

SQA Equality Impact Assessment

Please read the [Equality and Human Rights Commission Guidance on assessing impact](#).

Your policy

1 What is the name of your policy, procedure, proposal, project, or decision*?

*Referred to as 'policy' hereafter.

Policy name	Revisions to National Units and Courses and Coding Policy
Completed by	Gill Mann
Head of service	Martyn Ware
Date	December 2021
Next scheduled review date	December 2024

2 Main purpose of policy

What is the main purpose of the policy?

This policy provides information on when National Units and Courses should be re-coded. When a Course or Unit is revised, significant changes will mean that a new Unit or Course code has to be allocated. What constitutes a significant change is defined in the further information that accompanies this policy. This policy outlines an internal administrative process.

3 Information and evidence used to evaluate impact

What information, and evidence, is being used to evaluate the impact of this policy on people who share protected characteristics?

As this policy is a procedural process which must be followed when National Units and Courses are revised, it has no impact on people who share characteristics. It is purely an important administrative process and therefore there is no evidence that can be used.

Public Sector Equality Duty

SQA is required to have 'due regard' to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

This section provides the opportunity to capture how the policy will contribute towards the three aims of the general equality duty, and to consider if there is anything more we need to do to meet our responsibilities.

4 How might this policy impact on people who share protected characteristics?

Please consider positive or negative impacts. (At the beginning of the process, you may want to record perceived impact. Ongoing monitoring of the policy will allow you to measure the actual impact of the policy.)

Protected characteristic	Impact (positive/negative/neutral)	Please provide more information
Age	Neutral	There is no impact. This is a procedural policy that ensures that the re-coding of National Courses and Units occurs when there is a significant change. These changes are outlined in the policy document.
Disability	Neutral	As above
Marriage or civil partnership	Neutral	As above
Race	Neutral	As above
Religion, belief or non-belief	Neutral	As above
Sexual orientation	Neutral	As above
Gender re-assignment (gender identity and transgender)	Neutral	As above
Pregnancy/maternity	Neutral	As above
Sex	Neutral	As above
Care experience (where relevant)	Neutral	As above

General Equality Duty: eliminate discrimination, advance equality; foster good relations

5 What arrangements could be implemented to reduce or mitigate any potential adverse or negative impacts identified above?

Not Applicable

6 If you are proceeding with a decision that may have a negative impact despite the mitigatory arrangements identified, are you satisfied that this is objectively justified, ie a proportionate means of achieving a legitimate aim? Please provide explanatory details.

Not Applicable

7 Could this policy be revised or changed to better meet the general equality duty?

Not Applicable

8 Has there been consultation/is consultation planned with people who will be affected by this policy/procedure/project/decision? Please detail below how this has affected your decision making.

Not Applicable

9 How will this policy be monitored and evaluated?

Through the validation of Units and/or Courses.

Action plan

Action:
No actions identified

Approval and publication

Completed equality impact assessments will be published on SQA's website. As such, they must:

- ◆ be discussed and approved
- ◆ be sent electronically to equality@sqa.org.uk
- ◆ have actions identified, recorded and monitored as part of SQA's equality action plan

Summary of the Public Sector Equality Duty (PSED) of the Equality Act 2010

Components

A public authority must, in the exercise of its functions, have **due regard** to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act (**Fairness**)
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it (**Opportunity**)
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it (**Respect**)

Due regard

Regarding (b) **Opportunity**, having due regard specifically involves taking steps to:

- a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic*
- b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of the persons who do not share it
- c) Encourage persons who share a relevant protected characteristic to participate in public life or any other activity in which participation by such persons is disproportionately low

Regarding (c) **Respect**, having due regard specifically involves taking steps to:

- a) Tackle prejudice
- b) Promote understanding

*Due regard comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. In short, the more relevant a policy, procedure or practice is to equality and people, then the greater the regard that should be paid.

Protected characteristics

The protected characteristics are:

- ◆ Age
- ◆ Marriage and Civil Partnership**
- ◆ Religion or Belief
- ◆ Disability
- ◆ Pregnancy and Maternity
- ◆ Sex

General Equality Duty: eliminate discrimination, advance equality; foster good relations

- ◆ Gender Re-assignment
- ◆ Race
- ◆ Sexual Orientation

**Although marriage and civil partnership applies to section a) in employment only, this will be considered for all stakeholders.