



Scottish Environment
Protection Agency

Buidheann Dion
Àrainneachd na h-Alba



Equality mainstreaming and outcome report 2017

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Alternative languages and formats

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Foreword

Achieving powerful diversity and equality outcomes are essential if we are to be the world-class Environment Protection Agency that Scotland deserves.

Why is this so?

The environmental challenges facing all nations, including Scotland, are enormous.

A well-protected environment underpins all of our social and economic prosperity. Conversely, poor environment protection can adversely affect us all, but often affects specific groups in our community. To cite just one example, contaminated land can contribute to poor health and to the economic downturn of areas, often resulting in low investment, poor quality housing and lack of employment opportunities.

More broadly, we are increasingly over-using the resources that our planet provides. This will affect us all, but again there can be specific groups who are particularly badly affected.

To improve environmental outcomes and minimise these adverse impacts, we need to work with industry and communities alike to achieve better environmental practice and safeguard our natural resources for future generations.

These industries and communities are varied, large or small, with different expectations and needs. This is why equality and diversity are critical to us if we are to perform our role well. Considering the needs of individuals means clearer understanding of the issues and the steps needed to address them. That is fundamental, whether in relation to regulation or flood warning or advising on good environmental practice.

Finally, we need to have greater diversity in our own workforce. Our workforce mix needs to better reflect the mix of the Scottish community we serve. This increased diversity will also strengthen our ability to do our job better.

We hope you find reading our Equality and Mainstreaming Outcome Report valuable and we encourage you tell us where you think we have done well and where we have not done so well and need to improve.



Terry A'Hearn, Chief Executive Officer



Bob Downes, SEPA Agency Board Chair

Ro-ràdh

Ma tha sinn gu bhith nar Buidheann Dìon Àrainneachd le inbhe cruinneil air a bheil Alba airidh, tha e deatamach gun coilean sinn toraidhean làidir iomadachd is co-ionannachd.

Carson a tha seo?

Tha na dùbhlanan tireil a tha mu choinneimh a h-uile dùthaich, nam measg Alba, uabhasach mòr.

Tha àrainneachd a tha air a dhìon gu math air cùl gach soirbheachas sòisealta is eaconamach a th'againn. Air an làimh eile, faodaidh uireasbuidh ann an dìon na h-àrainneachd droch bhuidh a thoirt oirnn uile, ach gu math tric is ann air cuid shònraichte sa choimhearsnachd againn a bheir e buaidh. A' tarraing air dìreach aon eisimpleir, faodaidh fearann a chaidh a thruaillleadh droch shlàinte adhbhrachadh agus buaidh a thoirt air ìsleachadh eaconamach ann an raointean, gu tric a' dèanamh milleadh air tasgadh, ag adhbhrachadh taigheadas aig ìosal agus gainnead chothroman cosnaidh.

San fharsaingeachd, tha sinn a' dèanamh cus a bharrachd de dh'fheum de na goireasan a tha ar planaid a' toirt seachad. Bheir seo buaidh oirnn uile, ach a-rithist tha buidhnean sònraichte ann air a bheil e a' toirt fìor dhroch bhuidh.

Ma tha sinn gu bhith a' dèanamh adhartas ann an toraidhean tireil agus lùghdachadh fhaighinn air na droch bhuidhean sin, feumaidh sinn a bhith ag obair le gach cuid gnìomhachasan agus coimhearsnachdan gus an cleachdadh tireil as fheàrr fhaighinn agus gus am bi ar goireasan nàdarra tèarainte airson ginealaichean ri teachd.

Tha na gnìomhachasan agus na coimhearsnachdan sin measgaichte, beag is mòr, agus le dùilean agus feumalachdan eadar-dhealaichte. Sin an adhbhar gu bheil co-ionannachd agus iomadachd deatamach dhuinn ma tha sinn gu bhith a' coileanadh ar dleastanas mar bu chòir. Tha a bhith a' gabhail suim de fheumalachdan dhaoine fa-leth a' ciallachadh gum feum tuigse nas soilleire a bhith againn air na cuspairean agus na ceumannan a dh'fheumar a ghabhail gus dèiligeadh riutha. Tha sin bunaiteach, ge bith a bheil sin co-cheangailte ri riaghladh neo rabhadh mu thuiltean neo toirt seachad comhairle mu dheagh chleachdadh tireil.

Mu dheireadh, tha feum againn air barrachd iomadachd a thaobh an luchd-obrach againn fhìn. Feumaidh an luchd-obrach againn a bhith nas fheàrr nan riochdairean bhon choimhearsnachd Albannach do bheil sinn a' toirt seirbheis. Bidh an tuilleadh iomadachd seo cuideachd a' daingneachadh ar comais air ar cuid obrach a dhèanamh aig ìre nas fheàrr.

Tha sinn an dòchas gum bi e feumail dhuibh ar n-Aithisg Toradh Co-ionannachd is Àbhaisteachadh a leughadh agus tha sinn gar brosnachadh gu bhith ag innse dhuinn ma tha sibh den bheachd gun rinn sinn math agus far nach do rinn sinn math agus gu bheil feum air adhartas a dhèanamh.

Executive summary

The role of SEPA is to protect and improve the environment of Scotland in a way that contributes positively to health and wellbeing and sustainable economic growth. We recognise the value of equality and diversity in that role. It is not an add on but is embedded in the approach we take as an employer and as a guardian of the environment.

This report outlines our progress and showcases examples of our work.

This shows where we have worked with other organisations to improve land affected by contamination, providing clean space for communities and improving the potential to draw investment into poorer areas and how we have engaged with equality groups to increase accessibility of information about flooding, regulation, good environmental practice within minority and hard to reach communities.

A diverse workforce brings wider experiences and innovation and we have worked with equality groups to widen our recruitment pool to bring that greater diversity to the organisation. We recognise the difficulties young people face when trying to get into work. That is why we started business partnerships with schools to provide employability guidance to pupils, preparing them for the big step from school into employment. Our scientists have also worked with schools to increase awareness of the benefits of a healthy environment and provided an insight to the benefits of pursuing STEM (science, technology, engineering and mathematics) subjects at schools to support that environment.

To support our Equality agenda in 2013, we set out five equality outcomes. We have been very successful with each of these and now we have simplified our approach and set out two new outcomes which build on that success. The activities we undertook to deliver the outcomes and the plans we have going forward and more can all be seen in greater detail in the full body of the report.

Giorrachadh gnìomha

Tha e na dhleastanas air SEPA àrainneachd na h-Alba a dhìon is adhartachadh ann an dòigh a bheir adhartas air slàinte agus sunnd agus a chuireas ri fàs seasmhach san eaconamaidh. Tha sinn ag aithneachadh luach co-ionannachd agus iomadachd san dleastanas sin. Chan ann a' cur ris a tha e ach gu bheil e air a dhaingneachadh san t-sealladh againn mar luchd-fastaidh agus mar luchd-glèidhidh na h-àrainneachd.

Tha an aithisg seo a' mìneachadh an adhartas a rinn sinn agus a' taisbeanadh eisimpleirean den obair againn.

Tha seo a' sealltainn far an robh sinn ag obair le buidhnean eile gus adhartas fhaighinn air fearann a chaidh a thruilleadh, a' toirt seachad àite glan do choimhearsnachdan agus ga dhèanamh comasach airgead-tasgaidh a thàladh gu sgìrean bochda agus mar a chaidh sinn an sàs le buidhnean co-ionannachd gus barrachd fiosrachaidh fhaighinn mu thuiltean, riaghladh, deagh chleachdadh tireil taobh a-staigh mion-choimhearsnachdan agus feadhainn a tha duilich an ruigsinn.

An cois luchd-obrach measgaichte thig eòlas nas fharsainge agus ùrachadh agus tha sinn air a bhith ag obair le buidhnean co-ionannachd gus ar sgioba fastaidh a leudachadh airson barrachd iomadachd a thoirt a-steach don bhuidheann. Tha sinn ag aithneachadh na duilgheadasan a tha aig daoine òga nuair a tha iad a' feuchainn ri obair fhaighinn. Is ann air sgàth sin a thòisich sinn air com-pairtichean gnìomhachais le sgoiltean gus stiùireadh mu chomasan cosnadh a thoirt do sgoilearan, gan ullachadh airson a' cheum mòr bho sgoil gu obair. Tha an luchd-saidheans againn cuideachd air a bhith ag obair le sgoiltean gus mothachadh àrdachadh mu na buannachdan a tha an cois àrainneachd fhallain agus gus sealladh fhaighinn air na buannachdan a tha an cois a bhith a' leantainn chuspairean STEM (saidheans, teicneòlas, innleadaireachd agus matamataics) anns na sgoiltean gus taic a chumail ris an àrainneachd sin.

Gus taic a chumail ris a' chlàr-gnothaich Co-ionannachd againn ann an 2013, shuidhich sinn còig toraidhean co-ionannachd. Tha sinn air a bhith air leth soirbheachail le gach cuid dhiubh agus a-nis tha sinn air ar sealladh a dhèanamh nas sìmplidh agus air da thoradh ùr a shuidheachadh gus togail air an t-soirbheachas sin. Chithear an gnìomhachd a rinn sinn gus na toraidhean agus na planaichean airson gluasad air adhart a libhrigeadh, agus barrachd na sin, ann am barrachd doimhneachd ann an susbaint na h-aithisge.

Introduction

Welcome to our mainstreaming and Equality Outcome Report 2017.

In this report you will read about the successes and challenges we have had in mainstreaming equality and in progressing the equality outcomes we set in 2013. This time round we also have set new equality outcomes and you will see the links between these and the previous ones, why they are important to us and what we will be doing to achieve them.

We are undergoing significant change in SEPA and that gives us the ideal opportunity to continue to embed equality into our new ways of working.

Part 1- About us

As an organisation we are responsible for protecting and improving the environment of Scotland and we have locally based staff in offices around Scotland to help us deliver that.

We also have to do this in a way that, as far as possible, creates;

- Health and wellbeing and
- Sustainable economic growth for the people of Scotland

This is our statutory purpose.

So how will we go about that?

We know that we can't do that on our own, that we need to work with businesses, large and small and the public to help us achieve this.

We have Organisational Characteristics which say a lot about the type of organisation we want to be and describe how we think we can successfully carry out our role.

We want to be effective by;

- Providing information and evidence that people can use to make decisions
- Helping people implement successful innovation, not minor improvement, to business as usual
- Helping communities see the environment as an opportunity to create social and economic success
- Routinely interacting with regulated business through their boardroom, executive teams and owners
- Being an organisation that people are clamouring to work for
- Using partnerships as our principle way of delivering outcomes.

Equality, diversity and inclusion are part and parcel of these characteristics and you will see a clear link between these and our new equality outcomes.

As an employer

We have around 1250 members of staff. It is a great organisation to work for, where people are innovative and committed to improving the environment. We have scientists, IT staff, regulatory staff, accountants, HR professionals, administrators and many other roles in the organisation. We have a People Strategy which sets out our commitment to supporting and developing our people to be the best they can be for the organisation and the people of Scotland. You can check out vacancies at <http://www.sepa.org.uk> and read more about the people who work in SEPA.

As a regulator

We licence and check on businesses that produce waste or use our natural resources and operate in a way that has an impact on the environment – this includes the oil and gas sector, the whisky industry, farming and small businesses. For Scotland and its businesses to be able to continue to grow and be successful, we have to support them to not only meet their environmental responsibilities, but go beyond that and operate within the limited resources of our planet. In our '[Regulatory Strategy – One Planet Prosperity](#)' document we set out how we will do that in a fair and proportionate manner.

Flooding

Our role in flooding is vitally important for public and businesses alike. We provide early alerts of flooding risk through our Floodline service and provide advice and guidance on how to reduce the impact of flooding on homes and businesses, helping to reduce the cost of damage and distress caused by it. This is a free service to anyone wishing to access it. We also provide advice to planners on flood risk areas and produce flood maps to show the at risk areas in Scotland.

SEPA Leadership

In 2013 in our first Mainstreaming Report our Agency Board and Agency Management Team (AMT), made it clear that equality was an essential element of business across the organisation. They introduced Board shadowing opportunities and approved our original outcomes and have since taken an active role in monitoring progress and driving our equality agenda.

SEPA Board

SEPA's Board approves the strategic direction of the organisation and, amongst other things is responsible for ensuring high standards of governance, monitoring and overseeing the delivery of agreed objectives and compliance with statutory responsibilities. Our Board is appointed by Scottish Government, and the Chair is personally responsible to Scottish Ministers. As an organisation we have a role in identifying skills required by Board members, gaps in those skills and to market and engage with the public to increase awareness of the role of boards and their members and encourage interest in the roles from a more diverse audience.

In 2015, SEPA committed to the Scottish Government 50:50 by 2020 campaign, to improve the gender balance on public boards. At present our Board is made up of 40% women, excluding the Chair and Chief Executive.

Since then we have taken a number of different steps to attract a greater number of women and widen the diversity of the candidate pool generally.

For the first time we have to report on our succession planning for the Board, explaining how we intend to improve the overall diversity of its members.

Board diversity and succession planning

Since 2015, although our Board membership remains unchanged in terms of the gender balance, we have had a turnover of members, including women and through that process have retained our overall numbers of women.

The table below shows the gender make up over the last two years of reporting.

Date	Total membership		Chair		Deputy Chair	CEO SEPA (executive member)	Non exec membership		Non exec membership %	
	M	F	M	F			M	F	M	F
April 15	7	4	1	0	M	M	6	4	60%	40%
April 16	7	4	1	0	M	M	6	4	60%	40%
April 17	7	4	1	0	F	M	6	4	60%	40%

In 2014 we introduced Board shadowing opportunities to provide women who are considering a Board role with the chance to experience the requirement and functions of

Board members. This provides SEPA the opportunity to show its wider commitment to supporting gender equality.

Since then two women have each spent a year with our Board and one has been successful in achieving membership on another public Board. Both women found the experience very worthwhile and beyond their expectations in terms of the involvement they had. In addition we have piloted some short term shadowing opportunities with the Board for our own staff.

In 2015 we were in a position where we needed to appoint a new Chair and Board member to the Board. This presented the opportunity to take a different approach to the recruitment process. Working with the Public Appointments Unit in Scottish Government we took the following steps to widen the audience, better promote the role of board members and improve the wider diversity of the candidates;

- Revised the role description and personal specification
- Produced a video by the Chair, speaking on the role
- Set up a group of Board members who could be contacted to provide advice and background to potential applicants
- Informed Regional Equality Councils, Community Planning Partnerships, Scottish Youth Parliament of the vacancies and provided information on the posts
- Approached women's business forum to promote the vacancies
- Used social media and the above organisations to advertise the vacancies, with links to the video and contacts.

These activities will continue and we will focus on developing our approach to the attraction and selection of future board members. Specifically we will;

- Review the information available on the SEPA Board to ensure there is a greater awareness of the role of the Board and individual Board members.
- Continue to support shadowing opportunities at Board to support the development of people interested in a future Board role
- Work with the Public Appointments Unit on developing future recruitment and selection campaigns
- Review the skills and experience that are used as basis for the development, recruitment and selection of Board members
- Develop relationships with equality groups to promote greater understanding of the Board and their role and increase the diversity of candidates.

As we develop our approach on the recruitment and selection of Board members we will ensure that learning is connected into recruitment and selection for staff.

A detailed action plan is in place to deliver against these and progress will be reported to Board on a regular basis.

Agency Management Team

Our day to day business is managed by our Agency Management Team (AMT). It is made up of our Chief Executive, two Executive Directors and three Chief Officers. Two of the three Chief Officers are women and Jo Green, Chief Officer of our Performance and Innovation portfolio is the lead for Diversity and Inclusion.

“For me it's quite simple. Any organisation that views itself as high performing but hasn't grasped the opportunity presented by increased inclusion and diversity isn't a high performing organisation. Workforce diversity drives higher performance. Seeking out and listening to different external views drives better decisions. Tailoring services to different groups results in better outcomes.”

In 2016-2017 the AMT introduced a number of opportunities for staff to engage with the AMT, to understand the role of its members and contribute to the decision making processes. You can read more about this in the ‘Progress in mainstreaming’ section.

Part 2: Mainstreaming equality

This section provides an update on progress in mainstreaming equality into SEPA and also identifies new areas of work going forward. We have used examples and case studies to demonstrate the impact our equality work has had.

This section has five distinct elements;

- Progress in mainstreaming
- Equality Impact Assessments (EqIAs)
- Performance reporting
- Going forward – socio economic responsibility.

Progress in mainstreaming

We published our last progress report in April 2015 and this section highlights what we have done since then.

Increasing external engagement

External engagement with specific equality groups has helped us in a number of ways. They have;

- Provided user testers to give feedback on our materials and systems,
- Helped to get information on flooding and regulations out to groups they represent
- Facilitated workshops for us and advised on employment for underrepresented groups.

We have worked with some key groups and these have included;

- Edinburgh and Lothians Regional Equality Council
- The Scottish Disability Equality Forum
- Dyslexia Scotland
- West of Scotland Regional Equality Council.

We will continue to work with these and other groups in the coming years, supporting their work where we can and improving our understanding of the needs of all the people of Scotland. The benefits of this work are multiple; it improves awareness and understanding of services, it raises understanding of environmental legislation and best practice and it also showcases SEPA as a potential employer amongst minority communities.

Young people

Engagement with young people has been a key area of work for us and this has been focussed in two areas. The first of these is in relation to access to employment.

We have few people under the age of 24 working in SEPA. That is something that we want to change. But we also wanted to find a way to support young people to get into employment on a broader level. We work with Scottish Government Youth Employability Group to identify ways in which we can do this and have business partnerships with four secondary schools in Stirling, Dingwall and Dundee, helping pupils to prepare for work, giving hints and tips on completing application forms and preparing for job interviews.

'Three of our pupils.... have secured an apprenticeship with Prudential this year. They have said that they felt prepared and more confident going through the interview process because of the help and support they had from you.'

St Modan's High School

We continue to identify different routes for us to take young people into the organisation through opportunities such as the Modern Apprenticeship Scheme and work experience opportunities. In September 2017 we will start a Graduate Trainee Scheme which will also contribute to this work.

The second part of our work with young people has been to try and encourage children, particularly girls into taking up STEM subjects at school. The STEM subjects are science, technology, engineering and mathematics. Some of our scientists are STEM Ambassadors and they work with schools and education providers to encourage children to take an interest in these subjects, with a particular focus on the environment. Visits to our laboratories at Eurocentral are always welcomed.

'The kids really enjoyed Monday's visit and I have already been asked by one of them, 'What do I do to work in a place like that?' So clearly the visit has had a positive impact'

Bellshill Academy teacher



SEPA lab work

Using experiments to get children and young people interested in the environment around them shows them how scientific evidence can be used to improve their environment;

Case Study – starting young – tackling air pollution

Learn about Air is a teaching aid developed by SEPA in partnership with North Lanarkshire Council and Education Scotland. The schools involved have air monitors which feed data to Scotland's Environment Website for pupils to then analyse. The pupils discuss the impact of air quality on their health and in one school, having seen the spike in pollutants at the school gates at drop off and pick up times, a pupil wrote to parents,

'I am writing this letter to persuade you to try not to park in the school car park as it is raising air pollution levels... We have come up with a solution to help prevent pollution but it will only work if we try hard enough. To prevent this you could cycle, walk or drop off a little way away from the school and walk the rest of the way...If we can make our solution work, it will also prevent health problems like asthma'.

Gathering evidence

It is important that we have a good understanding of our service users, as well as our staff. It helps us understand where we can improve.

Since 2015 we introduced equality monitoring to our Flood Warning services and our complaints. This has helped us identify some issues with technical systems we use for flood warnings and helps us to identify where we need to provide information in a different way or with additional support.

With the new structure being developed around our key roles of regulation and flooding, we will be gathering monitoring information and feedback from those areas to help inform the direction we need to take to increase compliance with regulation and awareness of flood warning.

Improving training and development for staff

For one of our 2013–2017 equality outcomes, we held a number of staff workshops to understand any barriers to staff, and in particular women, to applying for promoted posts. Limited access to the necessary development and training was one of the points identified.

In 2015-2016 we revised our training programme to include two new areas of training;

- Professional skills and
- Leading for Success

These programmes are open to all staff who want to develop their personal skills and understand more about leadership. Courses include; (numbers attended in brackets);

- Presentation skills (54)
- Unconscious bias (24)
- Disability and reasonable adjustments (18)
- Managing attendance (34)
- Giving and receiving feedback (111)
- Personal leadership (40)
- Leadership essentials (9)
- Leadership development (10)
- Influencing skills (257)

The courses help build confidence and competence, helping staff to recognise their own potential and skills and be able to develop in a way that supports them to be excellent managers, whilst preparing them for the next step in their career in SEPA.

In addition to structured training, we have opened up a range of new lateral development opportunities for staff. This includes providing opportunities to shadow the AMT and Board, to help widen their knowledge and understanding of how and why decisions are taken and provide an insight to leadership responsibilities. The new Staff Ideas Groups allow staff opportunities to feed directly into key pieces of work, to provide the AMT with a wider perspective when taking decisions. These groups are open to everyone and managers are encouraged to support staff requests to participate.

Social impact pledge

In September 2016, as part of our social impact pledge, we committed to improve the employment chances for pupils from areas of social deprivation. A programme of targeted mentoring for 20 young people and Foundation Apprenticeships, which will provide focussed mentoring for a year, with work experience opportunities. In addition we are developing a 'water lab in a box' to enable schools that do not have lab facilities to carry out great environmental experiments. In particular rural schools and schools in areas of high social deprivation will be targeted to benefit from this work.

Training for partners

In the past two years we have provided support to a number of our partner agencies to provide and deliver training and direction on mainstreaming equality, carrying out Equality Impact Assessment, Disability and Reasonable Adjustments and Unconscious Bias. The organisations we have supported include;

- Revenue Scotland
- Scottish Natural Heritage
- Scottish Legal Aid Board
- Loch Lomond and Trossachs National Park
- Food Standards Scotland.

Translation services

We have signed up to the Scottish Government Translation and Interpretation Framework to provide support for those service users who need documents in other languages or the use of a face to face interpreter. The Framework uses certified translators who meet the required standard for public sector interpreting.

Equality Impact Assessments

Using EqlAs remains our principle way in identifying any potential for impact or detriment to minority groups. In the past year the process has been revised slightly to include action plans for improvements, where risk has been identified. We continue to deliver EqlA training to those staff who have a responsibility for developing policy, as well as those responsible for the governance, assurance and sign off the policies. EqlAs are being carried out to inform the approach being taken for our key areas of regulation and flooding. To take account of our socio-economic responsibilities, we will introduce socio-economic considerations into our EqlA process, to help us identify opportunities to deliver for a fairer Scotland.

We have also carried out EqlAs on the following;

- Managing Attendance and absence due to sickness
- Staff Ideas groups
- Voluntary Severance Scheme
- 2017 Pay offer
- Annual Operating Plan 2017-2018
- Enforcement Guidance

- Graduate Trainee Scheme
- East of Scotland Estates Project
- Digital Strategy.

Performance reporting

We report our progress through quarterly reports to the AMT, with an annual report to Board. We will continue with that approach in the meantime, however we will regularly review how best to do this and how to audit progress in equality across business.

Going forward - socio economic responsibilities

For SEPA it is clear from our Statutory Purpose that we have a role in improving the socio economic wellbeing of people in Scotland. In our role in regulation and flooding and as an employer, we will continue to work in ways that support better engagement and involvement with poorer communities to achieve improved health and wellbeing and economic sustainability.

Some of this is already reflected in the work we have done and will continue to develop through our social impact pledge. In addition, our Staff Volunteering policy, has allowed staff across the organisation to become involved in various activities to support local groups. In Stirling, a team of staff set up a rota to help fill food parcels for those in need in the local area.

On a broader scale, working with other organisations, such as Scottish Water, local authorities and education bodies, we have been able to contribute to improving living environments for people. Below are some case studies to reflect that work;

Case study – improvement in Shawfields, east end Glasgow

The area had a history of land contamination from previous industry. Working with the Clyde Gateway Regeneration Project, Scottish Water and the local authority, SEPA influenced the overall improvement of the land, monitoring effectiveness of clean up processes and also contributing to the diversion of the West Burn, resulting in a usable community facility of cycle ways , walkways and road infrastructure. The project has increased the value of the area overall and the improved environment is being used to promote the area for light industrial and commercial use, attracting investment and employment to the area.

Case Study - Flooding and Citizens Advice

It is well recognised that a large number of people in our society find it difficult to access legal and other advice, whether through lack of money or because they feel some services are too complicated to access. Citizens Advice have over 65 locations around Scotland and see clients from a range of backgrounds, including older people, people with disabilities, people from poorer areas and backgrounds. Many are vulnerable and come to seek advice on a wide range of subjects. Flooding Services are working with Citizens Advice Scotland to develop a training package for all staff to be able to inform, advise and introduce people to SEPA's flood warning services, including Floodline. This service will help SEPA reach a far wider audience than is currently possible.

Case study – new life in North Lanarkshire

Stane Garden had once been home to an iron works and tar factory. As a result the land and local South Calder river were contaminated with large quantities of oil and tar, posing a risk to the health of local residents. Working in partnership with North Lanarkshire Council and Scottish Government, the derelict area was transformed into an attractive green space. Five hundred meters of clean, open, river and a new country park have been created. The area provides safe green routes to school and the work has also significantly reduced the flood risk to the nearby health centre. The whole project has benefitted health, environment and the economy in the area, with housing prices accelerated by the improvements. SEPA provided funding for the project through the Water Environment Fund.

Part 3: Our Equality Outcomes

2013-2017 Equality Outcomes progress

In 2013 we set five Equality Outcomes. They were intended to be challenging and stretch us in our thinking and approach. This has indeed been the case and whilst we cannot say we have fully achieved all of these outcomes, considerable progress has been made in relation to each one, making improvements for service users and staff alike.

We last reported progress against these outcomes in 2015 and in this section you can read about the progress since then.

Outcome 1

Increase the number of women in leadership roles and young people employed within SEPA. In doing this we will focus on attracting, developing and retaining skills.

In 2013, our staff data showed that whilst we had greater numbers of women, a greater number of those women were in the middle to lower grades, while the opposite is the case for men. We also had very few young people under the age of 25.

To increase women into leadership, we focussed on three key areas;

- Encouraging more applications from women for leadership roles
- Identifying the barriers which may exist to discourage applications from women
- Increasing the competence and confidence of women, in particular those in Grades C and D, potential leaders of the future.

We have seen some success in all of these areas of work;

- Women make up 47% of all those applying for posts in SEPA
- Workshops with staff identified a lack of role models, lack of opportunities for flexible working at senior levels and a lack of development opportunities as some of the key deterrents to their applying for senior roles
- SEPA organised a conference on 'Leadership Talent – A focus on women', which was aimed at nurturing leadership talent and inspiring women, promoting the importance of networks and mentoring.

As a result of this we have;

- Reviewed and revised our recruitment marketing and selection processes. This included showcasing role models on our web site, revising our adverts and introducing a wider range of selection tools for recruiting managers
- Created training that helps staff to increase confidence and competence i.e. interview skills and presentation skills
- Adopted the 'Happy to Talk Flexible Working' strapline for all posts
- Developed wider opportunities for staff to gain experience and development, such as participation in our Staff Ideas Groups, shadowing opportunities and 'Be my Guest'. 'Be my Guest' allows staff to experience the work taking place in another part of SEPA and to widen their knowledge and understanding of the whole organisation
- Revised the salary placement policy that was seen as detrimental to lateral development opportunities of all staff.

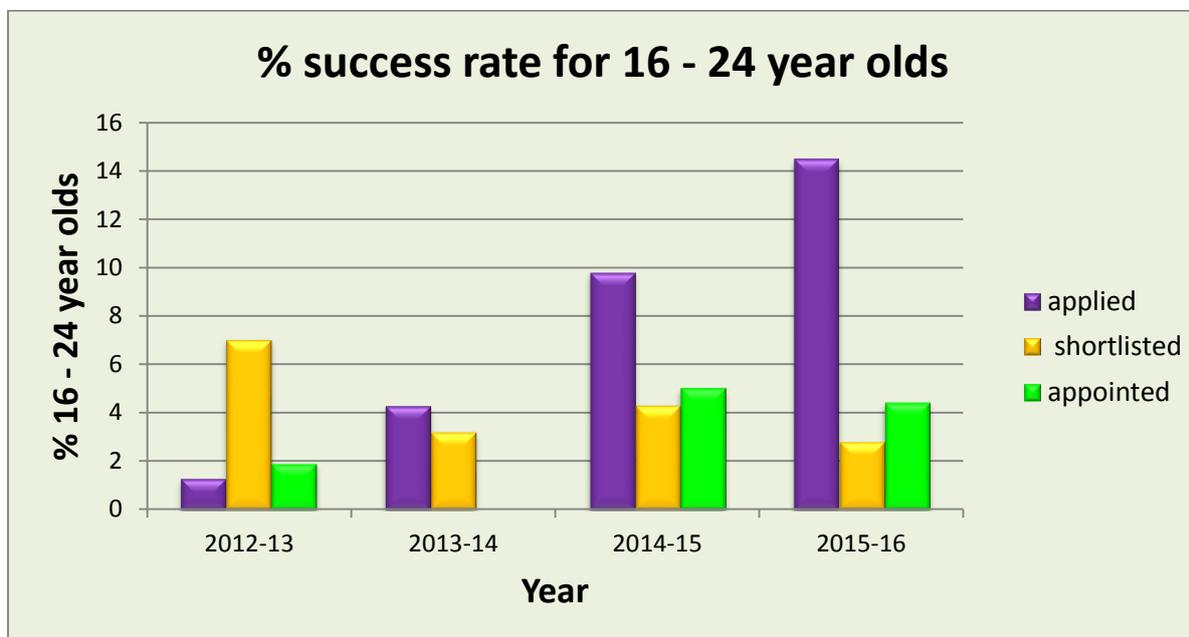
From January 2016 to December 2016, as a result of re-structuring, 8% of the 229 vacancies we advertised were for senior posts; Chief Officer, strategic managers and senior managers (Grade Y, A and B). 39% of the applications for those posts were from women and 37% of those appointed were women, a very positive step to encourage women to apply for senior posts.

To increase the numbers of young people in the organisation we focussed on attracting applications and providing support to get them ready for moving into employment. For the purposes of this work, young people are defined as being in the 16-24 age bracket.

We have achieved the following;

- Partnerships with schools to deliver employability sessions to school leavers
- Widened our advertising to include social media
- Identified routes into the organisation for young people, e.g., modern apprenticeships.

There has been some success in this area and the chart below shows the steady increase in applications from young people from 2012-2016.



SEPA's culture has always been quite traditional with professional experience and academic achievements held in high esteem. Part of our work to achieve this outcome involves changing the culture and the frameworks and processes that support that culture. Currently

the majority of the posts in SEPA still require degree level qualifications or equivalent experience and this can be challenging when trying to recruit those in this age bracket. Since April 2016, vacancies have been scrutinised to identify those where the role can accommodate either a modern apprentice or an individual with other relevant skills that will bring value to the post, with the necessary development being provided in house.

Transformational change in this area requires job descriptions to be changed and “entry level” roles to be designed. These changes need to be underpinned by Job Evaluation (JE). Discussions on the future of SEPA’s JE Scheme are ongoing between management and UNISON and it is hoped that new job descriptions can start to be developed during 2017-18.

The future

This outcome is aspirational; change takes time, however we have been successful in both areas, with increases in the women in leadership roles and of young people applying for posts and being employed by us. Those increases have been small and to be able to properly evaluate this outcome, we would like to see sustained improvements over time. In order to do that, the focus of women into leadership and increasing young people will become key deliverables in our new internal organisation focused outcome.

Outcome 2

The public, including ‘hard to reach’ and minority communities, will have a better knowledge and understanding of SEPA and our role in protecting the environment. We will deliver this by improving our communications, including our website, making them more accessible, particularly to those with the protected characteristics of race, age and disability, and engaging better with the third sector and communities.

SEPA’s role depends heavily on communication, whether in relation to flooding advice, environmental regulation or employment. The language we use, the methods of communication we adopt and the reach of that communication can make a significant difference to how successful we are.

We had evidence from service users that showed difficulties in accessing online services, a lack of understanding of our technical information and documents and a lack of understanding and engagement with minority groups.

The key areas of our work were;

- Improving web site accessibility and information
- Develop relationships with equality groups
- Develop targeted campaigns for specific groups.

The revised web site now has the key services visible and easily accessible, with clearer English used across the site.

In developing our relationships with equality groups, we looked at organisations that had experience of key protected groups, but also had a role as a ‘hub’ organisation, to facilitate a wide reach across smaller groups. The benefits of this are that we can reach a wider audience and also target specific audiences for particular pieces of work such as consultations, testing and advising.

We have carried out targeted campaigns on flooding, with information specifically developed for older people, information in the monthly magazine for disability groups through the Scottish Disability Equality Forum, and to minority ethnic groups through the Regional Equality Councils. We also used targeted outreach to support those in the restaurant trade to meet their new responsibilities under new Food Waste Regulations. A group of owners of Asian restaurants were asked to help design a leaflet that would help get wider understanding of the regulations amongst their colleagues (below);



The future

Communication and engagement remains at the centre of what we do. Although we have made improvements, we are continuing to develop and embed relationships with equality groups, businesses and communities to benefit both SEPA and service users. Increasing compliance because of improved understanding of legislation and information, reduces risk of enforcement action being taken, equips groups with the right information to make the right decisions and at the same time promotes SEPA as an organisation that people would seek advice from and potentially work for. This is strongly reflected in our new service user focused outcome for 2017-2021.

Outcome 3

Flood Warning services will be more widely known and used by the public, including those 'hard to reach' and minority communities. We will deliver this by increasing awareness of the services and improving accessibility for those with the protected characteristics of race, age and disability.

This outcome relates to one of our critical services for the public. We provide information through traditional media and social media on flood risk, flood prevention and preparing for floods. In addition our Floodline service allows people to sign up for early alerts of flooding in areas of risk.

We recognised that the way in which we marketed these services did not necessarily reach some of our vulnerable and hard to reach groups. As a result we carried out some targeted work to bring the service to the attention of a wider audience and to date we have carried out specific work with;

- Older people through events with local pensioner groups and developing and making available a specific leaflet
- People with disabilities, through our links with the Scottish Disability Equality Forum, with a presentation at their event in Orkney, as well as articles for their monthly magazine
- Children and young people through school plays and involvement in Safer Tayside, where emergency services and others including SEPA set up scenario based workshops to promote better safety awareness

- Housing associations that provide social housing with a particular focus on elderly people and those in supported living accommodation.



These campaigns and others have resulted in an increase year on year in the numbers of people signed up to Floodline and generally making use of Flood Warning services;

Year	Numbers signed up
2013 - 2014	18390
2014 - 2015	20977
2015 - 2016	25444

The future

In the first review of our outcomes, one of the comments the Equality and Human Rights Commission made was that this outcome was the same as Outcome 2, but specific to flooding. Whilst we acknowledged this was the case, we felt it important not to lose focus on an important public safety service. Flooding remains a key service and we will continue to carry out targeted work to reach vulnerable groups through the deliverables for our new external service user focused outcome.

Outcome 4

Staff and public alike will have better access to our offices and public counter services. This will be delivered by carrying out access audits of our buildings to identify any barriers and implement any changes required to address the needs of all, in particular those with the protected characteristics of race, disability and gender.

We identified this as an outcome because we felt it important that our employees and service users could access our offices around the country. We were embarking on major changes in terms of our estate and it was an ideal opportunity to progress accessibility whilst undertaking these changes. Accessibility continues to be a key consideration when assessing property for lease.

Our start point with this particular outcome was the following;

- Carry out access audits of all our estate
- Identify priority pieces of work and progress through a schedule of improvement
- Use opportunities for lease changes to identify the right buildings to meet accessibility needs.

Since 2015 we have carried out audits on our properties, with the exception of Orkney which is planned for early 2017/18. We have identified the key areas for improvement, which we will address on a priority basis.

The future

Although this outcome initially focused on buildings, we recognise that accessibility encompasses many things, including having the right IS equipment, working arrangements, employment opportunities, physical build barriers and how we provide information to our staff and service users. Whilst the access audits are complete, the work to continue to identify the priority areas, find budget to carry out improvements will become deliverables through our new internal organisation focused outcome.

Outcome 5

We will work toward a workforce profile in line with the demographics of Scotland, recognising regional difference. This will be delivered through a more inclusive approach to recruitment, sound employment policies and practices, and promoting a better understanding of the use of employment monitoring.

Like any large organisation, the benefit of having a diverse workforce is the opportunity to harness a wide range of skills, knowledge and experiences which all contribute to an organisation that has a better understanding of the people it engages with and SEPA's performance is enhanced. It also widens the appeal of SEPA as an employer of choice within minority communities and the wider population.

We recognised from our staff information that the organisation didn't reflect the demographic of Scotland, particularly in relation to people with disabilities, staff from minority ethnic groups and young people.

In relation to gender, although we have a greater number of women than men, there is a disproportionately greater number of women in the middle to lower grades, while the opposite is the case for men.

We directed our work in three areas;

- External engagement with minority groups to increase SEPA's profile as an employer
- Reviewing and revising our recruitment and employment policies and practices
- Encouraging staff to complete equality monitoring information.

We have carried out some early engagement with equality groups to promote SEPA as an employer. These include specific meetings with Regional Equality Councils, Dyslexia Scotland and youth employability groups, as well as schools. The purpose has been two fold, firstly to showcase SEPA as an employer and the second to get direction on our employment policies to ensure they are positive about equality. Our business partnerships with schools, which are reflected in Outcome 1, specifically targeted young people. To outwardly show our commitment to equality and fairness we have achieved and retained the following accreditations;

- The Scottish Living Wage
- Happy to Talk Flexible Working
- Two Ticks (positive about disability).

To date there has been a 1% increase in the number of applicants for posts under the Two Tick scheme.

The review of our recruitment policies has resulted in the introduction of training for recruitment managers and providing a wider range of tools to use in the selection process. We are developing a new recruitment policy, which will be in place in 2017.

The future

We have seen an increase in the numbers of staff submitting their equality data and this allows us to establish a more accurate base line for staff. However we have found it challenging to achieve any significant change in our demographics within the timeframe. A low turnover of staff is one of the main reasons we face this challenge, none the less improving the diversity of the organisation remains one of our priorities and this work will continue to be delivered through our new internal, organisation focused outcome.

Our 2017 – 2021 Outcomes

Although a significant amount of work was undertaken and progress made across all the outcomes, clearly there is more to be done. We believe that over time we will make greater improvements for our service users and staff and it is important that this work continues. Over the last four years we have gathered information and evidence from internal data and engagement with staff and equality groups that supports the general direction these outcomes have taken us.

In 2014, the Equality and Human Rights Commission (EHRC) provided feedback that our outcomes should be set at a higher level, that some of our earlier outcomes were similar and some were outputs rather than outcomes.

A working group from across SEPA's services was set up to determine what the new outcomes might be, taking into account the work already done, the EHRC comments and the evidence being presented by equality groups and service users.

SEPA Board approved the following two outcomes in November 2016. They have been designed to be stretching and reflective of our wider ambition. They follow the principles of our organisational characteristics, focus on our core role and also reflect the desires of the Scottish Government funded 'Include Us All' inclusive communication hub.

Outcome 1

‘SEPA’s performance is enhanced by having a workforce whose diversity more closely reflects that of Scotland’

This outcome is important to us because we recognise that a skilled, motivated and diverse workforce supports SEPA in delivering an excellent service for Scotland. With diversity come innovation, experience and knowledge. It follows on from the previous outcomes to increase the diversity of SEPA and increase the numbers of women in leadership and young people employed by the organisation and builds on previous work. SEPA still has low numbers of staff from minority ethnic groups, with disabilities and in the age bracket of 16-24. There are still disparities in gender segregation as detailed in **Appendix C**.

This outcome will support all the protected groups through its activity, but in particular those groups mentioned above. It enables the organisation to meet the General Duty in eliminating unlawful discrimination and promoting equality of opportunity.

We will deliver this outcome through a range of high level deliverables which in part continue the work done so far in our previous outcomes. This includes targeted outreach, clear development paths for staff, meaningful engagement with equality groups and inclusive and innovative employment and recruitment policies and practices.

A breakdown of key deliverables for this can be found in **Appendix B**.

Outcome 2

‘The people of Scotland, including those who are hard to reach and those with protected characteristics, can readily access, understand and are enabled to act upon SEPA services’

This outcome is important to SEPA because all our external facing services have communication and engagement at their heart. Providing the right level of information, to the right people by the right means helps those people to take the necessary steps to comply with regulation, follow good environmental practice or protect themselves and their property from the effects of flooding. It also helps us to encourage communities to become engaged

in the improvement of the environment around them, to benefit health, wellbeing and investment.

This outcome benefits all the protected groups, however is of particular relevance to the protected characteristics of race, disability, age and to those experiencing social and economic deprivation. There is evidence that these groups do not necessarily engage through standard public sector processes. We also have evidence from operational staff, people with disabilities and minority ethnic groups that our information can be difficult to understand.

The work to deliver this outcome will include targeted engagement with those with protected characteristics as well as those who live in areas of social deprivation, ensuring that SEPA meets all the elements of the General Duty, to eliminate unlawful discrimination, promote equality of opportunity and foster good relation.

We will achieve this outcome by first applying a principle of delivering barrier free services. This will include using the EqIA tool to identify existing barriers and inform the development of our flooding, permitting and enforcement services, involving external equality groups in the development of materials and user testing and carrying out targeted work with particular groups where appropriate.

A breakdown of key deliverables can be found in **Appendix B**.

Part 4 – Staff information and pay gap

Our workforce profile

As an employer, we have 1,242 employees (as at 31 December 2016) working in locations across the whole of Scotland, from Shetland in the north to Newton Stewart in the south.

We have done much to improve our workforce diversity and you can see evidence of that in our 2013-2015 Equality Outcomes in this report. However we recognise that there is a way to go, for instance, although we have increased women into management posts, they are still under represented in the higher grades and over represented at lower grades. The work to address this and other matters related to demographics continues through Outcome 1, our new internal organisation focused outcome.

To show progress and identify gaps in improving our diversity, we capture equality data on our staff in relation to our key activities, namely;

- Staff numbers
- Recruitment and selection process
- Staff promotions
- Leavers
- Training and development.

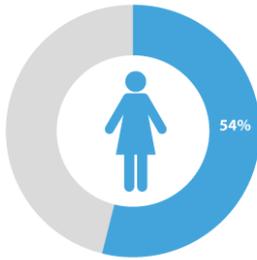
We don't currently capture information on gender re-assignment, but hope to find the best way to do that in the near future.

The following page highlights some of the key points from the Employee Information/Workforce Composition information.

Employee Information key points

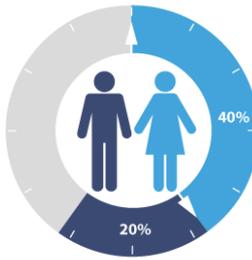
54%

of our staff
are women



20% & 40%

men
work flexibly
women



3.65%

of men work
part time



2.33%

of staff have disclosed
they have a disability



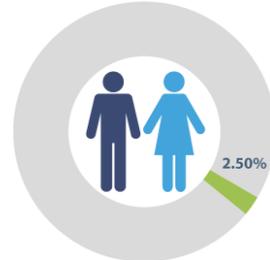
2.09%

of staff have disclosed they
are lesbian, gay or bisexual



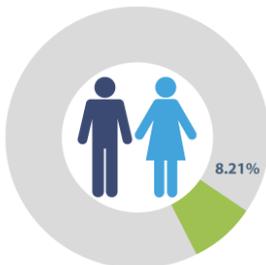
2.50%

of our staff are
Black or Asian (4%)



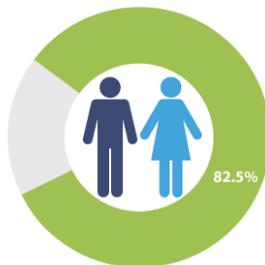
8.21%

of our staff are
white other (5%)



82.5%

of our staff are
white British or Scottish (91%)



Figures in brackets show the national figures for the Scottish working age population.

Flexible working

SEPA Flexible Working policy has been in place for some time and enables staff to request changes to their work pattern e.g. reduced hours, compressed hours, part time etc. To promote our commitment to flexible working we advertise all our posts with the 'Happy to Talk Flexible Working' logo and each post is assessed for suitability. Our staff chose flexible working patterns for a variety of reasons, including lifestyle, caring responsibilities and further education.

Maternity leave

During the period 01 January 2016 – 31 December 2016 there were 26 female members of staff absent from work due to maternity or adoption leave. Fourteen remain on maternity leave and 12 have returned to their substantive posts. We have enhanced maternity leave payments, based on length of service.

Paternity leave

During the period 01 January 2016 – 31 December 2016, 16 males took paternity leave, (11 of which took the full two week provision and the remaining five, one week). We are proposing to enhance paternity leave payments to bring them into line with maternity leave payments. This is part of our 2017 pay offer.

Shared parental leave

Take up of shared parental leave has been slow and in 2016, five male staff members took up the opportunity to participate in the scheme. It is hoped that the enhanced paternity pay in our 2017 pay offer will attract greater numbers to take up shared parental leave.

Living Wage employer

We are proud to be one of Scotland's Living Wage Employers. This has benefitted those staff in the lower grades on the pay scale and we actively promote the scheme when we advertise posts.

Disability and employment

For the past two years we have achieved, and retained the 'Two Ticks' (positive about disability) accreditation. We use the logo in advertising posts and ensure that applicants and existing staff are supported with any reasonable adjustments they require. We also have an in house training course for managers to provide them with the knowledge and confidence to support staff and reduce barriers presented by their disability.

A detailed breakdown of our staff profile is provided in **Appendix C**.

Pay Gap and occupational segregation

In our 2013 report, we made a commitment to reduce the gender pay gap and address occupational segregation. In this section we report on our current gender pay gap and on our occupational segregation by gender, race and disability. Tables reflecting the breakdown of staff, grades and pay rates can be found in **Appendix D**.

Gender Pay Gap

The pay gap is the gap between the pay of men and women in the organisation. For this report we have used our calculations to show both the 'mean' and 'median' ** pay gaps.

In 2008 we conducted an equal pay audit of staff, which showed an overall gender pay gap of 17.77%. Since then we have seen a steady reduction in that figure.

Here are the key findings for 'mean' and 'median' pay gaps at 31 December 2016;

Mean gender pay gap;

- No pay gaps in SEPA which would be rated as 'significant'
- We have an average pay gap of 10.20%, which includes our Agency Management Team - 0.33% less than in 2015
- Our pay gap, excluding Agency Management Team is 9.3%
- UK national average for all employees in 2016 is reported as 17.3%
- Scotland's national average for all employees is 14.9%
- Organisationally, male members of staff earn an average hourly rate of £19.51, which is £1.99 higher than that of female staff.

Median gender pay gap;

- We have an overall median pay gap of 4.61%
- The UK median gender pay gap in October 2016 was 9.4%
- Scotland's median pay gap is 6.2%
- Organisationally the median hourly salary of male staff is £0.82 higher than for our female staff.

** Definitions of 'mean' and 'median' pay gaps can be found in **Appendix D**

Agency Management Team

The AMT has seven members of staff, two of whom are women, and all of whom are all in the top pay grades, Grade Y. Within Grade Y there are three sub-grades for Chief Executive, Executive Director and Chief Officer positions.

The mean and median pay gaps for the AMT are;

- 18.76% mean pay gap in favour of males, with an average hourly salary £9.55 higher than for female staff
- 20.78% median pay gap in favour of males, with a median hourly salary £10.96 higher than for female staff

This gap can be accounted for by there being fewer numbers of women in the AMT generally and the top three posts of Chief Executive and Executive Directors being held by men.

Across the organisation, our pay gaps are accounted for by having greater numbers of female staff in the lower grades and higher numbers of men in the higher grades. While that remains the case, we are unlikely to see any significant change to our pay gaps.

Occupational segregation

This is the first time we are reporting on occupational segregation by gender, race and disability. The following are the key points relating to each and detailed tables can be found in **Appendix D**.

By gender – key points

The overall gender split is 53.61% female and 46.37% male, with 90 more females than males. Whilst the gender split overall is reasonably neutral, there are some notable differences;

- Gender breakdown is more pronounced between the upper and lower sections of the grading structure
- The AMT and top three Grades (A to C) of the grading structure are predominantly male, with nearly 25% of the total male staff in these pay grades, compared to 13% of total female staff
- In Grades D to T, the gender split is much more even with 61.4% of all female staffing and 60.6% of males

- The lower pay Grades of F, G and H are predominantly female. 25.5% of the total female staff in SEPA work in these Grades, compared to 14.2% of the total male staff.

By race – key points

Race information shows that the majority of staff (52.59%) self-identified as White Scottish, with another 29.95% identifying as White British. The remaining race categories are 'White other'; 'Black/Asian' and 'Other'. The numbers identifying in these categories are small and make it difficult to come to any firm conclusions, the following points can be gleaned;

- 10.71% of staff identify as 'White other'; 'Black/Asian' and 'Other'.
- Staff from all the minority ethnic classifications predominantly occupy Grades C, D and E.

By disability – key points

As with race, the number of staff identifying as having a disability is very small – 2.33%. This makes it difficult to come to any real conclusions; however the following points can be made;

- Staff who declare a disability are present in all Grades from A to G
- Those staff are fairly evenly spread across all job types within those Grades.

A full breakdown of the occupation segregation by gender, race and disability can be found in **Appendix D**.

Part 5 - Appendices

Appendix A - Legal responsibilities

Appendix B - 2017-2021 Equality Outcome Plans

Appendix C - Employee Information/Workforce composition

Appendix D - Pay Gap and Occupational Segregation

Appendix A

Legal responsibilities

The Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 and subsequent amendments are the key pieces of legislation driving equality, diversity and inclusion in Scotland.

The General Duty (UK wide)

As a public body, when we go about our business, we have to take into account the need to;

- Eliminate unlawful discrimination, victimisation and harassment of people with a relevant protected characteristic
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not and
- Foster good relations between people who share a protected characteristic and those who do not.

Statutory specific duties (Scotland only)

In Scotland we demonstrate what we have been doing to take account of the General Duty by the following;

- Reporting on mainstreaming the equality duty and publishing progress every two years
- Publishing equality outcomes every four years and reporting progress every two years
- Gathering and using employee information
- Publishing our gender, race and disability pay gap information
- Publishing statements on equal pay
- Consider award criteria and conditions in relation to public procurement
- Publishing reports in a manner that is accessible.

The protected characteristics under the Equality Act 2010 are;

- Race
- Sex
- Age
- Disability
- Sexual orientation
- Religion and belief
- Gender re-assignment
- Marriage and civil partnership
- Pregnancy and maternity.

The Equality Act (Specific Duties) (Scotland) Amendment Regulations 2016 require us as an organisation to set out how we will improve the diversity of our Board through effective succession planning. Although we don't appoint our own Board, we have a key role in working with Scottish Government to help broaden the diversity of candidates. We also have a duty to report the gender make-up of the Board and this will extend over time to include some of the other protected characteristics.

Appendix B

2017 – 2021 Equality Outcome Plans

Equality Outcome 1 ‘SEPA’s performance is enhanced by having a workforce whose diversity more closely reflects that of Scotland’		Outcome Lead People and Property Head of HR
This outcome supports the General Duty to eliminate unlawful discrimination and promote equality of opportunity for all the protected and hard to reach groups.		
High level deliverable	Measures	Benefits
<p>We will have the right evidence to allow us to identify gaps in equality considerations and priority actions.</p> <p>Examples of how we will deliver this include;</p> <ul style="list-style-type: none"> • Increasing staff equality monitoring information • Monitoring a range of activities for diversity including, applications for posts, appointments • Identifying other valid evidence to inform our work e.g. through relationships with groups representing those with protected characteristics 	<p>Increase in the level of staff equalities information</p> <p>Using data to identify gaps and inform work going forward</p>	<p>Capturing evidence helps to inform where the gaps are and what steps need to be taken</p>
<p>Our recruitment and selection processes are transformed and enable us to appoint the most talented people from a diverse candidate pool.</p>	<p>Feedback from targeted outreach</p> <p>Increase in the diversity of job candidates</p>	<p>Increased diversity will enhance creativity and performance across SEPA</p>

<p>Examples of how we will deliver this include;</p> <ul style="list-style-type: none"> • Targeted outreach to underrepresented groups, i.e. young people and minority ethnic groups • Positive promoting of SEPA as an employer • Selection panels are diverse and members have received relevant training, including unconscious bias awareness training • Selection panels use a range of selection tools to inform decision-making 	<p>Increase in success rates amongst candidates from under-represented groups</p> <p>Range of selection tools used regularly by SEPA</p> <p>Regular spot checks, by HR, on the make-up of selection panels and selection tools used</p>	
<p>We have ongoing and meaningful relationships with groups representing those with protected characteristics to help promote SEPA as an employer of choice and encourage greater diversity of applicants.</p> <p>Examples of how we will deliver this include;</p> <ul style="list-style-type: none"> • Establishing meaningful relationships with key groups, such as Regional Equality Councils, disability and Lesbian, Gay, Bi-sexual and Transgender groups, and gathering feedback from groups on our approach to advertising and promoting 	<p>Regular and constructive meetings with groups</p> <p>Feedback from groups has resulted in improvements to our recruitment and selection practices</p> <p>View of key stakeholders on the quality of new or revised employment policies which have been informed by equality groups</p>	<p>SEPA will be able to select the best talent from a more diverse pool of candidates</p>

<p>vacancies</p> <ul style="list-style-type: none"> • Involving representatives from equality groups in the review and development of key employment policies • Regularly reviewing the value and benefit of meetings with groups to ensure they are achieving their objectives 		
<p>SEPA has clearer career paths and our training and development opportunities better enable staff to reach their potential.</p> <p>Examples of how we will deliver this include;</p> <ul style="list-style-type: none"> • Identifying and implementing appropriate options for recruiting young people into the organisation and providing them with clearer development and career paths • Implementing a Job Evaluation framework and job descriptions which support the creation of entry level roles and clearer career paths • Equipping our managers with the skills to have quality conversations with staff members over performance and development • Implementing new lateral development initiatives such as job shadowing 	<p>Increase in the number of young people employed by SEPA</p> <p>Increase in the number of women employed in leadership positions</p> <p>People Survey feedback on training and development</p> <p>SEPA is able to create entry level roles and offer training opportunities</p>	<p>This carries on from the 2013 - 2017 Equality Outcomes to increase the number of women in leadership and young people in SEPA. The workshops that were held specifically identified a lack of development opportunities for all staff. This will address issues such as desire for mentoring, networking, peer group leadership and leadership programmes.</p>

<ul style="list-style-type: none"> Ensuring all members of staff receive equality and unconscious bias awareness training 		
<p>SEPA’s workplaces and work policies and practices are accessible for all and enable SEPA, where possible, to exceed its statutory obligations</p> <p>Examples of how we will achieve this are:</p> <ul style="list-style-type: none"> Identifying priority areas for improvement in relation to physical accessibility Provide assistive technology to staff requiring it regardless of where they’re normally based Line managers are trained on their responsibilities to make “Reasonable Adjustments” Policies are reviewed and take account of matters specific to the protected characteristics, including gender re-assignment, sexual orientation, religion and belief and age. 	<p>Accessibility issues prioritised</p> <p>Budget allocated on an priority needs basis</p> <p>Feedback from HR on staff whose requirements for assistive technology have been met/not met</p> <p>Number of managers attending training on reasonable adjustments</p> <p>Grievances & Employment Tribunal claims relating to reasonable adjustments</p> <p>Staff feedback on how well the Reasonable Adjustment process was managed.</p>	<p>This carries on and extends the reach of our 2013-2017 Equality Outcome to improve access to SEPA premises for staff and service users. In this case accessibility is wider than physical accessibility and includes inclusive work policies and practices, as well as specific tools required to support staff with disabilities.</p>

Equality Outcome 2		Outcome Lead
The people of Scotland, including those hard to reach and minority communities can readily access, understand and are enabled to act upon SEPA services		Regulatory Services Head of Permitting
This outcome supports the General Duty to eliminate unlawful discrimination and promote equality of opportunity for all the protected and hard to reach groups.		
Deliverable	Measures	Benefits
<p>A set of service delivery principles to support delivery of barrier free services.</p> <p>These principles might include a commitment to;</p> <ul style="list-style-type: none"> • Plain English in all our external communications • Making use of the most appropriate channels for the intended audience • Routine monitoring of staff and service users to evaluate effectiveness of our external facing services 	<p>By April 2018, have a set of approved principles that will apply to all communication in SEPA.</p>	<p>A corporate approach to barrier free services takes an organisation wide approach to improving access to our services</p>
<p>We will conduct an EqlAs on key work areas (Permitting and Enforcement and Flooding)</p>	<p>EqlAs completed and cognisance taken of findings</p>	<p>EqlAs will provide the opportunity to 'write out' barriers from new and revised services</p>
<p>Permitting and Enforcement and Flooding communications will be in plain English and to support this we will;</p> <ul style="list-style-type: none"> • Train staff who are responsible for producing information, guidance etc. 	<p>Numbers of staff trained and requests for alternative formats/ languages</p>	<p>Ensuring information/ guidance is in plain English promotes understanding of our services to a range of people including those who have</p> <ul style="list-style-type: none"> • English as a second

<ul style="list-style-type: none"> • Make available alternative versions and languages for those who require it 		<p>language</p> <ul style="list-style-type: none"> • Non-technical users • Learning difficulties and disabilities • Limited literacy skills
<p>The design of our digital services will consider the needs of service users. We will do this by;</p> <ul style="list-style-type: none"> • Promoting and making available hard copies and other formats for services designed for on line application/delivery 	<p>Numbers of requests for alternative formats/hard copy</p>	<p>This will benefit those who may not have access to or have difficulty in using digital systems because of, for example sensory impairments, learning disabilities or geographic barriers.</p>
<p>We will involve representatives from equality groups in developing our services</p>	<p>Record of involvement, minutes and task records</p>	<p>Involving hard to reach and minority groups in the design of services helps in the objective to ‘design out’ barriers.</p>
<p>All our key services will be subject to appropriate user testing</p>	<p>Number of times user testing is carried out and by which group</p>	<p>User testing will help us to identify any difficulties with accessibility, either in terms of the message given or the methods used to deliver that message.</p>
<p>We will offer additional support for service users where required. Examples of this will be;</p> <ul style="list-style-type: none"> • Providing reasonable assistance to complete application forms and support understanding of enforcement notices etc. • Carry out service user 	<p>Result of service user monitoring/satisfaction surveys.</p> <p>Number of requests for support</p>	<p>Evidence from individuals and protected groups indicates that at present SEPA documentation is very technical and can be difficult to understand. Providing support to understand alongside a move to clearer</p>

<p>monitoring/ satisfaction surveys to identify gaps in current level of performance</p>		<p>information helps achieve the outcome. Satisfaction surveys provide a good indicator of success</p>
<p>We will carry out targeted activity where evidence shows vulnerability or high levels on non-compliance, making use of good community engagement to support that work</p>	<p>Increase in sign up to Flooding and improved compliance amongst targeted groups</p>	<p>Greater knowledge and compliance will benefit the environment and will reduce the impact of non-compliance action on targeted groups</p>

Appendix C

Employee information/workforce composition

The information provided in this Appendix is taken from our HR Management Information System and is valid as at 31 December 2016.

* Indicates numbers less than 10 to protect individual confidentiality

Information not provided denotes that a member of staff has not supplied the information.

Table 1: Gender breakdown of all staff in SEPA

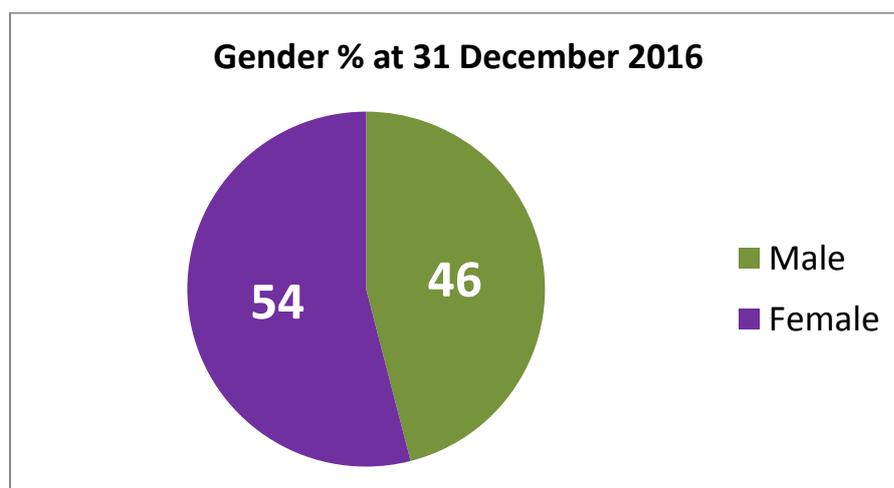


Table 2: This table below provides a brief explanation of our current grade structure

Grade	Description
Y	Members of Agency Management Team: Executive Directors / Chief Officers
A	Members of Senior Management Teams
B	Managers of Managers or National Experts with Management responsibility
C	Core Manager roles or Technical Specialists
D	Manager/Supervisor roles or Technical roles
E	Core Officer roles
F	Support Officer roles
G	Administrative roles
H	Office/building support roles
T	Trainee Grade

Table 3: Gender by Grade

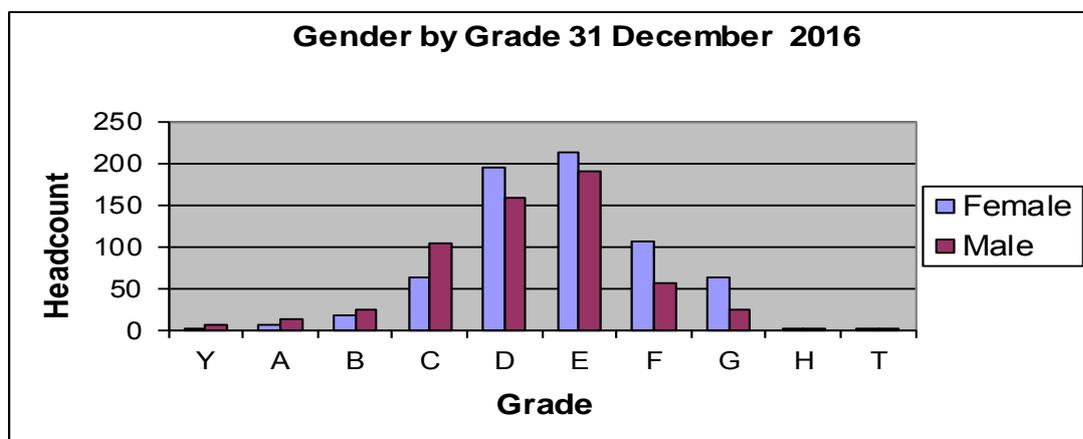


Table 4: Equality information response rate

Protected characteristic	Responses expected	Responses received	Not provided
Disability	1242	1191	51 (4.11%)
Marital status	1242	1176	66 (5.31%)
Sexual preference	1242	1024	218 (17.55%)
Religion	1242	988	254 (20.45%)
Ethnicity	1242	1158	84 (6.76%)

Table 5: Full time versus part time by gender split

Gender	Full time	Part time	% Full time	% Part time	Total
Male	555	21	96.35	3.65	576
Female	477	189	71.62	28.38	666

Table 6: Staff profile by age by gender

Age	Female	Male	Total
16 - 24	*	*	13
25 - 34	112	96	208
35 - 44	278	174	452
45 - 54	203	180	383
55 - 64	61	115	176
65 and over	*	*	10
Totals	666	576	1242

Table 7: Staff profile by marital or civil partnership

Marital status	Total	Percentage
Civil partnership	*	0.16
Divorced	26	2.09
Married	646	52.01
Not married	485	39.05
Separated	12	0.97
Widowed/widower	*	0.40
Information not provided	66	5.31
Totals	1242	100%

Table 8: Staff profile by disability

Disability	Yes	No	Not provided
Total	29	1162	51
Percentage	2.33%	93.56%	4.11%

Table 9: Staff profile by sexual orientation

Sexual orientation	Gay, lesbian, bi-sexual or other	Heterosexual	Not provided
Total	26	998	218
Percentage	2.09%	80.35%	17.55%

Table 10: Staff profile by religion and belief

Religious belief	Roman Catholic	Church of Scotland	Other	None	Not provided
Total	118	279	98	543	278
Percentage	9%	21.2%	7.4%	41.3%	21.1%

Table 11: Staff profile by ethnic origin

Ethnic origin	Black/Asian/Mixed /other	White Scottish	White British	White other	Not provided
Total	31	653	372	102	84

Percentage	2.50%	52.58%	29.95%	8.21%	6.76%
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Table 12: Staff Grade mix

Grade mix	Female	Male	Total
Y	*	*	*
A	*	13	19
B	16	23	39
C	63	104	167
D	195	158	353
E	213	190	403
F	106	55	161
G	63	25	88
H	*	*	*
T	*	*	*
Totals	666	576	1242

Recruitment

HR monitors all job applications in terms of disability and liaises with the recruiting line managers to ensure that reasonable adjustments are applied during and after the recruitment process. The following data represents all job applicants from 01 January 2016 to 31 December 2016.

SEPA allows its job applicants to own their applications from the initial registration state, as such information is modified throughout the recruitment process therefore this information is only relevant at the point of application as opposed to the point of securing a post.

Our recruitment system does not hold any equal opportunity information relating to gender re-assignment and therefore this protected characteristic has been excluded.

Table 13: Job applicants by gender

Gender	Female	Male	Not provided	Total
Total applicants for vacancy	1040	1124	28	2192
Total applicants shortlisted	195	130	10	335
Total successful	96	88	*	190

Table 14: Job applicants by marital status

Marital status	Married	Not married	Not provided	Total
Total applicants for vacancy	679	1283	230	2192
Total applicants shortlisted	115	190	30	335
Total successful	75	92	23	190

Table 15: Job applicants by religious belief

Religious belief	Roman Catholic	Church of Scotland	Other	None	Not provided	Total
Total applicants for vacancy	251	233	232	1248	228	2192
Total applicants shortlisted	27	60	25	170	53	335
Total successful	21	19	12	115	23	190

Table 16: Job applicants by ethnic origin

Ethnic origin	Black/Asian /Mixed/other	White Scottish	White British	White other	Not provided	Totals
Total applicants for vacancy	137	1234	501	288	32	2192
Total applicants shortlisted	10	160	98	49	18	335
Total successful	*	117	52	12	*	190

Table 17: Job applicants by disability

Disability	Disabled	Not disabled	Not provided	Total
Total applicants for vacancy	43	2121	28	2192
Total applicants shortlisted	30	284	21	335
Total successful	*	179	*	190

Table 18: Job applicants by sexual orientation

Sexual orientation	Bisexual	Heterosexual	Homosexual	Not provided	Total
Total applicants for vacancy	33	1986	51	122	2192
Total applicants shortlisted	*	221	20	86	335
Total successful	*	161	*	23	190

Table 19: Job applicants by age bands

Age band	16-19	20 - 29	30 - 39	40 - 49	50 – 59	60 - 69	Not provided	Total
Total applicants for vacancy	*	695	672	471	286	32	28	2192
Total applicants shortlisted	*	70	108	96	40	*	16	335
Total successful	*	34	78	48	23	*	*	190

Staff promotions

From 01 January 2016 to 31 December 2017 there were 73 internal promotions (32 male and 41 female). Of those, 35 were temporary and 38 permanent. The following tables represent promotions by protected characteristic.

Table 20: Staff promotions by Grade and gender

Grade	Female	Male
A	*	*
B	*	*
C	*	*
D	14	13
E	13	17
F	*	*
T	*	*
Total	42	46

Table 21: Promotions by disability

Disability	Not Disabled	Disabled	Not provided
Total	71	0	*

Table 22: Promotion by ethnic origin

Ethnic origin	Black/Asian/Mixed/other	White Scottish	White British	White other	Not provided
Total	*	45	22	*	*

Table 23: Promotion by sexual orientation

Sexual orientation	Gay, lesbian, bisexual or other	Heterosexual	Not provided
Total	*	68	*

Table 24: Promotion by religion and belief

Religion and belief	Roman Catholic	Church of Scotland	Other	None	Not provided
Total	*	*	*	51	*

Table 25: Promotion by age

Age	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 and over
Total	*	22	31	15	*	0

Performance and Development Review

In 2016 SEPA introduced a new Performance Development Review (PDR) process, designed to focus on our great people and their performance management. The new process allowed the:

- Facilitation of quality conversations between managers and their staff
- Clarity on performance objectives
- Agreement of a small number of career development actions.

Performance management and feedback happens as managers interact with staff, and there are two formal reviews to specifically review performance and development. The process also has been simplified to encourage conversation as opposed to form filling.

In 2016-2017 there was a 100% response rate for this new form of PDR.

Learning and Development will be surveying all staff members in early 2017. The purpose of the survey will be to gain feedback on the process and measure the quality of conversations between managers and their staff members.

Leavers

The following tables reflect leavers from 01 January 2016–31 December 2016. This includes those leaving because of end of Fixed Term Contracts, retirements, voluntary severance, dismissal and ill health, by protected characteristics.

Table 26: Leavers by gender

Gender	Female	Male	Total
Total	72	55	127
Percentage	56.69%	43.31%	100%

Table 27: Grade mix of leavers

Grade Mix	Female	Male	Total
A	*	*	*
B	0	*	*
C	7	5	12
D	19	17	36
E	17	15	32
F	12	6	18
G	15	*	*
H	*	*	*
T	*	*	*
Totals	72	55	127

Table 28: Leavers by disability

Disability	Disabled	Not disabled	Not provided	Total
Total%	2.36%	94.49%	3.15%	100%

Table 29: Leavers by sexual orientation

Sexual orientation	Gay, lesbian, bi-sexual or other	Heterosexual	Not provided	Total
Total %	4.72%	83.46%	11.81%	100%

Table 30: Leavers by religious belief

Religious belief	Church Scotland/England/Wales	Roman Catholic	None	Other	Not provided	Total
Total %	17.32%	10.24%	55.12%	4.72%	12.60%	100%

Table 31: Leavers by age group

Age group	16-24	25-34	35-44	45-54	55-64	65 and over	Total
Total %	6.30%	24.41%	29.92%	16.54%	18.90%	3.94%	100%

Table 32: Leavers by ethnic origin

Ethnic origin	White	Ethnic minority	Other	Not provided	Total
Total %	89.76%	3.15%	0.00%	7.09%	100%

Training and development

Staff can self-select for training through our Agresso Web Service recording system. The system allows us to provide numbers of those trained.

The following information reflects the level of training which has taken place from 01 January 2016–31 December 2016. The following tables reflect the attendance levels in terms of the protected characteristics. It is important to note that some of our staff members have undergone multiple training interventions and have been included within the data on several occasions

Table 33: Training interventions by gender

Gender	Female	Male	Total
	946	716	1662

Table 34: Training interventions by disability

Disability	Disabled	Not disabled	Not provided	Total
	46	1532	84	1662

Table 35: Training interventions by ethnic origin

Ethnic origin	Black/Asian/Mixed/other	White Scottish	White British	White other	Not provided	Total
	24	884	512	120	122	1662

Table 36: Training interventions by sexual orientation

Sexual orientation	Gay, lesbian, bi-sexual or other	Heterosexual	Not provided	Total
	39	1367	256	1662

Table 37: Training interventions by religious belief

Religion and belief	Roman Catholic	Church of Scotland	Other	None	Not provided	Total
	141	376	108	742	295	1662

Table 38: Training interventions by age

Age	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 and over	Total
	26	292	734	426	169	15	1662

Appendix D

Pay gap and occupational segregation

The following tables show the breakdown used to determine the 'mean' and 'median' gender pay gap and the occupational segregation of staff in by gender race and disability.

The 'mean' pay gap is derived by taking the average hourly salary by gender at each step within a pay grade. The totals for each step are then used to calculate an overall Grade total and average hourly salary, based on full time for each gender.

The 'median' pay gap is the mid-point at which 50% of staff are paid above that point and 50% are paid below. This is done for each gender and an overall average pay is arrived at.

While the 'mean' more accurately reflects the difference across Grades and pay points, the 'median' provides a typical average which is not unduly influenced by small groups in the higher pay Grades.

Table 39: mean hourly basic pay for male and female staff at 31 December 2016.

GRADE	FEMALE			MALE			GENDER PAY GAP £ HOURLY MvF	PAY GAP AS % OF MALE £ AVG BASIC HOURLY
31/12/2016	NO. STAFF	% ALL STAFF	£ MEAN BASIC HOURLY FOR GRADE	NO. STAFF	% ALL STAFF	£ MEAN BASIC HOURLY FOR GRADE		
Y	*	0.16%	£41.36	*	0.40%	£50.91	£9.55	18.76%
A	*	0.48%	£36.82	13	1.05%	£36.25	-£0.57	-1.57%
B	16	1.29%	£29.45	23	1.85%	£29.42	-£0.03	-0.10%
C	63	5.07%	£24.85	104	8.37%	£25.29	£0.44	1.74%
D	195	15.70%	£19.72	158	12.72%	£19.79	£0.07	0.35%
E	213	17.15%	£16.29	190	15.30%	£16.36	£0.07	0.43%
T	*	0.08%	£13.05	*	0.08%	£13.37	£0.32	2.39%
F	106	8.53%	£12.68	55	4.43%	£12.50	-£0.18	-1.44%
G	63	5.07%	£10.23	25	2.01%	£10.03	-£0.20	-1.99%
H	*	0.08%	£8.65	*	0.16%	£8.65	£0.00	0.00%
TOTAL	666	53.61%	£17.52	576	46.37%	£19.51	£1.99	10.20%

Table 40: median hourly basic pay for male and female staff,

GRADE	FEMALE			MALE			GENDER PAY GAP £ HOURLY MvF	PAY GAP AS % OF MALE £ MEDIAN BASIC HOURLY
31/12/2016	NO. STAFF	% ALL STAFF	£ MEDIAN BASIC HOURLY FOR GRADE	NO. STAFF	% ALL STAFF	£ MEDIAN BASIC HOURLY FOR GRADE		
Y	*	0.16%	£41.79	*	0.40%	£52.75	£10.96	20.78%
A	*	0.48%	£37.95	13	1.05%	£37.06	-£0.89	-2.40%
B	16	1.29%	£30.66	23	1.85%	£29.94	-£0.72	-2.40%
C	63	5.07%	£25.36	104	8.37%	£25.97	£0.61	2.35%
D	195	15.70%	£20.49	158	12.72%	£20.49	£0.00	0.00%
E	213	17.15%	£16.95	190	15.30%	£16.95	£0.00	0.00%
T	*	0.08%	£13.05	*	0.08%	£13.37	£0.32	2.39%
F	106	8.53%	£13.05	55	4.43%	£12.16	-£0.89	-7.32%
G	63	5.07%	£9.93	25	2.01%	£10.16	£0.23	2.26%
H	*	0.08%	£8.65	*	0.16%	£8.65	£0.00	0.00%
TOTAL	666	53.61%	£16.95	576	46.37%	£17.77	£0.82	4.61%

The following tables show the occupational segregation or breakdown of staff by gender, race and disability across the different pay Grades and job types. * denotes a number below 10.

Table 41: Occupational segregation by gender

Grade	Grade Description	Management		Policy		Regulatory		Science		Business & Support		Total	
		F	M	F	M	F	M	F	M	F	M	F	M
Y	Member of Agency Management Team - CEO/Director/Chief Officer	*	*	0	0	0	0	0	0	0	0	*	*
A	Member of Senior/Strategic Management Team	*	13	0	0	0	0	0	0	0	0	*	13
B	Manager of managers or national experts with management responsibility	16	23	0	0	0	0	0	0	0	0	16	23
C	Core unit manager or technical specialist	23	44	11	15	10	23	*	10	14	12	63	104
D	Supervisory or senior technical role	0	0	24	*	90	69	44	58	37	26	195	158
E	Core officer / technical role	0	0	*	*	69	89	88	78	51	21	213	190
T	Trainee core officer role	0	0	0	0	0	0	*	*	0	0	*	*
F	Assistant officer/ technical / support role	0	0	0	0	*	10	49	37	51	*	106	55
G	Administrative role	0	0	0	0	0	0	*	0	62	25	63	25
H	Office / building support role	0	0	0	0	0	0	0	0	*	*	*	*
Grand total		47	85	40	22	175	191	188	184	216	94	666	576

Table 42: Occupational segregation by race

Grade	Race Declaration	Management	Policy	Regulatory	Science	Business & Support	Total
Y - Member of Agency Management Team - CEO/Director/Chief Officer	White British	*	0	0	0	0	*
	White Scottish	*	0	0	0	0	*
	White Other	*	0	0	0	0	*
	Black / Asian	0	0	0	0	0	0
	Other	0	0	0	0	0	0
	Information Not Provided	*	0	0	0	0	*
A - Member of Senior/Strategic Management Team	White British	*	0	0	0	0	*
	White Scottish	10	0	0	0	0	10
	White Other	*	0	0	0	0	*
	Black / Asian	0	0	0	0	0	0
	Other	0	0	0	0	0	0
	Information Not Provided	*	0	0	0	0	*
B - Manager of managers or national experts with management responsibility	White British	13	0	0	0	0	13
	White Scottish	18	0	0	0	0	18
	White Other	*	0	0	0	0	*
	Black / Asian	0	0	0	0	0	0
	Other	0	0	0	0	0	0
	Information Not Provided	*	0	0	0	0	*
C - Core unit manager or technical specialist	White British	24	18	16	*	11	78
	White Scottish	29	*	*	*	10	55
	White Other	*	*	*	*	*	11
	Black / Asian	0	0	*	0	*	*
	Other	0	0	0	0	0	0
	Information Not Provided	10	*	*	0	0	19
D - Supervisory or senior technical role	White British	0	12	52	41	11	116
	White Scottish	0	10	81	40	43	174
	White Other	0	*	12	14	*	31
	Black / Asian	0	*	*	*	*	*
	Other	0	*	*	*	*	*
	Information Not Provided	0	*	11	*	*	21
E - Core officer / technical role	White British	0	*	45	55	13	115
	White Scottish	0	*	87	77	54	221
	White Other	0	*	15	18	*	37
	Black / Asian	0	0	*	*	*	*
	Other	0	0	*	*	*	*
	Information Not Provided	0	0	*	13	*	22
T - Trainee core officer role	White British	0	0	0	*	0	*
	White Scottish	0	0	0	*	0	*
	White Other	0	0	0	0	0	0
	Black / Asian	0	0	0	0	0	0
	Other	0	0	0	0	0	0
	Information Not Provided	0	0	0	0	0	0
F - Support officer role	White British	0	0	*	15	6	28
	White Scottish	0	0	*	55	47	106
	White Other	0	0	*	*	*	14
	Black / Asian	0	0	*	*	0	*
	Other	0	0	0	*	0	*
	Information Not Provided	0	0	*	*	*	*
G - Administrative role	White British	0	0	0	0	14	14
	White Scottish	0	0	0	*	61	62
	White Other	0	0	0	0	*	*
	Black / Asian	0	0	0	0	*	*
	Other	0	0	0	0	*	*
	Information Not Provided	0	0	0	0	*	*
H - Office / building support role	White British	0	0	0	0	0	0
	White Scottish	0	0	0	0	*	*
	White Other	0	0	0	0	0	0
	Black / Asian	0	0	0	0	0	0
	Other	0	0	0	0	0	0
	Information Not Provided	0	0	0	0	0	0
Grand total	Grand total	132	62	366	372	310	1242

Table 43: Occupational segregation by disability

Grade	Disability Declaration	Management	Policy	Regulatory	Science	Business & Support	Total
Y - Member of Agency Management Team - CEO/Director/Chief Officer	No Disability	*	0	0	0	0	*
	Disability Declared	0	0	0	0	0	0
	Information Not Provided	*	0	0	0	0	*
A - Member of Senior/Strategic Management Team	No Disability	17	0	0	0	0	17
	Disability Declared	*	0	0	0	0	*
	Information Not Provided	*	0	0	0	0	*
B - Manager of managers or national experts with management responsibility	No Disability	37	0	0	0	0	37
	Disability Declared	*	0	0	0	0	*
	Information Not Provided	*	0	0	0	0	*
C - Core unit manager or technical specialist	No Disability	62	23	27	14	23	149
	Disability Declared	0	*	*	*	*	*
	Information Not Provided	*	*	*	0	0	11
D - Supervisory or senior technical role	No Disability	0	28	149	98	60	335
	Disability Declared	0	*	*	0	0	*
	Information Not Provided	0	0	*	*	*	12
E - Core officer / technical role	No Disability	0	*	145	154	68	374
	Disability Declared	0	0	*	*	*	*
	Information Not Provided	0	0	*	*	*	21
T - Trainee core officer role	No Disability	0	0	0	*	0	*
	Disability Declared	0	0	0	*	0	*
	Information Not Provided	0	0	0	0	0	0
F - Support officer role	No Disability	0	0	16	84	56	156
	Disability Declared	0	0	0	0	*	*
	Information Not Provided	0	0	0	*	*	*
G - Administrative role	No Disability	0	0	0	*	83	84
	Disability Declared	0	0	0	0	*	*
	Information Not Provided	0	0	0	0	*	*
H - Office / building support role	No Disability	0	0	0	0	*	*
	Disability Declared	0	0	0	0	0	0
	Information Not Provided	0	0	0	0	0	0
Grand total	Grand total	132	62	366	372	310	1242