



# SQA Equality Mainstreaming Report 2012–13



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## **Foreword**

I am pleased to present SQA's first Equality Mainstreaming Report. This covers the period since we published our final Annual Equality Review in March 2012.

SQA recognises the importance of its equality work and the journey in mainstreaming equality.

We place equality at the heart of our work and are deeply aware of our responsibilities towards our staff, all our customers and, most importantly, individual learners. Education and training are at the core of Scotland's heritage and culture. They unlock potential, and bring benefits to all of us and to the communities we live in.

Our equalities work has been driven not only by legislative requirements but also by recognition of the diverse needs of the communities across Scotland. We aim to ensure these needs are taken account of and reflected in all our activities.

We are committed to the new Public Sector Equality Duty (Specific Duties). This report and our Equality Strategy for 2013–17 set out our commitment to meeting and going beyond our statutory obligations.

**Dr Janet Brown**  
**Chief Executive**

## **SQA's commitment to equality**

SQA and its predecessor bodies share a long history of commitment to fairness for all, including learners, and of considering carefully how best to ensure that it is made a reality.

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

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

- ◆ Trusted
- ◆ Enabling
- ◆ Progressive

SQA has carried out a number of activities to promote awareness and to mainstream equality. These include:

- ◆ Steps to improve data collection, monitoring and reporting
- ◆ Raising awareness of equality through our staff Equality and Diversity weeks and internal campaigns
- ◆ Increasing dialogue with our staff and other groups in particular to develop SQA's Equality Outcomes
- ◆ Improving processes to mainstream equality in policy development and review as part of our equality impact assessment work.

This Report and SQA's Equality Strategy 2013–17 provide more information about these activities.

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

## **Equality in SQA**

SQA is Scotland's national body for qualifications (other than degrees). Our main functions are set out in the Education (Scotland) Act 1996. We are a non-departmental public body, and are sponsored by the Scottish Government's Learning Directorate.

The core purpose of SQA is to set and maintain standards in education and training through the qualifications and assessment that are delivered in schools, in colleges, and in workplace learning. Our accreditation function sets and maintains standards for awarding bodies offering the accredited qualifications in Scotland, such as Scottish Vocational Qualifications.

### **Governance and responsibilities**

As illustrated in appendix A, a structure is in place to support SQA in meeting its equality duties.

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

- ◆ Considering implications for SQA of relevant legislative developments.
- ◆ Approving ongoing development of SQA's Equality Framework and Strategy.
- ◆ Promoting and advocating increased organisational understanding of SQA's equality commitments.
- ◆ Ensuring consistency across the organisation in SQA's approach to delivering these commitments.

Our Equality Steering Group met four times over this reporting period.

There are Equality sub-groups for each of SQA's Directorates, and these report to the Equality Steering Group. These sub-groups provide guidance and support for meeting the equality duties, as well as sharing good practice and solutions to common issues across business teams.

The sub-groups met four times over this reporting period. The main focus of their work during the period was reviewing evidence and identifying priorities for the development of SQA's draft Equality Outcomes, for discussion with relevant stakeholders between November 2012 and February 2013.

## **Equality and Inclusion Key Partners Group**

SQA's Equality and Inclusion Key Partners' Group provides a strategic forum for stakeholders to provide advice on issues of equality and inclusion in qualifications development. The Group held meetings in March and November 2012.

Members of the Equality and Inclusion Key Partners' Group were consulted and provided feedback on SQA's Equality Review of Qualifications process, and to the Consultation on the provision of reasonable adjustments in National Qualifications — section 96(7) of the Equality Act 2010. They were also invited to provide feedback on SQA's draft Equality Outcomes 2013–17.

## **SQA Advisory Council and Committees**

SQA's Board is also assisted in its role by an Advisory Council, Qualifications Committee and Accreditation Committee. These bodies are established in statute to ensure that SQA is able to draw on a range of stakeholder views when making strategic decisions.

## **Monitoring legislation and good practice**

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

SQA is one of the leading members of the Non-Departmental Public Bodies (NDPB) Equality Forum. This is a Scotland-wide group which meets three times a year to discuss equality issues and to share experience and good practice. We have contributed to meetings of the forum in January, May, July and November 2012.

The Equality and Human Rights Commission held a series of events between June and December 2012 aimed to assist public authorities in meeting the requirements of the public sector equality duty. SQA had representation at each of the events, which covered:

- ◆ Using evidence in meeting the public sector equality duty.
- ◆ Fulfilling the new duty to assess impact.
- ◆ Roundtable discussion – setting equality outcomes, challenges and opportunities for the scrutiny sector (regulatory and inspection bodies)
- ◆ Age discrimination in services — the new rules explained.
- ◆ Fostering Understanding, Reducing Prejudice and Setting Equality Outcomes.

In May 2012 the specific duties for Scotland came into force. The specific duties were created by secondary legislation in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. They set out in detail what SQA will need to do to comply with the general equality duty to:

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

In summary the specific duties require SQA to:

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

An update on the work we carried out during 2012–13 to prepare and publish our Equality Outcomes is provided in this report and SQA's Equality Strategy 2013-17.

## SQA's Equality Outcomes 2013–17

SQA has a framework in place to oversee compliance with its equality duties. We used the expertise available within this existing framework to build on the work from previous years. Our equality sub groups identified ambitious and meaningful actions and measures to help SQA to demonstrate that it is working towards compliance with the public sector equality duty. Our Equality Strategy details SQA's [Equality Outcomes for 2013–17](#) and is available on the SQA website.

Our Equality Outcomes are statements of the results we aim to achieve in promoting equality, tackling discrimination and fostering good relations across each of the protected characteristics for:

- ◆ Age
- ◆ Disability
- ◆ Sex (male or female)
- ◆ Sexual orientation
- ◆ Gender reassignment
- ◆ Marriage and civil partnership
- ◆ Pregnancy and maternity
- ◆ Race
- ◆ Religion or belief

Colleagues across SQA worked together to develop SQA's equality outcomes, informed by available evidence. As part of this work we invited feedback from a number of stakeholder groups, SQA staff, appointees and centres.

This dialogue, which built on SQA's strong relationships with equality representative groups, took place between November 2012 and February 2013. During that time we:

- ◆ Published SQA's draft equality outcomes on the SQA website and Appointee Management web page
- ◆ Shared the draft equality outcomes with colleagues working with individuals affected by the protected characteristics
- ◆ Invited feedback from 1836 SQA Centres and 6842 Appointees as part of our equality questionnaire.
- ◆ Invited feedback from staff as part of SQA's staff equality questionnaire.
- ◆ Invited SQA's recognised trade union representatives to seek feedback from their equality network groups.

The feedback from these stakeholders was reviewed and used to inform [SQA's Equality Strategy 2013–17](#).

These outcomes will drive the pace and direction of SQA's work in relation to equality over the next four years and beyond and we are grateful to those who took the time to provide their feedback and offer a range of views.

## **Equality Impact Assessments (EqIAs)**

The new non-statutory guidance from the Equality and Human Rights Commission, *Assessing impact and the public sector equality duty: A guide for public authorities (Scotland)* has now been published. The guidance uses the term 'policy' as shorthand for any activity. We acknowledge that 'policy' should be understood broadly to embrace the full range of our policies, provisions, criteria, functions, practices and activities including the delivery of services — everything we do.

We are considering this guidance as we review our processes and documentation for conducting equality impact assessments. We acknowledge that equality impact assessments provide an opportunity for us to consider the impact our policies may have on different groups both internally and externally.

During 2012–13, Phase 2 of SQA's Equality Impact Assessment commenced. In Phase 1 SQA had completed Equality Impact Screening and Assessments where appropriate for all of its policies. The equality impact of new and revised policies is now systematically assessed as part of the policy development cycle.

Assessment of equality impact has now moved beyond SQA's policies to cover the full range of frameworks, strategies, plans, procedures, processes or guidelines, where these have not already been assessed.

We aim to ensure all SQA policies and procedures promote equality, and that staff members, when using SQA's procedures and policies, embed consideration of equality into their decision-making. Our equality sub groups continue to timetable their activities to be prioritised for equality impact assessment in 2013–14 and beyond.

## **SQA's Equality Action Plans**

During 2012, we continued to monitor and measure progress against SQA's single Equality Action Plan. This incorporated the actions identified in Equality Schemes developed in compliance with previous legislation:

- ◆ Disability Equality Scheme 2010–13
- ◆ Race Equality Scheme 2007–10
- ◆ Gender Equality Scheme 2010–13

Work has commenced with our equality sub groups to consider detailed plans to monitor and measure our progress in achieving SQA's Equality Outcomes. We continue to ensure that actions identified from our equality impact assessment work are recorded and monitored as part of our existing plans.

## **Progress in 2012–13**

### **SQA Equality Review of Qualifications**

SQA's Equality Review of Qualifications (ERQs) process has been developed as a robust and transparent way of ensuring that:

- i) Qualifications are reviewed to ensure that they are not discriminatory for any learner on grounds of any of the protected characteristics.
- ii) Due consideration is given to the reasonable adjustments that SQA can make to provide access to the qualifications for disabled learners.

To ensure that the National Qualifications being developed under Curriculum for Excellence are as accessible as possible to all learners, guidance and training on this process have been provided to qualification development teams.

As part of the development process, each new qualification has been reviewed to identify barriers for any learner on grounds of any of the protected characteristics. A number of existing National units and Courses have also been reviewed. All consideration given to any barriers or issues identified, the conclusions reached, and the reasons for those conclusions, are recorded on the Equality Review Form (ERF).

SQA's Qualifications Directorate Management Team (QDMT) is responsible for approving final ERFs. In May 2012, SQA's Policy and New Products Team provided an update on the implementation of the process to SQA's Equality Steering Group.

The update gave details of the ERFs approved, those ERFs needing to be amended and re-submitted before approval, and those where the equality issues identified needed to be escalated to Stage 2 of the Equality Review of Qualifications Process. Stage 2 of the ERQs process provides the mechanism to ensure that SQA fully considers and, where appropriate consults on, any issue of access to a qualification identified in the first stage of the process.

## **SQA's approach to exercising its regulatory power under s96 (7) of the Equality Act 2010**

In March 2012, SQA launched a consultation seeking views on proposals for exercising its powers under section 96 (7) of the Equality Act 2010 for specifying and publishing where adjustments for disabled candidates should not be made. As the particular equality issues identified through the ERQ process related to the provision of reasonable adjustments for disabled candidates, these were included in SQA's recent consultation.

The overarching aim of the consultation was to seek views from a wide range of stakeholders, centres and organisations with an interest in these issues.

In total, 71 responses were received from a diverse range of stakeholders, including: schools, colleges, the Scottish Parent Teacher Council, disabled learners, local authorities, specialist learning support officers, the Equality and Human Rights Commission (EHRC), groups representing disabled learners, and professional associations (including the Scottish Council for Independent Schools and Scotland's Colleges).

The decision-making body for making specifications under s 96(7) of the Equality Act 2010 is the SQA Board of Management. SQA's Qualifications Committee (a sub-committee of the Board) and its Advisory Council (established under legislation), which both include strong external stakeholder involvement, provided advice on the proposed specifications to help the Board reach its decision.

In deciding to make specifications, SQA very carefully considered the views of all those consulted. At the heart of each decision, SQA fully considered both:

- ◆ the need to minimise the extent to which disabled candidates are disadvantaged in attaining a particular qualification because of their disabilities
- ◆ the need to ensure that a particular qualification provides a reliable indication of the knowledge, skills and understanding of the candidates who are awarded it

This is how we ensure that public confidence in the qualification is maintained.

SQA is making a small number of specifications, as set out below. These specifications are also listed in the report on the outcome of the consultation, which can be found on our website.

Specification 1: In National Courses at National 5 to Advanced Higher, exemption of an assessment component that comprises 30% or more of the total Course assessment will not be a reasonable adjustment.

Specification 2: In National Courses at National 5 to Advanced Higher, the explanation of words or questions to candidates in an SQA-set question paper will not be a reasonable adjustment.

Specification 3: In the National Literacy Units at all levels: (i) exemption from demonstrating any of the four assessed skills of reading, writing, listening or talking will not be a reasonable adjustment; and (ii) using human readers and scribes will not be reasonable adjustments where reading and writing abilities are explicitly being assessed.

Specification 4: In National Units and Courses in Modern Languages and Gaelic (Learners) at all levels, human scribes or speech-recognition software will not be reasonable adjustments where the ability to write with technical accuracy in the target language is explicitly being assessed.

Specification 5: In National Units and Courses in Gàidhlig, Gaelic (Learners) and Modern Languages at all levels, using British Sign Language (BSL) to demonstrate reading, writing, talking or listening abilities in the particular language being assessed will not be a reasonable adjustment.

Specification 6: In National Core Skills Communication Units and National Certificate Communication Units, exemption from demonstrating abilities in reading, writing, listening or speaking will not be a reasonable adjustment.

These specifications will come into effect in August 2013.

## Assessment Arrangements

SQA has a strong record in providing assessment arrangements (AA) for candidates in National Qualifications. Only arrangements that do not compromise the integrity of the qualification are allowed.

We work in partnership with centres to identify and deliver assessment arrangements for candidates who need them. We carry out a strategic review of AA provision each year to identify lessons learned and any recommendations for improvement.

The total number of AA requests for the 2012 NQ examination diet was 57,821, submitted on behalf of 16,537 candidates. Tables 1 and 2 illustrate the large number of requests that we receive for assessment arrangements across a wide range of qualifications. Tables 3 and 4 illustrate the different types of difficulties that candidates have, and the variety of assessment arrangements that can be made to meet these difficulties.

**Table 1: Requests for assessment arrangements by level, 2009–12**

Level	Requests by level as % of all AA Requests							
	2009		2010		2011		2012	
Standard Grade	23,770	49.0%	23,770	49.0%	25,411	47.4%	<b>25 986</b>	<b>44.9%</b>
Intermediate 1	6,015	12.4%	6,015	12.4%	6,992	13.0%	<b>7581</b>	<b>13.1%</b>
Intermediate 2	8,068	16.6%	8,068	16.6%	9,261	17.3%	<b>10 341</b>	<b>17.9%</b>
Higher	9,669	19.9%	9,669	19.9%	11,007	20.5%	<b>12 848</b>	<b>22.2%</b>
Advanced Higher	894	1.8%	894	1.8%	963	1.8%	<b>1065</b>	<b>1.8%</b>
<b>Total</b>	<b>45,612</b>	<b>100%</b>	<b>48,416</b>	<b>100%</b>	<b>53,634</b>	<b>100%</b>	<b>57, 821</b>	<b>100%</b>

The profile of AA requests by level is broadly the same as for previous years. Just under half of the requests were submitted on behalf of candidates undertaking Standard Grade courses. However, this proportion has continued to drop over the past few years. On the other hand, Intermediate 1 and 2 requests as a proportion of all requests have increased. This mirrors the changing profile of overall entry numbers.

**Table 2: Assessment Arrangements requests as a percentage of total entries, 2009-12**

Level	AA Requests as % of all entries			
	2009	2010	2011	2012
Standard Grade	6.5%	6.9%	7.6%	8.1%
Intermediate 1	8.2%	9.0%	10.4%	10.9%
Intermediate 2	5.9%	6.1%	6.9%	7.5%
Higher	5.2%	5.3%	6.2%	7.1%
Advanced Higher	4.1%	4.2%	4.5%	4.9%

**Table 3: Requests for assessment arrangements by difficulty, 2009–12**

Difficulty Arrangement	Number of AA Requests			
	2009	2010	2011	2012
Dyslexia	20 062	20 577	22157	23 875
Other Specific Learning Difficulty	7364	8186	8949	9017
Physical Health Problems	2807	3018	3353	3853
Physical or Motor Impairment	2918	3153	3480	3893
Learning Disability	1517	1509	1615	1754
Autistic Spectrum Condition	2431	2912	3635	4058
Other Moderate Learning Difficulty	2521	2921	3288	3966
Social Emotional Behavioural Difficulty	2144	2288	2943	2963
Visual Impairment	1856	1775	2002	1845
Language or Speech Disorder	765	720	819	850
Mental Health Problems	564	641	721	919
Hearing Impairment	505	537	554	659
Deaf	119	103	75	111
Blind	30	64	25	24
Deaf & Blind	-	12	20	34
Total	45,612	48,416	53, 634	57,821

Table 4: Analysis by arrangement

Arrangement	Number of Requests per arrangement*	
	2011	2012
Adapted Cert	91	118
Braille	35	40
Calculator	653	604
Candidate Signs Responses	23	51
Coloured Paper	2713	2144
Digital Question Papers	2841	3694
Enlarged Print Question Papers	1206	1261
Extra Time	40 800	44 997
Modified Content	316	307
PA Referral	398	361
Prompter	2622	2798
Question Paper signed to candidate	43	87
Reader	18 032	18 814
Rest Period	1664	2036
Scribe	14 962	14 691
Separate Accommodation	31 950	34 744
Transcription with correction	1255	1402
Transcription without correction	721	736
Use of ICT	9135	10 656
Use of tape recorder for responses	40	35

\*Please note candidates may request multiple arrangements for one subject and no arrangements for another subject.

We continue to develop and improve access to qualifications and assessments for disabled candidates and/or those with additional support needs. We have a responsibility to ensure that, as far as possible, any potential barriers for disabled candidates are removed or, where appropriate, that we make reasonable adjustments to mitigate the adverse impact of these barriers in a way that is consistent with maintaining the integrity of the qualifications and assessments.

Uptake of Adapted Question Papers for disabled candidates and/or those with additional support needs continues to increase. We received 3,694 requests for their use in the 2012 diet. (2,841 requests were received in 2011.)

## **Appointee training**

We reviewed our training for appointees and revised SQA's e-learning training module to meet the needs of our appointees. The aim of the module was to raise awareness of the Equality Act 2010, SQA's responsibilities as an organisation and how this impacts on appointees. Appointees were encouraged to complete the training programme.

Equality presentations were delivered as part of our Induction Programme to all new senior appointees who were appointed to assist us with the development and delivery of the new National Qualifications.

## **Communications and marketing**

SQA supported the 2012 creative competition as part of the Show Racism the Red Card Campaign. Over 2000 entries were received in the competition's six categories.

The competition encourages students to submit art-work, posters, poems and short films in an effort to send a clear message to all that Scotland's young people want to be part of an inclusive and multi-cultural society free from racism.

The finalists, their teachers, classmates and friends gathered at Hampden Park, Glasgow on 22 March 2012 for the awards ceremony. An exhibition of the winning entries was displayed in the Optima reception area and Lowden Community Space, prior to going on tour across Scotland.

## **SQA as an employer**

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

SQA's staff opinion survey provides an opportunity for all members of staff to express their views on working for SQA. The survey invites staff to indicate their degree of agreement with statements about SQA's commitment to promoting equality and diversity.

The statements are:

- ◆ I believe that SQA demonstrates it is an equal opportunities employer
- ◆ I believe SQA demonstrates commitment to equality and diversity in its work

The recent staff survey (September 2012) highlighted that 81% of staff agree SQA demonstrates intent to be an equal opportunities employer, with 83% also agreeing that SQA demonstrates commitment to equality and diversity in its work.

## **Partnership Group and policy improvements**

Our Head of Human Resources chairs the SQA Partnership Group. This brings together SQA management and trade union representatives from Unite and Unison on questions relating to staff matters, policies, and to consult on collective bargaining agreements.

SQA's Partnership Policy Working Group has recently reviewed a number of staff policies, taking into account feedback from interested parties. These include SQA's:

- ◆ Anti-Bribery Policy
- ◆ Social Media Guidelines
- ◆ Gifts, Sponsorship and Hospitality Policy
- ◆ Conflict of Interest Policy
- ◆ Whistleblowing Policy
- ◆ Home-based Workers Policy

## **Building staff awareness and understanding**

In March 2012, SQA held its second successful Equality and Diversity week for staff. This event took place in Dalkeith and, similar to the week held in Glasgow (October 2011), the aim was to raise awareness of the Equality Act 2010 and the implications of the legislation for staff and for SQA both as an employer and service provider.

A number of expert speakers were invited to hold a variety of seminars and presentations. This included input from the Equality and Human Rights Commission, Acas, Stonewall Scotland, See Me Scotland and the National

Autistic Society. An equality resource area was available during the week with additional information. Presentations were published on the staff portal following the event for those who were unable to attend or were home-based.

The events were well supported by staff, with over 90 Dalkeith-based staff attending workshops throughout the week. The delegates who completed our feedback survey took the time to reflect on what they had learned and provided positive feedback. Of those who attended an event, 92% learned something new about equality and 72% felt they could apply this in their role.

SQA's Equality Steering Group is considering the potential to organise regular events on a smaller scale in future.

## **Disability Two Ticks Scheme**

The 'Two Ticks' Employment Scheme is a free accreditation scheme awarded by Jobcentre Plus to employers who meet five commitments regarding the employment, retention, training and career development of disabled employees.

The scheme is widely used by other public bodies, who demonstrate their commitment and approach to employing and retaining people with disabilities.

In response to staff feedback following SQA's Equality and Diversity weeks, our HR team is exploring how SQA can work towards Two Ticks accreditation.

## **Stonewall Scotland**

In March 2012, SQA joined Stonewall Scotland's Diversity Champions programme. The programme promotes good practice for employers. It develops a good working environment for all existing and potential staff and helps ensure equal treatment for those who are lesbian, gay or bisexual.

SQA invited staff to complete Stonewall Scotland's staff survey to gather feedback and provide support to SQA's lesbian, gay, bisexual and transgender staff (LGBT) staff. There were 14 employees who responded. Staff members were asked to indicate their degree of agreement with a number of statements. The results of the survey were very positive. As an example it highlighted that:

- ◆ 86% agree that SQA's workplace culture is inclusive of lesbian, gay and bisexual (LGB) people
- ◆ 100% of respondents would feel confident reporting anti-gay bullying and
- ◆ 93% agreed with the statement 'I feel able to be myself in the workplace'

In August 2012, SQA supported Stonewall Scotland's 'Scottish Business in the Community' event. We also had SQA representation at Stonewall's Workplace Conference in November 2012. Plans are in place for SQA to host their next Good Practice Programme Seminar: 'Equality Outcomes — Sharing Good Practice' in February 2013.

We look forward to working with Stonewall in the development of our equality and diversity commitments around sexual orientation. Work is underway to prepare SQA's submission to the Workplace Equality Index in 2013.

## **Improving our diversity data**

SQA's self-service HR system was launched to all staff in January 2011. The service allows staff to manage and update their personal information to support monitoring, statutory reporting and policy improvement in SQA. As at the end September 2012, 46% of staff had volunteered their personal data. This information is stored confidentially and processed in accordance with the Data Protection Act.

We took the opportunity again, as part of SQA's Equality and Diversity week in March 2012, to encourage our current employees to update their equality and diversity data, so that reporting and analysis could be improved. Staff received information on SQA's employment monitoring responsibilities through our Inform e-zine and internal campaign 'What's it got to do with you?' launched in August 2012. A small increase in the number of staff who had populated their equality data was reported following these activities.

The feedback from our staff Equality Questionnaire (issued as part of our consultation on SQA's draft Equality Outcomes) indicated that 42% of those who responded to the questionnaire were not aware that they could/should update their personal equality data on the employee self-service portal (ESS).

We have plans in place to further raise awareness of the reasons for SQA asking staff to volunteer their personal data in February 2013 and beyond.

## Workforce equality monitoring

As of January 2013, SQA had 748 employees, which equates to 725 full time equivalent (FTE) posts.

### Gender

We recorded in January 2013, 486 (65%) female staff and 262 (35%) male staff.

### Recruitment

1016 individuals applied for vacancies with the organisation between April 2012 and January 2013. Of this total, 434 (43%) were from females, 582 (57%) were from males. Of these applicants, SQA appointed 91 (21%) female and 44 (8%) male applicants during the period.

### Development

#### Training - Approved training applications

Gender	Number of staff
Female	1035
Male	410

#### Training – staff who attended training courses

Gender	Number of staff
Female	289
Male	133

Training requests are approved by SQA's Organisational Development department where it is clear that the request is in line with the individual's job role, PMR objectives or expressed aspirations which have been agreed by the line manager.

These approved requests may not convert into actual activity for a number of reasons. These include:

- availability of external training
- suitability of dates or location for the candidate
- number of candidates requesting internal training and the viability of running such a course
- change in circumstances since the request was made
- performance issues which supersede the training need
- employee long term absence

## **Retention**

For the rolling 10 months (April 2012 to January 2013) staff turnover (excluding fixed term contracts) average is 9.64%.

Within this figure the gender split for retention is:

Male Leavers = 17.38% of Male staff as at 31 January 2013,

Male Retention = 82.62%

Female leavers = 6.37% of Female staff as at 31 January 2013

Female Retention = 93.63%.

## **SQA Equal Pay Statement**

In line with SQA's commitment to achieve equal opportunities for all staff, the organisation supports the principles that all employees should receive equal pay for the same or like work or work rated as equivalent or of equal value.

We aim to eliminate any sex bias in our pay system. We understand that equal pay between men and women is a legal right under both domestic and European law.

## **Summary of SQA's Equal Pay Audit as at 31 January 2013**

SQA conducts an annual equal pay audit to identify any pay gaps that exist between male and female employees. The Equality and Human Rights Commission recommends that further investigation be carried out on any pay gaps which are + or - 5%. The current percentage ratio of males to females across SQA is 36:64. SQA's equal pay audit report as at 31 January 2013 is detailed below.

The average female salary (including Chief Executive) is 93.5% of the average male salary. The pay gap has closed slightly (1.3%) since the last equal pay audit carried out in February 2012. The average female salary is £27,404 and the average male salary is £29,310.

The average female salary (excluding Chief Executive) is 92.8% of the average male salary. Again, the pay gap has closed slightly (1.2%) since the last equal pay audit. The average female salary is £27,206 (the average male salary is unchanged). The pay gap between male and female salaries can be explained by the fact that there are proportionately more female staff at the lower grades within SQA, particularly grades 3 and 4.

The occupational groupings of staff across the grades are as follows:

Grade 3/4 - Administrative

Grade 5/6 - Officer/Junior Management

Grade 7/8 - Specialist/Middle Management

Head of Service - Senior Management

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

SQA's next equal pay audit will be carried out in January 2014.

### Equal Pay: Breakdown of Average Salaries as at 31 January 2013

All staff (FTE)	Date	Total Staff (FTE)	No. Female (FTE)	No. Male (FTE)	%age Female	%age Male	Average Salary (£)	Average Salary Female (£)	Average Salary Male (£)	Female Salary as a %age of Male Salary
All staff incl CE	31-Jan-13	723.08	463.43	259.65	64.1%	35.9%	28,071	27,404	29,310	93.5%
All staff excl CE	31-Jan-13	722.08	462.43	259.65	64.0%	36.0%	27,944	27,206	29,310	92.8%

All staff by Grade (FTE) up to Head of Service	Date	Total Staff (FTE)	No. Female (FTE)	No. Male (FTE)	%age Female	%age Male	Average Salary (£)	Average Salary Female (£)	Average Salary Male (£)	Female Salary as a %age of Male Salary	Range Minimum	Target (Pt 5)	Effective Maximum (Pt 7)
1	31-Jan-13	*	*	*	*	*	*	*	*	100.0%	13,313	13,313	13,313
2	31-Jan-13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13,885	14,172	14,356
3	31-Jan-13	105.09	65.23	39.86	62.1%	37.9%	16,027	16,125	15,858	101.7%	15,039	16,655	16,905
4	31-Jan-13	108.94	81.94	27.00	75.2%	24.8%	18,421	18,434	18,376	100.3%	17,231	19,193	19,460
5	31-Jan-13	85.75	52.75	33.00	61.5%	38.5%	21,851	21,810	21,917	99.5%	20,809	22,732	23,106
6	31-Jan-13	141.64	98.44	43.20	69.5%	30.5%	27,284	27,434	26,936	101.8%	25,092	28,120	29,026
7	31-Jan-13	111.83	70.83	41.00	63.3%	36.7%	33,104	33,026	33,241	99.4%	30,653	34,228	35,337
8	31-Jan-13	136.37	77.57	58.80	56.9%	43.1%	39,974	40,099	39,803	100.7%	36,582	41,085	41,632
HoS	31-Jan-13	23.00	9.00	14.00	39.1%	60.9%	52,027	52,297	51,854	100.9%	45,829	51,760	53,357

Full-time staff by Grade (FTE) up to Head of Service	Date	Total Staff (FTE)	No. Female (FTE)	No. Male (FTE)	%age Female	%age Male	Average Salary (£)	Average Salary Female (£)	Average Salary Male (£)	Female Salary as a %age of Male Salary
1	31-Jan-13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	31-Jan-13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	31-Jan-13	97.00	58.00	39.00	59.8%	40.2%	16,004	16,087	15,879	101.3%
4	31-Jan-13	99.00	72.00	27.00	72.7%	27.3%	18,334	18,318	18,376	99.7%
5	31-Jan-13	83.00	50.00	33.00	60.2%	39.8%	21,797	21,717	21,917	99.1%
6	31-Jan-13	134.00	92.00	42.00	68.7%	31.3%	27,131	27,249	26,873	101.4%
7	31-Jan-13	107.00	66.00	41.00	61.7%	38.3%	33,124	33,051	33,241	99.4%
8	31-Jan-13	129.00	71.00	58.00	55.0%	45.0%	39,897	39,955	39,828	100.3%
HoS	31-Jan-13	23.00	9.00	14.00	39.1%	60.9%	52,027	52,297	51,854	100.9%

Part-time staff by Grade (FTE) up to Head of Service	Date	Total Staff (FTE)	No. Female (FTE)	No. Male (FTE)	%age Female	%age Male	Average Salary (£)	Average Salary Female (£)	Average Salary Male (£)	Female Salary as a %age of Male Salary
1	31-Jan-13	*	*	*	*	*	13,313	*	*	100.0%
2	31-Jan-13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	31-Jan-13	8.09	7.23	*	89.4%	*	16,215	16,321	15,039	108.5%
4	31-Jan-13	9.94	9.94	0.00	100.0%	0.0%	18,927	18,927	N/A	N/A
5	31-Jan-13	*	*	0.00	100.0%	0.0%	22,967	*	N/A	N/A
6	31-Jan-13	7.64	6.44	*	84.3%	*	28,991	29,135	28,271	103.1%
7	31-Jan-13	*	*	0.00	100.0%	0.0%	32,744	*	N/A	N/A
8	31-Jan-13	7.37	6.57	0.80	89.1%	10.9%	40,956	41,242	38,383	107.4%
HoS	31-Jan-13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## **Disability**

14 staff have declared themselves as having a disability within our HR system.

4 individuals who applied for vacancies between April 2012 and January 2013 declared their disability.

Based on this data, the pay gap between staff who identify as disabled and non-disabled is 2%.

## **Age**

The age profile of SQA staff is:

<b>Age</b>	<b>Number of staff</b>
Under 20	3
21-30	95
31-40	190
41-50	227
51-60	195
61-65	36
Over 65	2

**Next steps for equality in SQA**

- [SQA Equality Strategy 2013-17](#)

## Appendix A: Governance and responsibilities for equality

