

Board Chairs of the Future Mentoring Scheme



End of Scheme Report

Executive Summary

The Scottish Government Public Appointments Team (PAT) and the Ethical Standards Commissioner (ESC) ran a pilot mentoring project in 2017/18 aimed at improving the diversity of the cohort of public body Board Chairs in Scotland and developing the potential of current appointees to apply for future Chair roles. The pilot aimed to draw mentees from groups currently under-represented at Chair level: women, disabled people, people from an ethnic minority background, young people, and people whose sexual orientation is not heterosexual (lesbian, gay, bisexual, or other ['LGBO']).

Following a report on that pilot, a new iteration of the Board Chair Mentoring Project was launched in August 2019. This again aimed to develop the pipeline of Board Chairs from current appointees from the same groups under-represented at Chair level, taking on board recommendations from the pilot.

The project sought to broaden the skills, experience and knowledge of both mentors and mentees. The project aimed to ensure that mentees would have a better understanding of what it means to be an effective Board Chair, along with the key chairing skills identified at the start of the project that they wished to develop. This was to ensure that mentees would be better placed to apply for Chair roles.

The project ran from August 2019 to November 2020, during which 12 mentors from the Chair cohort mentored 12 people from the Board members cohort from across the public bodies sector. The public bodies involved can be found at Annex A.

During this timeframe, which included a period of around 5 to 6 months with very little regulated public appointment recruitment activity because of the Covid pandemic, none of the mentees have applied for public body Chair posts. However, a couple of the mentees have reported in recent months they have 'stepped up' in taking on more responsibility, including taking on chairing roles of sub committees, which is a direct consequence of taking part in the scheme. Some of the mentees have stated that it is their intention to apply for a Board Chair role when a suitable vacancy arises.

The demographic profile of mentees (numbers suppressed for confidentiality) highlights that there was good representation from groups with protected characteristics who are otherwise currently under-represented as Chairs on the Boards of Scotland's public bodies. This was seen to be a real strength of the scheme and should continue to be an emphasis for any future iterations.

The next mentoring project should ensure that:

1. Board Chairs should continue to be asked to nominate members from groups with protected characteristics currently under-represented at Chair level.
2. Board Chairs and mentors should continue to be drawn from a wide spectrum of public bodies, backgrounds and levels of experience.
3. Use the lessons learnt from this iteration to amend and update the mentoring manuals and supporting materials for the scheme.
4. The formal workshops should continue alongside informal activity such as virtual coffee catch ups.
5. All mentoring participants are provided with details of how to access the bespoke online learning platforms that the Scottish Government's Public Bodies Unit and NHS Education for Scotland have developed for board members, especially in areas such as governance and succession planning.
6. Participants should have access to training on working with Ministers and media training. Women were particularly keen to have access to this training. Where at all possible, this should be integrated with, or run jointly with, the training offered by the Public Bodies Unit and/or NHS Education for Scotland (see also recommendation 5).
7. Resource costs for iterations of the mentoring project for future Chairs must continue to be balanced against other demands on Board Chairs and project administrators, and on other priorities for improving the diversity of public appointees.

Introduction

This report considers the iteration of the mentoring project for potential Board Chairs which ran from August 2019 to November 2020.

This report is drawn from the responses to an end of project survey and feedback gained from each workshop and other analysis.

Background

The Scottish Government is committed to addressing under-representation of people with protected characteristics on the Boards of public bodies in

Scotland, and to seeing Boards benefit from a wide range of diversity and talent. Work to achieve more diverse boards has had notable success in the percentage of women on boards. Women now make up 50% of all appointees. Improving the diversity of Board Chairs has been slower to change, as we continue to improve the diversity of members it is anticipated that a more diverse talent pipeline for Chair positions will naturally develop however this project aimed to assist the pace of change.

Data on Board Chair diversity as at 30 November 2020 is in Appendix B. A discussion of the data is at Appendix C.

Outline of the process

Board Chairs were approached to nominate talented existing Board members, particularly from groups currently under-represented at Chair level (using the Census 2011 results as a benchmark): women, disabled people, people from an ethnic minority background, young people and LGBO people. A number of Board Chairs volunteered to act as mentors for the scheme. Other Board Chairs were recruited by direct approaches.

The demographic profile of mentees shows that there was a good representation from groups with protected characteristics which are currently under-represented in the Boards of Scotland's public bodies¹.

The next step was to match mentors (Chairs) and mentees (members). This matching was done on the basis of participants' location and where possible, individuals were matched with someone from a public body in a sector different to their own public body (for example a Chair from a justice sector Board being matched with a Board member from a health sector Board). Twelve mentoring relationships were established for this iteration of the project.

Once the matching process was completed, introductory emails were sent to all participants with contact details for the person they had been matched with in order for introductory conversations to take place and electronic copy of the mentoring manual was shared with participants.

A workshop was held to bring together those involved in the project and to formally introduce them to the scheme. Participants were asked why they wished to be a part of the scheme, to begin thinking of the skills and knowledge they wished to develop whilst being part of the scheme, and to discuss the strategies required to be an effective Board Chair.

¹ The numbers have been suppressed to maintain confidentiality because of the small size of the mentee cohort.

To support the project, manuals were developed for mentors and mentees using the lessons learnt from the pilot project. These bespoke manuals were developed by Robert Boyter from the Scottish Government's Public Appointments Team with input from Duncan Wallace, Public Appointments Adviser with the Ethical Standards Commissioner who is also a mentoring coach.

Pace of the scheme

Board members and their mentors (Board Chairs) met at regular intervals. The frequency and structure of these meetings was purposefully left to the mentor and mentee to agree what worked for them (for example, whether face to face, virtual or by telephone). Some chose to develop whole learning plans, some had the opportunity to shadow Board activity as part of their learning. Each mentor/mentee relationship developed their own style which was driven by the learning needs of the mentee.

A catch-up workshop was held in February 2020. This workshop was an opportunity for participants to discuss the skills, tactics and insights that make an effective Board Chair of a public body in addition to practice development.

The Covid pandemic and the response to this has impacted on the project. Some mentoring partnerships were paused temporarily in order to concentrate on the work of individual Boards. As a consequence, the length of the scheme was extended from August 2020 to November 2020.

To support the scheme, two virtual coffee sessions were held in June 2020 and September 2020. This allowed mentors and mentees to get together informally, to check in with each other, to have a space to discuss how things were going and to share experiences, as one mentor described, in a 'safe space'.

To bring the project to a conclusion a workshop took place in November 2020. This allowed participants to review how things had gone and to reflect on lessons learnt and change in relation to chairing and leading organisations in the future post-Covid. It provided a space for thoughts on how the project had gone and any lessons learnt.

Summary

Number of mentees: 12

Number of mentors: 12

Start of the scheme: 1 August 2019

Conclusion of the pilot: 26 November 2020

What has worked well

1. Regular workshops for mentors and mentees

The workshops facilitated discussion and allowed individuals to gain the most from the learning opportunities offered in them. Through feedback taken at these workshops, it was evident several of the partnerships became more productive and focussed as a result.

The workshops enabled mentees and mentors to focus and re-focus on their goal-setting and their learning and development plans. The workshops also gave opportunities for people to learn from each other's experience, and the approaches people have taken in different situations.

The workshops enabled participants to better understand the tactics, strategies and ways of chairing public bodies and conversely to explore what **does not** work and common pitfalls. The workshops provided a space for talking about the motivations and the personal rewards of the Chair role in public service.

In addition to the scheduled workshops which moved to online, two virtual coffee catch ups were held. These had been suggested by some of the mentees as a way to check in with each other and to provide the opportunity to share experiences with fellow participants.

2. Working across different public bodies

The matching process adopted has once again allowed learning for the mentor as well as the mentee, through working with someone from a different background and who serves on a Board in a completely different sector which therefore can bring a different perspective to the discussions. There was a greater diversity of public bodies involved in this iteration which has further increased the learning and knowledge of different sectors and participants valued this.

3. Supporting materials

Manuals were updated for both mentors and mentees using the lessons learnt from the pilot project. These manuals provided an overview of the scheme and offered tools and points of reference. The feedback from participants was really positive.

4. Learning

Chairs highlighted at the workshops and in feedback that they have benefitted from reflecting on their own practice. As a consequence, had the opportunity to reflect on their own learning and practice: 'reflecting-on-action' and 'reflecting-in-action'. For some this may have become second nature (unconsciously competent), or may have just been un-reflected upon previously as being part of their set of skills as a Chair in the dynamic environment of the Boardroom. For example, at one workshop, a couple of the Chairs shared that they had found the process at times challenging but useful to reflect on their own chairing style.

5. Scheme co-ordination

The scheme coordination and support was provided by Robert Boyter in the Public Appointments Team of the Scottish Government. Duncan Wallace, a mentoring coach, and Advisor for the Ethical Standards Commissioner led the development workshops. Participants valued the central coordination approach adopted for the scheme. This coordination allowed signposting and support to scheme participants when things didn't go as planned.

6. Timescales

The scheme ran for 15 months; this was an extension from the planned 12 months because of the Covid pandemic, given some partnerships were temporarily paused. This timescale suited most participants and allowed everyone involved to follow the operational and cultural change issues faced at a Board level over a period of time along with the challenges Covid has presented individually and for the work of the Board.

Lessons Learnt

1. Nominations of mentees: one of the key lessons from the pilot project was the need for participants to be nominated by their Board Chair rather than any self-nomination. This explicit nomination and support from the respective Board Chair allows feedback of skills development for the mentee during their time on the scheme. The nomination of Board members by Board Chairs resulted in a high calibre of mentees.

Aims of the scheme: one of the lessons learnt from the pilot project was the need to be clear on the scheme aims in respect of diversity in the literature. Seeking nominations of Board members from under-represented groups at Chair level was a priority. Representation from across different

sectors and experience was achieved which was valued by the participants.

2. Mentees' own aims for participation: one of the lessons learnt from the pilot project was for participants to be clear about their aspirations to become a Board Chair and put together their project learning plan. Mentees worked with mentors to identify the skills they wanted to develop during their time on the scheme.
3. Demands on the mentors: invitations to be a mentor should be very clear about the mentor's role and what the scheme involves and the time commitment.
4. Length of mentoring relationship: one of the lessons learnt from the pilot project was to review the length of time required for participants to achieve their agreed learning plan outcomes. The length of the scheme was 12 months (although due to Covid was extended to 15 months). This was sufficient for mentees to achieve their learning goals.
5. Early check-in on progress: one of the lessons learnt from the pilot project was to check in with mentors and mentees fairly quickly after the scheme commenced. This was to allow a temperature check on how things were going, establish whether contact had been made between the mentor and mentee, and to identify if there were any issues. This check-in early on in the mentoring process in this iteration of the project highlighted some issues which were resolved early on.
7. Workshop content: one of the lessons learnt from the pilot was to ask mentors and mentees for workshop themes. In this iteration participants wished to discuss strategies and approaches for dealing with Ministers. Board Chairs were able to share experiences and approaches they have taken in building and maintaining this key relationship. Discussion expanded to include dealing with media scrutiny and strategies used; a planned dedicated media training session was cancelled due to Covid. This approach to the workshops kept the focus on issues that Board Chairs deal with, whilst allowing discussion and shared learning.

Impact of the Scheme

Have mentees applied for Chair roles and been successful within the course of this iteration of the project?

During the time period of this iteration of the project, 12 regulated Board Chair roles were advertised on Appointed for Scotland; note that there was a hiatus in most appointment recruitment activity because of Covid. As at 30 November 2020 none of the mentees have applied for a public body Chair post during the progress of the project.

Have mentees decided that they would be keen to apply for Chair roles in the future?

Some of the mentees have stated that it is their intention to apply for a Board Chair role when a suitable vacancy arises. In addition, a couple of the mentees have reported in recent months they have 'stepped up' in taking on more responsibility including taking on chairing roles of sub committees which is a direct consequence of taking part in the scheme.

What has been the impact on individuals' development because of the project?

There are three main areas of impact that the mentoring scheme has had on individuals taking part in the scheme:

- skills
- knowledge
- understanding of the Chair role.

Quoted below is some feedback received at the regular workshops during the course of the scheme below:

Skills

- "I have learnt how to deal with different situations and being able to constructively challenge without this being perceived as confrontational".
- "The mentoring project has allowed me the opportunity for reflection on the skills required to be an effective Chair".
- "As a mentor this has allowed me the opportunity to be able to learn from the other person on their experience. It has very much been a two way process".

- “The scheme has increased my confidence and ability in taking on more responsibility including chairing a Board sub-committee”.

Knowledge

- “I have gained a clearer understanding of the relationship between Chair and executive officers”.
- “I have been able to consolidate my existing knowledge and the need to embrace values of fairness and kindness”.
- “I have learnt effective leadership is not just about chairing but about leading an organisation through change and how this is delivered in supporting the organisation and how it responds to the challenges ahead”.
- “I have been learning how to encourage all Board members to participate; and the need to be able to challenge/understand those members of the Board that do not contribute”.
- “I have learnt as Board Chair of the need to maintain effective relationships that engender trust and create an environment of no surprises”.

Understanding of the role of the Board Chair

- “I now have a better understanding of the key relationships required along with the need for trust and transparency”.
- “The mentoring scheme has, through my mentor sharing experiences, given me a clearer understanding of the skills required to effectively Chair a public body”.
- “I have a better understanding of the Board Chair’s role in dealing with Government, Ministers and other key stakeholders”.
- “In addition to Ministers, I now have an understanding of the need to maintain a good relationship with the Sponsor branch and public body Chief Executive”.
- “I now have a better understanding of the importance of establishing a view from the Board rather than ‘rubber stamping’ decisions for the Executive”.

For the Board Chairs an unintended yet fairly consistent impact reported has been that they found themselves benefiting from reflecting on practice and how things are done, including thinking about different leadership styles and passing on knowledge and skills they have accumulated. For example:

- “Being a mentor has allowed me to reflect and evaluate how I have gained the knowledge I have and whether I wish to share this knowledge/skills to another individual”.
- “The experience has also allowed me the opportunity to be able to learn from my mentee on their experience and ways of doing things, which has allowed me to think and reflect on my own practice”.

Recommendations

1. In any future iteration of the mentoring scheme, as in this iteration, Board Chairs should continue to be asked to nominate members from groups with protected characteristics currently under-represented at Chair level.
2. In any future iteration, Board Chairs as mentors should continue to be drawn from a wide spectrum of public bodies, backgrounds and levels of experience.
3. Use the lessons learnt from this iteration to amend and update the mentoring manuals and supporting materials for the scheme.
4. The formal workshops should continue alongside informal activity such as virtual coffee catch ups.
5. Ensure that all mentoring participants are provided with details of how to access the bespoke online learning platforms that the Scottish Government's Public Bodies Unit and NHS Education for Scotland have developed for board members, especially in areas such as governance and succession planning.
6. Participants should have access to training on working with Ministers and media training. Women were particularly keen to have access to this training. Where at all possible, this should be integrated with, or run jointly with, the training offered by the Public Bodies Unit and/or NHS Education for Scotland (see also recommendation 5).
7. Resource costs for iterations of the mentoring project for future Chairs must continue to be balanced against other demands on Board Chairs and project administrators, and on other priorities for improving the diversity of public appointees.

April 2021

Scheme Participants

Mentor from the board of:	Mentee from the board of:
Care Inspectorate	Cairngorms National Park Authority
Creative Scotland	Creative Scotland
Crown Estate Scotland	Food Standards Scotland
Fife College	Judicial Appointments Board for Scotland
Food Standards Scotland	NHS 24
Highlands and Islands Airports Ltd	NHS Ayrshire and Arran
Judicial Appointments Board for Scotland	NHS Grampian
Revenue Scotland	NHS Lanarkshire
Scottish Children's Reporter Administration	Scottish Canals
Scottish Fire and Rescue Service	Scottish Fire and Rescue Service
Scottish Land Commission and Scottish Canals	Scottish Land Commission
Scottish Qualifications Authority	Social Security Scotland

Data on diversity of Board Chairs and applications to Chair roles over the course of the pilot project and this project

Number of Boards as at 30 November 2020: 87

Number of Board Chairs as at 30 November 2020: 85

Chair diversity data as at 30 November 2020

Total number of Board Chairs: 85

Protected Characteristic	Profile of Board Chairs	Scottish Population (2011 Census)
Women	33 (39%)	51.5%
Age Under 50	*	54.3%
Minority Ethnic People	*	4.0%
Disabled People	9 (11%)	19.6%**
Sexual Orientation	*	6.0%***

Chair diversity data as at 30 June 2019

Total number of Board Chairs: 85

Protected Characteristic	Profile of Board Chairs	Scottish Population (2011 Census)
Women	28 (32.94%)	51.5%
Age Under 50	*	54.3%
Minority Ethnic People	*	4.0%
Disabled People	10 (12)%	19.6%**
Sexual Orientation	*	6.0%***

Chair diversity data as at 31 March 2017

Total number of Board Chairs: 80

Protected Characteristic	Profile of Board Chairs	Scottish Population (2011 Census)
Women	17 (21.3%)	51.5%
Age Under 50	*	54.3%
Minority Ethnic people	*	4.0%
Disabled People	8 (10%)	19.6%**
Sexual Orientation	*	6.0%***

* Values of 5 and below have been suppressed to decrease the risk of disclosure of information about individuals.

** The way the Census 2011 reports on disability is different from the way it is collected in the public appointments' diversity monitoring forms.

** Ethical Standards Commissioner's estimate based on information from Stonewall's website

Applications to Chair roles diversity data, 2017 to 2020

2017, number of Chair appointments made: 14

Protected Characteristic	Applied	Invited to Interview	Appointable	Appointed	Scottish Population (2011 Census)
Women	56 (24.2%)	16 (26.7%)	*	*	51.5%
Age Under 50	46 (19.9%)	6 (10%)	*	*	54.3%
Minority Ethnic People	25 (10.8%)	*	*	*	4.0%
Disabled People	27 (11.7%)	*	*	*	19.6%**
Sexual Orientation	*	*	*	*	6.0%***

2018, number of Chair appointments made: 17

Protected Characteristic	Applied	Invited to Interview	Appointable	Appointed	Scottish Population (2011 Census)
Women	40 (26.3%)	22 (30.1%)	7 (35.0%)	6 (35.3%)	51.5%
Age Under 50	16 (11.8%)	6 (8.2%)	*	*	54.3%
Minority Ethnic People	16 (10.5%)	*	*	*	4.0%
Disabled People	26 (17.1%)	6 (8.2%)	*	*	19.6%**
Sexual Orientation	6 (3.9%)	*	*	*	6.0%***

2019, number of Chair appointments made: 17

Protected Characteristic	Applied	Invited to Interview	Appointable	Appointed	Scottish Population (2011 Census)
Women	37 (21.4%)	15 (23.4%)	*	*	51.5%
Age Under 50	24 (13.9%)	*	*	*	54.3%
Minority Ethnic People	19 (11.0%)	*	*	*	4.0%
Disabled People	28 (16.2%)	7 (10.9%)	*	*	19.6%**
Sexual Orientation	8 (4.6%)	*	*	*	6.0%***

2020, number of Chair appointments made: 9

Protected Characteristic	Applied	Invited to Interview	Appointable	Appointed	Scottish Population (2011 Census)
Women	36 (37.5%)	13 (44.8%)	6 (54.5%)	6 (66.7%)	51.5%
Age Under 50	23 (24%)	*	*	*	54.3%
Minority Ethnic People	9 (9.4%)	*	*	*	4.0%
Disabled People	16 (16.7%)	*	*	*	19.6%**
Sexual Orientation	*	*	*	*	6.0%***

* Values of 5 and below have been suppressed to decrease the risk of disclosure of information about individuals.

** The way the Census 2011 reports on disability is different from the way it is collected in the public appointments' diversity monitoring forms.

*** Ethical Standards Commissioner's estimate based on information from Stonewall's website

Diversity discussion

As at November 2020, there are 85 Board Chairs. This is a small cohort. Every year, only a small number of Board Chair roles will be advertised, usually around 10 to 15. Each Board Chair role advertised typically attracts fewer applications than a board member role and fewer people will be invited to interview. These small numbers can mean that small increases and decreases in volume can appear as a dramatic impact on percentage changes: it can therefore be more representative to consider patterns and changes over a number of years rather than individual years. These small numbers also have an impact on the publication of data. In order to reduce the risk of disclosure of individuals' personal sensitive data, where the numbers are 5 or below in respect of targeted protected characteristics those numbers will be suppressed.

The number of Board Chairs also affects how this project utilises them as a resource in respect of other projects being run by the Public Appointments Team to address diversity issues. Experiences from the pilot project, this iteration and other work indicates that the intensity of projects like this has to be managed amongst the other heavy calls on Board Chairs. Administering the project also draws on fixed resources in the Public Appointments Team. Together this means that the resource costs of this scheme must be balanced against the resource costs of other work - we will therefore not have an iteration of the project in 2021 while we prioritise resources on tackling under-representation at member level of disabled people and black and minority ethnic people. The member level acts as a pipeline into Chair roles.

Women

Over the period of the pilot and this iteration of the project, the percentage of Chairs who are women has increased and has now reached nearly 40%. This is a success. Efforts should continue to achieve a close-to-population level of 50%: the recommendations include an action to try to achieve this.

The percentage of applications from women to be Chairs continues to be well below population level although when women do apply they are more likely on the basis of their applications to be invited to interview. Discussion in workshop sessions revealed that more information on working with Ministers and media training could deal with issues raised as concerns about being a Chair. To create an environment where more women feel encouraged to be ready to apply for Chair roles, and where there is not a specific 'future Chairs

mentoring project', standalone sessions should be trialled on working with Ministers and on media training, with the explicit message when promoting them that training in these topics was raised by women as potentially helpful when considering themselves for Chair roles. Where at all possible, this training should be integrated with, or run jointly with, the training offered by the Public Bodies Unit and/or NHS Education for Scotland.

Disabled people

Over the period of the pilot and this iteration of the project, the percentage of Chairs who are disabled has been fairly consistent, between 10% and 12% which represents 8 to 10 people. The percentage of Chairs who are disabled is higher than the percentage of members who are disabled, although still short of the 2011 census estimate (note though that the way the 2011 census reported on disability is different from the way it is collected in the public appointments' diversity monitoring forms).

Our data over time indicates that applications from disabled people for Chair roles are less likely to result in an invitation to interview. This is a similar pattern to what happens at member level. We have specific work planned to try to address this disparity, including trialling different application and assessment methods, getting more people from under-represented groups onto selection panels, and a specific mentoring project for disabled people with Inclusion Scotland, a disabled people's organisation. Results from that work should be monitored over the proposed length of time for the actions, to assess the overall difference those actions make to disabled people's progress from application rate to interview rate to appointment rate; a number of years' data will be required. Given that there is a higher rate of representation at Chair level than member level, it is particularly important that we address issues at member level.

People from a black or minority ethnic background

We have suppressed data where the numbers are 5 or below in order to reduce the risk of releasing sensitive personal data. It is important to remember that this is in the context of the small cohort of 85 Chairs and the overall percentage rate of the Scottish population who are from a black or minority ethnic background according to the 2011 census data (4%).

Our data at members' level shows us that over time applications from people from a black or minority ethnic background are less likely to result in an invitation to interview. We have specific work planned to try to address this, including working with current appointees from a black or minority ethnic

background, trialling different application and assessment methods, and getting more people from under-represented groups onto selection panels.

People whose sexuality is lesbian, gay, bisexual or other non-heterosexual (LGBO)

We have suppressed data where the numbers are 5 or below in order to reduce the risk of releasing sensitive personal data. It is important to remember that this is in the context of the small cohort of 85 Chairs and the overall percentage rate of the Scottish population whose sexuality is not heterosexual. Estimates vary: the *Scottish Surveys Core Questions 2017* report gives a population level of 3% for people who identified as lesbian, gay, bisexual or other, but notes that there is likely to be under-reporting,² Stonewall estimates that 5-7% of the population in England and Wales are LGB,³ and the Ethical Standards Commissioner uses a figure of 6% with a reference of “Estimated based on information from Stonewall Scotland website”.

Our data at members’ level shows us that the applications process is no particular barrier to people whose sexual orientation is LGBO and that success rate at the members’ level is similar to the different population estimates - we therefore assume that this is also the case at the Chair level.

People aged under 50

The data shows us that people aged under 50 are less likely to be Chairs and it indicates that applications from people under 50 are less likely to result in an invitation to interview. This may be a function of many Chair roles requiring experience that is more likely to be associated with those who have had a longer career.

Work to tackle under-representation of people from a black or minority ethnic background may benefit the under 50 age group because overall the white majority population is older.

² Scottish Government Official Statistics publication, *Scottish Surveys Core Questions 2017*, (April 2019) p.22
<https://www.gov.scot/binaries/content/documents/govscot/publications/statistics/2019/04/scottish-surveys-core-questions-2017/documents/scottish-surveys-core-questions-2017/scottish-surveys-core-questions-2017/govscot%3Adocument/scottish-surveys-core-questions-2017.pdf>

³ see <https://www.stonewall.org.uk/help-advice/student-frequently-asked-questions-faqs> accessed 10 January 2019



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