2018**	**% difference**
Total	2.16	2.28	0.13	51.29	51.27	-0.02

Workforce equality monitoring: applicants

For the period 1 February 2018 to 31 January 2019, SQA had 3694 applicants for employment. The number applications have decreased by 14.21% compared to the previous year

Age

The majority of applicants in 2018 (41.64%) were aged between 16 and 29. All categories have seen a decrease in applications, with the exception of 16-24 which has increased by 5.92%, 30-34 which has increased by 0.95%, and 55-59 which has increased by 0.77%. This is illustrated in Table 3.1:

Table 3.1 – Applicants by age band

Age band	2017 %	2018 %	% difference
16-24	16.60	22.52	5.92
25-29	20.65	19.11	-1.53
30-34	14.63	15.59	0.96
35-39	12.68	11.51	-1.17
40-44	10.47	8.99	-1.49
45-49	9.41	7.80	-1.61
50-54	7.41	6.17	-1.24
55-59	3.86	4.63	0.77
60-64	1.88	1.30	-0.58
65+	0.05	0.08	0.03
Prefer not to say	2.37	2.30	-0.07
Total	**100.00**	**100.00**	

Applicants by age band (as in Table 3.1)
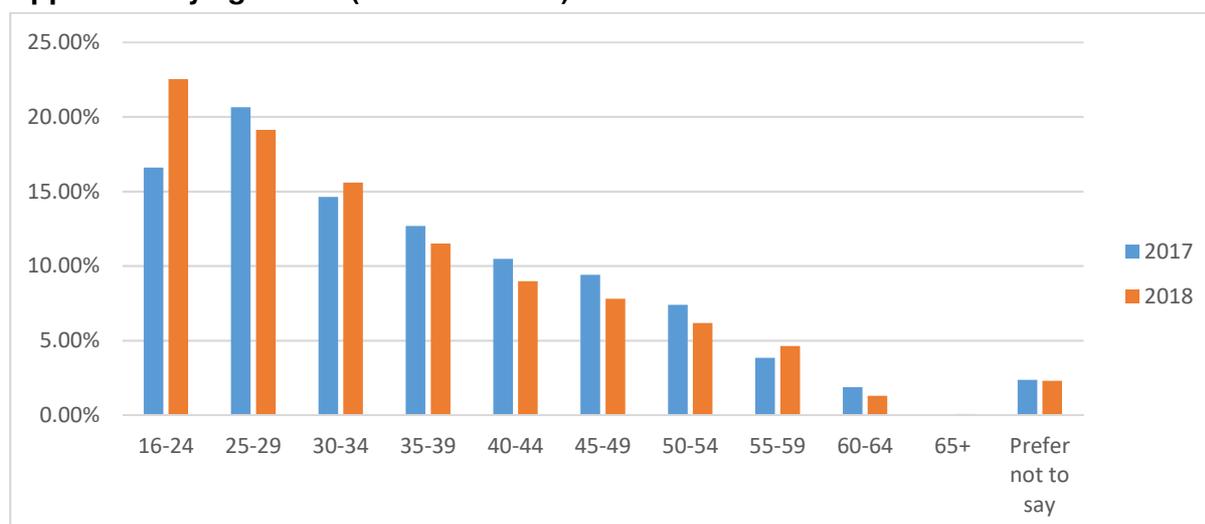
The largest proportion of applications (57.23%) has come from those aged 16–34. The smallest (8.31%) has come from the 55-65+ age group.

Table 3.2 – Applicants by age band and grade 2018

| Age band	Grade %								
	1	**3**	**4**	**5**	**6**	**7**	**8**	**HoS**	**Total**
16-24	2.33	5.87	8.01	4.06	1.84	0.11	0.24	0.05	22.52
25-29	0.05	3.06	7.39	3.68	3.03	1.06	0.81	0.03	19.11
30-34	0.05	2.30	4.63	2.08	2.36	1.38	2.54	0.24	15.59
35-39	0.03	1.68	2.17	1.54	1.68	1.33	2.68	0.41	11.51
40-44	0.03	1.19	1.71	1.11	1.38	1.25	2.25	0.08	8.99
45-49	0.03	1.08	1.19	0.65	0.89	1.00	2.57	0.38	7.80
50-54	0.05	0.70	1.25	0.38	0.84	0.73	1.92	0.30	6.17
55-59	0.00	0.84	0.87	0.38	0.43	0.70	1.14	0.27	4.63
60-64	0.03	0.38	0.22	0.08	0.16	0.14	0.30		1.30
65+			0.03				0.03	0.03	0.08
Prefer not to say		0.30	0.62	0.16	0.32	0.27	0.57	0.05	2.30
Total	**2.60**	**17.41**	**28.07**	**14.13**	**12.94**	**7.96**	**15.05**	**1.84**	**100.00**

**Applicants by age band and grade 2017 (as in Table 3.2)**
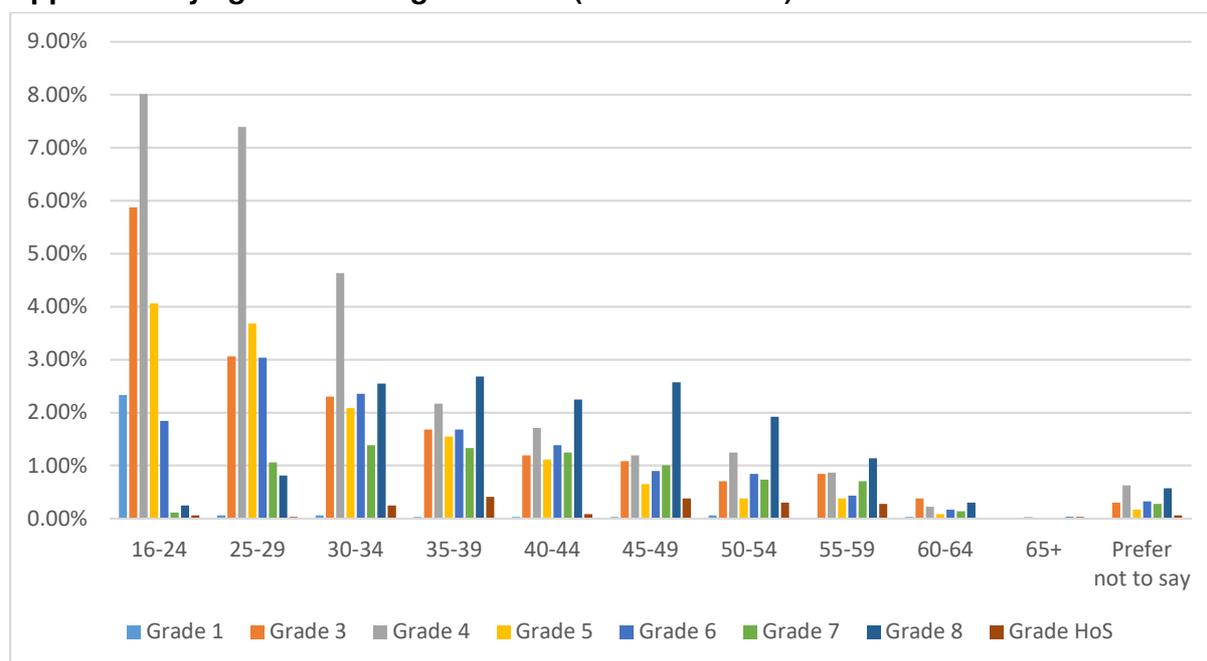
57.22% of applications in 2017 were from females. This was a small increase of 1.93% from 2016. For the same period we saw a small decrease (1.62%) of applications from males reducing from 43.45% in 2016 to 41.83% in 2017.

Table 3.3 – Applicants by age band and gender

Age band	2017 %			2018 %			% difference		
	Female	Male	Prefer not to say	Female	Male	Prefer not to say	Female	Male	Prefer not to say
16-24	10.87	5.71	0.02	13.78	8.74		2.91	3.03	-0.02
25-29	12.75	7.85	0.05	9.72	9.37	0.03	-3.03	1.52	-0.02
30-34	7.18	7.45		7.26	8.26	0.08	0.08	0.80	0.08
35-39	6.50	6.15	0.02	6.04	5.41	0.05	-0.47	-0.74	0.03
40-44	5.57	4.90		4.90	4.06	0.03	-0.67	-0.84	0.03
45-49	5.60	3.81		4.63	3.14	0.03	-0.97	-0.67	0.03
50-54	4.76	2.65		3.60	2.57		-1.16	-0.08	
55-59	2.02	1.83		2.27	2.36		0.25	0.52	
60-64	0.91	0.93	0.05	0.49	0.81		-0.42	-0.12	-0.05
65+		0.05			0.08			0.03	
Prefer not to say	0.81	0.53	1.02	0.79	0.43	1.08	-0.03	-0.10	0.06
Total	**56.97**	**41.87**	**1.16**	**53.47**	**45.24**	**1.30**	**-3.50**	**3.36**	**0.14**

**Applicants by age band and gender (as in Table 3.3)**
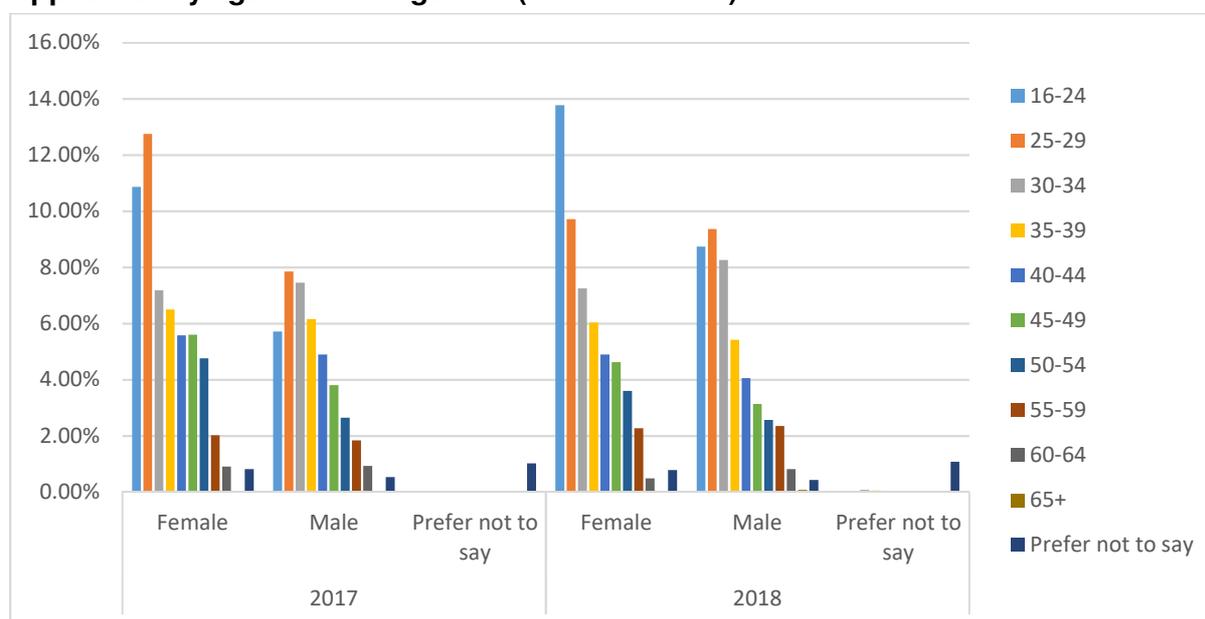
Disability

100% of applicants provided information relating to disability in 2018. However, of those who provided a response to this question, 3.28% have advised that they 'prefer not to say'.

Over the same period a total of 6.98% of applicants received declared they had a disability. This is broken down in Table 3.4. The yearly figure dropped by 0.05% from 2017 to 2018.

Table 3.4 - Applicants who are disabled

Classification	2017 %	2018 %	% difference
Disabled	7.04	6.98	-0.05
Not Disabled	90.41	89.74	-0.67
Prefer not to say	2.51	3.28	0.77
Not provided	0.05	0.00	-0.05
Total	**100.00**	**100.00**	

Applicants who are disabled (as in Table 3.4)
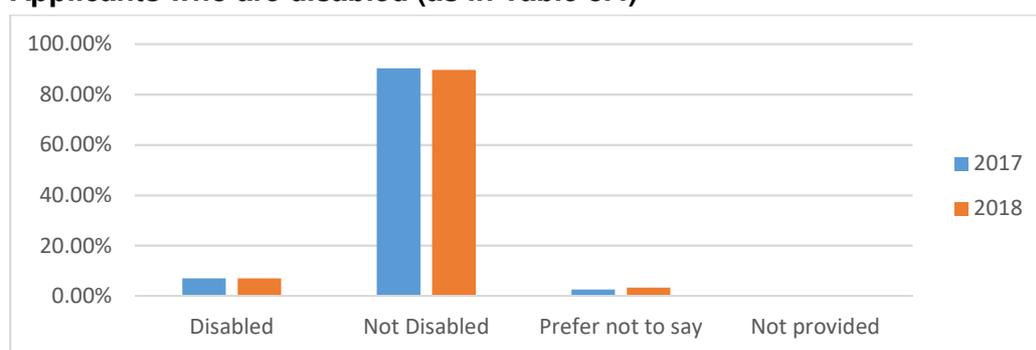
Race

100% of applicants provided information relating to their race in 2018. However, of those who provided a response to this question, 2.03% have advised that they 'prefer not to say', which has increased by 0.52% from 2017.

As illustrated in Table 3.5, the majority of applicants are white. Over the two year period the number of applicants from minority groups has decreased by 0.55%.

Table 3.5 – Applicants by race

Race	2017 %	2018 %	% difference
Minority Ethnicity	10.06	9.50	-0.55
White	88.43	88.47	0.03
Prefer not to say	1.51	2.03	0.52
Not provided	0.00	0.00	0.00
Total	**100.00**	**100.00**	

Applicants by race (as in Table 3.5)
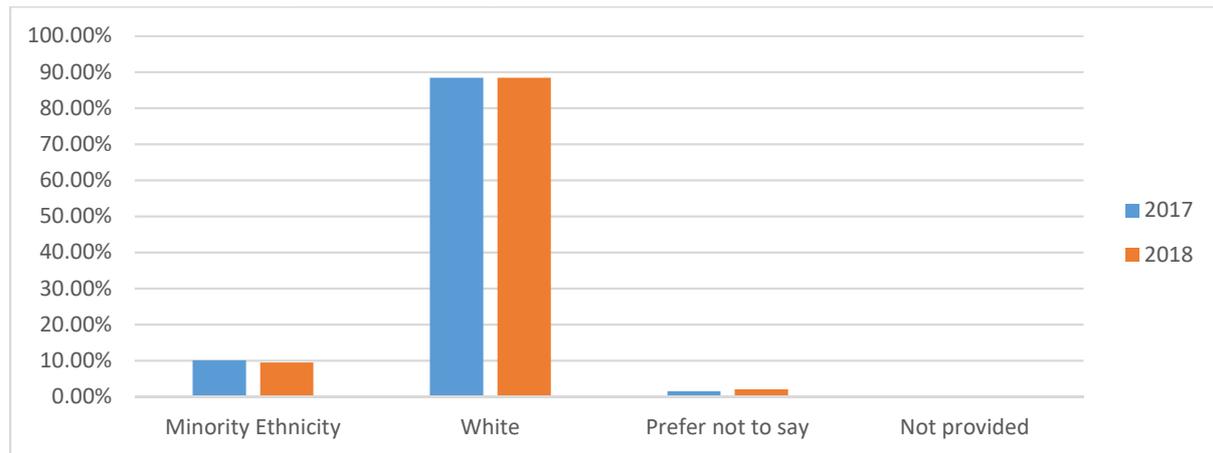
Religion

100% of applicants provided information relating to their religion in 2018. However, of those who provided a response to this question, 5.98% have advised that they 'prefer not to say', which has decreased by 0.03% from 2017.

As illustrated within Table 3.6, the majority of applicants have declared that they are non-Christian, with the next largest group being Christian.

Table 3.6 – Applicants by religion

Religion	2017 %	2018 %	% difference
Christian	34.79	31.24	-3.55
Non-Christian	59.20	62.78	3.58
Prefer Not To Say	6.01	5.98	-0.03
Not Provided	0.00	0.00	0.00
Total	**100.00**	**100.00**	

Applicants by religion (as in Table 3.6)
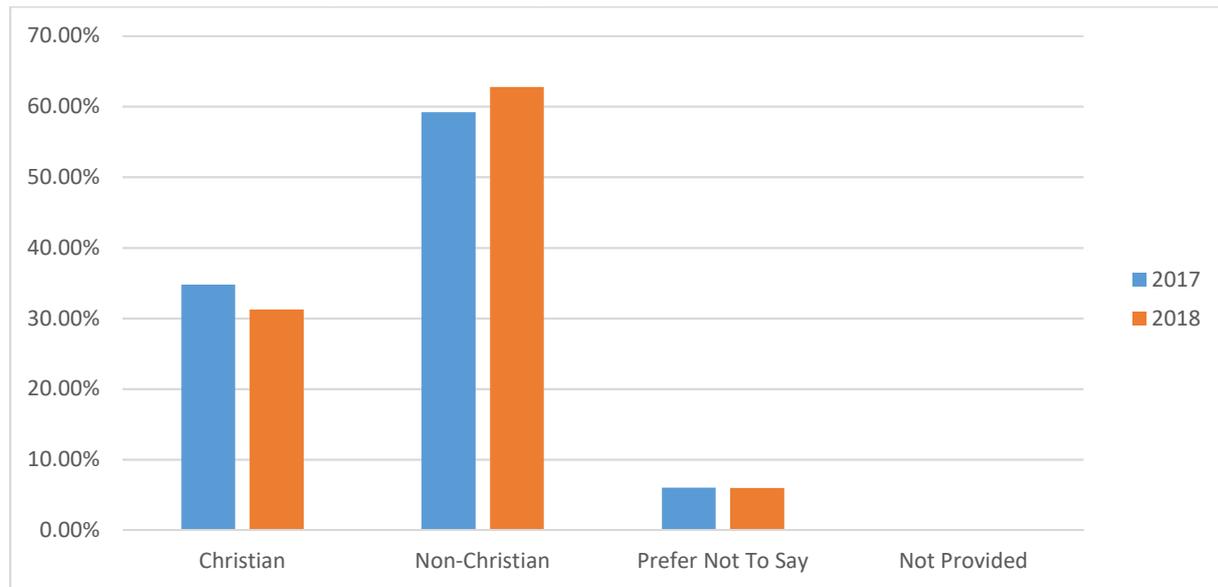
Gender

100% of applicants provided information relating to their gender in 2018. However, of those who provided a response to this question, 1.30% have advised that they 'prefer not to say', which has increased by 0.18% from 2017.

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

Table 3.7 – Applicants by gender

Gender	2017 %	2018 %	% difference
Male	41.87	45.24	3.36
Female	56.97	53.47	-3.50
Prefer not to say	1.11	1.30	0.18
Not provided	0.05	0.00	-0.05
Total	**100.00**	**100.00**	

**Applicants by gender (as in Table 3.7)**
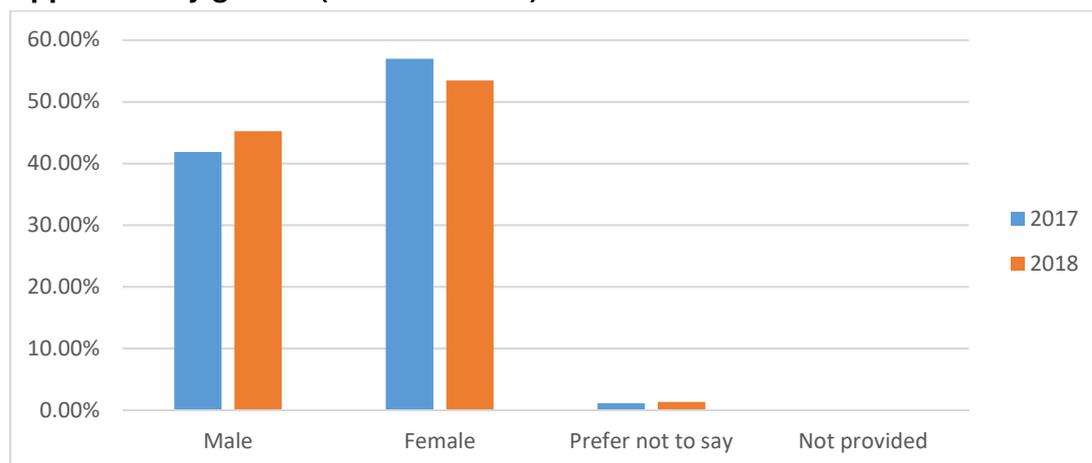
Sexual orientation

100% of applicants provided information relating to their sexual orientation in 2018. However, of those who provided a response to this question, 4.82% have advised that they 'prefer not to say', which has increased by 0.57% from 2017.

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	2017 %	2018 %	% difference
Bisexual	1.60	2.27	0.67
Gay / Lesbian	5.16	4.85	-0.31
Heterosexual / Straight	88.78	87.87	-0.91
Other	0.16	0.19	0.03
Prefer not to say	4.25	4.82	0.57
Not provided	0.05	0.00	-0.05
Total	**100.00**	**100.00**	

Applicants by sexual orientation (as in Table 3.8)
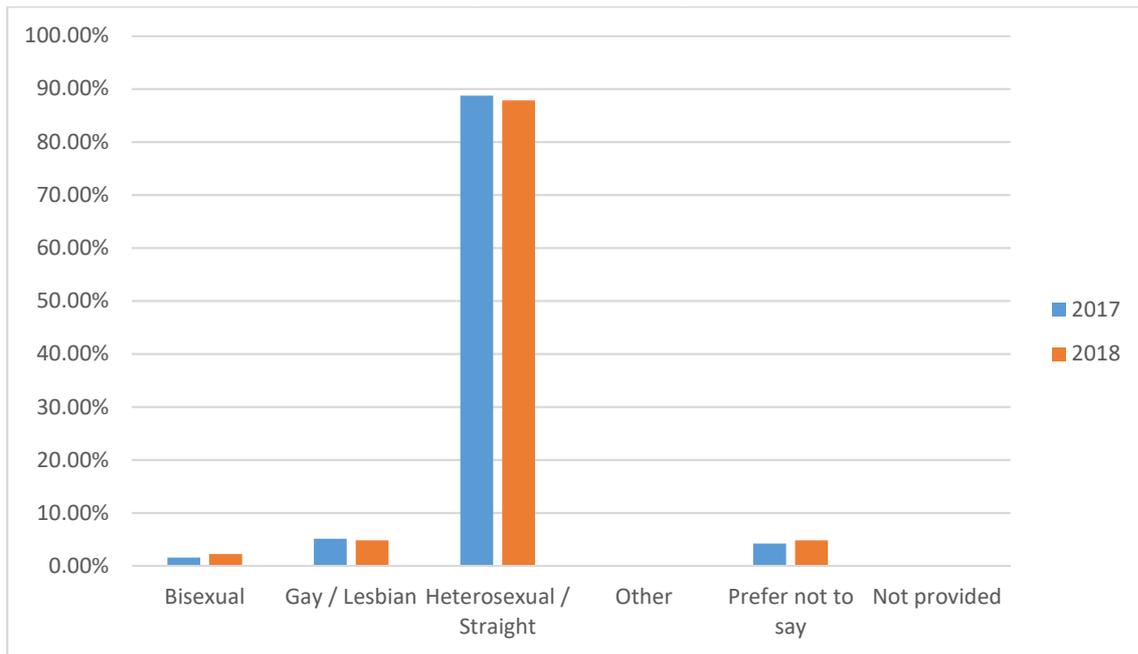
Summary of Equal Pay Audit as at January 2019

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 any differences of 5% or more, or any recurring differences of 3% or more merit further investigation. Since our last equal pay audit published in SQA's Equality Mainstreaming Report 2015-17 and based on current practice, we have moved to reporting based on hourly rate rather than annual salary. Below is a summary of the equal pay audit as at January 2019.

Gender

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

The average female salary (including Chief Executive) is 96.3% of the average male salary. The overall pay gap has decreased since the equal pay audit in 2017 by 0.3%. The average female hourly salary is £17.67 and the average male hourly salary is £18.36.

The average female hourly salary (excluding Chief Executive) is 95.8% of the average male salary. Again, the pay gap has decreased slightly since the equal pay audit in 2017 by 0.3%. The average female hourly salary is £17.59 (the average male hourly 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 5% or more or any recurring differences of 3% or more between staff performing work of equal value, a breakdown of grades has been analysed across the organisation (based on average hourly rate). This has been split into full-time staff and part-time staff by grade.

There are currently no pay gaps of 5% or more or any recurring differences of 3% or more amongst full-time staff by grade. For part-time staff by grade, the grade 4 female salary is 103.7% of the male salary, and the grade 8 female salary is 105.4% of the male salary. This is due to the small number of male staff working part-time at these grades and the fact that they are newer to the organisation with less experience in the job and therefore placed at a lower salary point on the scale than the female staff. The number of staff working part-time has remained the same since January 2017 for male staff, and has increased for female staff. The highest number of part-time staff are in grade 8 followed by grade 6. 91% of part-time staff are female.

The SQA workforce is predominantly female at all grades with the exception of Head of Service where the split is predominantly male. The female salary at this grade is 101.1% of the male salary.

Disability

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

The average disabled individual's salary is 104.4% of the average non-disabled individual's salary. The average disabled individual's hourly salary is £18.70 and the average non-disabled individual's hourly salary is £17.92.

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

Ethnicity

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

For all staff, including the Chief Executive, the average individual's hourly salary is £16.12 for staff of non-white ethnicity and £18.57 for staff of white ethnicity. The average non-white ethnicity individual's salary is therefore 86.8% of the average white ethnicity individual's salary. 36.36% of non-white ethnicity are in grades 1 to 5, and 63.64% of non-white ethnicity are in grades 6 to 8.

As only 47% of staff have provided ethnicity data (with the remaining 53% either preferring not to say or not yet providing information), the pay gap between non-white and white ethnicity is unlikely to be a true reflection of the actual pay gap.

The organisation continues to run ad hoc campaigns to encourage individuals to complete their equality data. The last campaign was run in October 2017. We will shortly be moving to a new HR/payroll system and will be asking staff to complete their equality data in the new system. A further campaign will then run during 2019-20.

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 (pages 60-62):

♦ 67% of SQA's grade 1 staff are female (grade 1 includes modern apprentices)
♦ 63% of administration staff (grades 3 and 4) are female

In addition:

♦ 67% of staff in grades 5 & 6 and 60% of staff in grades 7 & 8 are female
♦ This trend reverses when we look at Head of Service - 40% of staff at this level are female and 60% are male
♦ At Executive Management Team level, however, 67% are female and 33% are male

On examining the gender split by business area:

♦ There are more females than males in nearly all the 35 business areas, with the exception of Applications Solutions, Data Solutions, International, Service Delivery, Strategic Design and Test Operation Services.
♦ In Service Delivery, 72% of staff are male and in Application Solutions, 68% of staff are male.
♦ The highest percentage of females can be found in Finance Systems (89%), OD & Change Management (86%), Humanities, Care & Services (81%), Qualifications Portfolio Management (79%), Strategic Planning & Governance (79%), Corporate Office (76%), Operations — HN & Vocational Qualifications (76%), and English, Languages and Business (75%).

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 exception of Research, Policy Standards & Statistics (100% male), Procurement (100% male), and Service Delivery (100% male)
♦ There are also more grade 5 and 6 females in the majority of business areas with the exceptions of QA – NQ (100% male), Assessment Development & Delivery: Digital Assessment Services (83% male), Applications Solutions (80% male), Service Delivery (79% male), International (75% male), and Appointee Management (63% male)
♦ At grades 7 and 8, there are more females in the majority of business areas with the exception of Data Solutions (75% male), Service Delivery (71% male), Appointee Management (67% male), Technology, Engineering & Construction (62% male), Strategic Design (60% male), Planning, Governance & Compliance (60% male), Applications Solutions (59% male), Science, Mathematics & Core Skills (58% male) and Human Resources (57% male)
♦ As has already been indicated, there are more male Heads of Service than females – 83% are male in Business Development, 75% are male in Business Systems, 56% are male in Qualifications Development whereas 50% are female in Finance Directorate, 60% are female in Operations and 75% are female in Corporate Services Directorate

SQA's grade split by disability (page 34):

♦ Grade HoS has the highest overall concentration of disabled employees, followed by grade 7
♦ Grades 1 and 8 do not have any disabled employees.
♦ The percentage of SQA workforce in grade 1 to 3 who are disabled is 1.1 %.
♦ The percentage of SQA workforce in grade 4 – 6 who are disabled is 1.5%.

SQA's grade split by ethnicity (page 36):

♦ 45.5% of the workforce is white, 1.1% are Black or Minority Ethnic (BME) and 53.4% haven't disclosed their ethnicity.
♦ Grade 1 has the highest overall concentration of BME employees at, followed by grade 6
♦ This data provides a summary of the information we have available. Due to the high rate of non-disclosure it wouldn't be appropriate to conduct in-depth analysis as we cannot rely on the data being reflective of the make-up of the organisation.

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

SQA's next equal pay audit will be carried out in January 2020.

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

Appendix A: SQA Equal Pay Audit — breakdown of average salaries as at 31 January 2019

Gender: All staff (FTE)

	Date	%age Female	%age Male	Average Hourly Salary (£)	Median (£)	Average Hourly Salary Female (£)	Median Salary Female (£)	Average Hourly Salary Male (£)	Median Salary Male (£)	Female Hourly Salary as a %age of Male Salary	Median Female Salary as a %age of Male Salary
All staff including CE	31-Jan-19	61.6	38.4	17.93	31,055	17.67	31,055	18.36	32,907	96.3	94.4
All staff excluding CE	31-Jan-19	61.5	38.5	17.88	31,055	17.59	31,055	18.36	32,907	95.8	94.4

Gender: Quartiles All staff

Quartile	Date	%age Female	%age Male
Lower Quartile	31-Jan-19	63.84	36.16
Lower Middle Quartile	31-Jan-19	61.64	38.36
Upper Middle Quartile	31-Jan-19	68.42	31.58
Upper Quartile	31-Jan-19	55.65	44.35
Grand Total	31-Jan-19	62.49	37.51

Gender: All staff by grade (FTE) up to Head of Service

Grade	Date	%age Female	%age Male	Average Hourly Salary (£)	Average Hourly Salary Female (£)	Average Hourly Salary Male (£)	Female Hourly Salary as a %age of Male Salary	Range Minimum	Effective Maximum
1	31-Jan-19	66.9	33.1	9.37	9.37	9.37	100.00	9.37	9.37
2	31-Jan-19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	31-Jan-19	64.6	35.4	10.14	10.14	10.13	100.13	9.63	10.58
4	31-Jan-19	59.8	40.2	11.41	11.45	11.35	100.87	10.91	12.05
5	31-Jan-19	57.6	42.4	13.43	13.42	13.44	99.83	12.83	14.13
6	31-Jan-19	71.0	29.0	16.81	16.87	16.65	101.28	15.65	18.08
7	31-Jan-19	63.0	37.0	20.71	20.69	20.73	99.79	19.08	22.03
8	31-Jan-19	56.8	43.2	24.16	24.12	24.22	99.61	22.61	25.47
HoS	31-Jan-19	40.0	60.0	31.99	32.20	31.85	101.12	28.39	32.81

Gender: Full-time staff by grade (FTE) up to Head of Service

Grade	Date	%age Female	%age Male	Average Hourly Salary (£)	Average Hourly Salary Female (£)	Average Hourly Salary Male (£)	Female Hourly Salary as a %age of Male Salary
1	31-Jan-19	55.6	44.4	9.37	9.37	9.37	100.0
2	31-Jan-19	N/A	N/A	N/A	N/A	N/A	N/A
3	31-Jan-19	60.3	39.7	10.10	10.08	10.13	99.5
4	31-Jan-19	57.6	42.4	11.37	11.39	11.35	100.3
5	31-Jan-19	55.8	44.2	13.42	13.40	13.44	99.7
6	31-Jan-19	69.4	30.6	16.81	16.88	16.65	101.4
7	31-Jan-19	61.8	38.2	20.69	20.67	20.71	99.8
8	31-Jan-19	53.7	46.3	24.15	24.02	24.29	98.9
HoS	31-Jan-19	40.0	60.0	31.99	32.20	31.85	101.1

Gender: Part-time staff by grade (FTE) up to Head of Service

Grade	Date	%age Female	%age Male	Average Hourly Salary (£)	Average Hourly Salary Female (£)	Average Hourly Salary Male (£)	Female Hourly Salary as a %age of Male Salary
1	31-Jan-19	100.0	N/A	9.37	9.37	0.00	N/A
2	31-Jan-19	N/A	N/A	N/A	N/A	N/A	N/A
3	31-Jan-19	100.0	N/A	10.36	10.36	0.00	N/A
4	31-Jan-19	93.7	6.3	11.75	11.78	11.35	103.7
5	31-Jan-19	100.0	N/A	13.61	13.61	0.00	N/A
6	31-Jan-19	92.0	8.0	16.80	16.80	16.86	99.6
7	31-Jan-19	78.9	21.1	20.88	20.82	21.03	99.0
8	31-Jan-19	86.6	13.4	24.27	24.51	23.26	105.4
HoS	31-Jan-19	N/A	N/A	N/A	N/A	N/A	N/A

Disability: All staff (FTE)

	Date	%age Disabled Individual	%age Non-Disabled Individual	Average Disabled Individual's Hourly Salary (£)	Average Non-Disabled Individual's Hourly Salary (£)	Disabled Individual's as a %age of Non-Disabled Individual's Hourly Salary
All staff including CE	31-Jan-19	1.5	98.5	18.70	17.92	104.4
All staff excluding CE	31-Jan-19	1.5	98.5	18.70	17.86	104.4

Ethnicity - All staff (FTE)

	Date	%age Non White Ethnicity	%age White Ethnicity	Average Hourly Salary Non-White Ethnicity (£)	Average Hourly Salary White Ethnicity (£)	Non-White Ethnicity as a %age of White Ethnicity Hourly Salary
All staff including CE	31-Jan-19	1.1	45.5	16.12	18.57	86.8
All staff excluding CE	31-Jan-19	1.1	45.6	16.12	18.57	86.8