

Equality Review Part B- Analysis

At Qualifications Scotland we aim to strive for equity while maintaining the integrity of the qualification. The following table provides a practical step-by-step process that will help you identify where barriers might exist and walk you through how you may be able to make requirements more accessible.

- How we design/review the qualification and assessment
- The flexibility we allow for learners to demonstrate their competence.

Please note that in some cases, the legislation does not impose a duty on Qualifications Scotland to make any adjustment to the competences being tested in an assessment. For example, it may not be possible to make reasonable adjustments where:

- an assessment requires the demonstration of a practical competence
- the assessment criteria must be fully met
- units or qualifications confer a licence to practice

General Equality guidance and information are available on Qualifications Scotland Academy.

- [Equality, Diversity & Inclusion Training](#)
- [Designing Inclusive Assessment](#)

However, Equality Review **support sessions** are also available for specific assistance. Dates will be identified and communicated by PAS Equalities. Before attending the support sessions, please attempt to complete the form and ensure you are familiar with the questions. If you are unable to attend one of the specified dates, please contact pasequalities@sqa.org.uk to arrange support.

Title:	Level:
Aspect of qualification	Notes
<p>1. Please summarise the change/s here.</p> <p>If the change is made specifically to advance inclusivity and accessibility, include details.</p>	
<p>2. What is the main purpose of the qualification or unit. It may determine if <u>(i) you can remove a barrier</u> <u>(ii) justify the barrier</u> or <u>(iii) inform appropriate reasonable adjustments</u> for disabled learners while maintaining the integrity of the qualification.</p> <ul style="list-style-type: none"> • Is the purpose of the course explicitly stated? • Are the aims of the course explicitly stated? 	
<p>3. Considering the content of the course are there any potential barriers for the diversity of learners because of one or more characteristics? Note: people with intersecting identities may be more affected e.g. Gypsy Roma Traveller girls (Race and Gender).</p>	

Title:	Level:
<p>4. Do the specific skills and knowledge within the course present any potential barriers to learners because of one or more characteristics? Note: some professions may require specific skills which may be non-negotiable due to licence to practice requirements and used as a justification for maintaining a certain format.</p>	
<p>5. Is the Course title relevant and accessible to all learners? Does the choice of language encourage or discourage distinct groups of learners by gender, ethnicity, age, disability?</p>	
<p>6. Where applicable, does the assessment specify the demonstration of a skill in a particular way that may present a barrier to learners because of one or more protected characteristic? Is it necessary to demonstrate the skill in this way?</p>	
<p>7. Have assessments been developed to be inclusive and accessible?</p>	

Title:	Level:
8. Have you made clear that, where appropriate, assessment components may allow for a variety of types of responses	
9. Have you considered the assessment arrangements/ reasonable adjustments for disabled learners?	
Equality Review Checklist completed	Date

Please save this sheet and the Equality Review Form to [Equality Review Forms HN&VQ](#). PAS Equalities staff may review checklists for quality assurance.

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