

Equality Impact Assessment (supporting guidance available)

Action Plan

This section is completed at the end of the Equality Impact Assessment. Due to the importance of embedding equality in SQA through our actions the Action Plan will be the focus and record of ongoing actions.

Agreed Schedule Review Date	April 2024	Additional Schedule Review Date	
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Explain how you will monitor and record the actual impact on equality groups, including how the evidence can be revisited to measure the actual impact.

Required Actions	Owner	Date	Comment & Review
Actions taken to monitor the implementation of policy and the impact on equality groups (evidence and consultation)			
Policy review	Policy author	In line with education reform timelines following recommendations from the Hayward Independent Review report scheduled end May 2023.	These policies have undergone minor review and no changes have been made to the content since they were last approved. A wider review into Skills Frameworks is part of the Education Reform Programme begun in 2022. The development of new or amended generic skills policies will form part of this work and necessitate further equality impact assessment.

Identified Actions	General Equality Duty	Owner	Date	Comment & Review
[LIST]	[CROSS REFERENCE]			
No impact or opportunity identified				

Policy Aims

Name of Policy or practice	<p>Skills for Learning, Life and Work Policy: Skills for Learning, Skills for Life and Skills for Work across qualifications supporting Curriculum for Excellence Policy: SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work</p>
New Policy or Revision	Revision
Name of Policy Owner	Director PAS
Date Policy Owner Confirmed Completion	20 February 2023

What is the rationale for this policy or practice?

This is a pair of policies which have the same purpose of including Skills for Learning, Skills for Life and Skills for Work (SfLLW) in Curriculum for Excellence (CfE) National Qualifications.

Skills for Learning, Skills for Life and Skills for Work across qualifications supporting Curriculum for Excellence

This policy establishes the use of SQA's Skills Framework: SfLLW across all qualifications developed to support Curriculum for Excellence. This policy affects all SQA staff involved in the review and development of National Qualifications.

SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work

This policy specifies the SQA Skills Framework: SfLLW which aims to assist skills development within National Qualifications

What evidence is there to support the implementation or development of this policy or practice?

These policies support the development of generic skills throughout SQA CfE qualifications where they are signposted.

The development of SfLLW is the responsibility of all practitioners. Many of the opportunities to develop the skills will be naturally occurring, through learning and teaching activities. The policies mean that National Courses and Awards should each feature SfLLW. Course and unit specifications identify which of the skills are most prominent. The importance of the skills the policies encompass are detailed as follows:

Good **Literacy** skills underpin all aspects of learning, work, and social life, allowing individuals to engage fully in society and in learning through different forms of language and a range of texts.

Numeracy skills are necessary for coping with the demands of everyday life, including work and study. People need to be comfortable with numbers, and with graphs, symbols, diagrams, and calculators.

Health and Wellbeing is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others. Developing the other SfLLW skills also contributes to health and wellbeing, as these skills facilitate undertaking activities which contribute to a healthy and satisfying life.

Employability, Enterprise, and Citizenship: this is the ability to develop skills, understandings, and personal attributes — including a positive attitude to work, to others, and to the world's resources.

Thinking Skills: this is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.

What are the aims of this policy or practice?

The aims of the SfLLW policies are to ensure that all learners have opportunities to acquire a range of generic skills as part of their learner journey. The policies direct the embedding of these skills in National Qualifications and the frameworks that are applied in order to ensure quality and consistency of recognition and development.

How is the content of these aims relevant to equality groups?

As the policies relate to how SQA provides opportunities for learning and skills development, a positive impact on equality groups is intended.

Evidence, Consultation and Engagement

What stakeholders have you engaged with in the development of this policy or practice?
The qualifications which include the SfLLW framework are subject to SQA's Equality Review of Qualifications Process. By association to this, the consideration of the impact of these policies on people with disabilities and other protected characteristics is informed by information and analysis from the Process and engagement with equality and disability key partners and stakeholders.

What evidence about equality groups do you have to support this assessment?	
Age	Age is not used as a criterion for access to any SQA qualifications.
Disability	Disability is not used as a criterion for access to SQA qualifications.
Race	Race is not used as a criterion for access to any SQA qualifications.
Religion or Belief	Religion or belief is not used as a criterion for access to any SQA qualifications.
Sex	Sex is not used as a criterion for access to any SQA qualifications.
Sexual Orientation	Sexual orientation is not used as a criterion for access to any SQA qualifications.
Gender Re-assignment (Gender identity and transgender)	Gender reassignment is not used as a criterion for access to any SQA stand-alone Core Skills qualifications or any SQA qualifications which embed Core Skills.
Marriage/Civil Partnership	Marriage/civil partnership is not used as a criterion for access to any SQA qualifications.
Pregnancy / Maternity	Pregnancy/maternity is not used as a criterion for access to any SQA qualifications.
Care experience (where relevant)	Care Experience is not used as a criterion for access to any SQA qualifications.

Impact and Opportunities for Action

The impact that a policy or practice has on an equality group may be different and this requires to be recorded. The impact may not always be negative. Actions are taken to address any differential impact, and include actions to mitigate against any negative impact, to advance equality and to foster good relations between groups.

Each section contains questions for each equality group. These questions are here to support consideration; however, you can provide further detail. Focus initially on the equality groups that would be affected by this policy. If you do not consider that certain equality groups would be affected by this policy, you may leave these sections.

Protected Characteristic	General Equality Duty
Age	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	No impacts identified.
	Advance equality of opportunity
	No impacts identified.
	Foster good relations
Protected Characteristic	General Equality Duty
Disability	<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010</p> <p>Except for literacy and numeracy, skills for learning, skills for life and skills for work will not be automatically certificated.</p> <p>The inclusion of SfLLW has no impact on a disabled learner's ability to achieve the primary qualification.</p> <p>Negative impact: Some learners with disabilities relating to reading, writing, listening, and talking may have difficulty developing literacy skills.</p> <p>Mitigation: The assessment arrangements and reasonable adjustments agreed by SQA allow disabled learners and/or those with additional support needs to demonstrate their knowledge and understanding while maintaining the standard and integrity of SQA's assessments. Where learners are undertaking qualifications that also include automatic</p>

	certification of literacy, appropriate assessment arrangements can be put in place to ensure there are no artificial barriers to achievement.
	Advance equality of opportunity
	No impacts identified.
	Foster good relations
	No impacts identified.
Protected Characteristic	General Equality Duty
Race	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	No impacts identified.
	Advance equality of opportunity
	No impacts identified.
	Foster good relations
	No impacts identified.
Protected Characteristic	General Equality Duty
Religion or Belief	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	No impacts identified.
	Advance equality of opportunity
	No impacts identified.
	Foster good relations
	No impacts identified.
Protected Characteristic	General Equality Duty
Sex	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	No impacts identified.
	Advance equality of opportunity
	No impacts identified.

	Foster good relations
	No impacts identified.
Protected Characteristic	General Equality Duty
Sexual Orientation	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	No impacts identified.
	Advance equality of opportunity
	No impacts identified.
	Foster good relations
	No impacts identified.
Protected Characteristic	General Equality Duty
Gender Re-assignment (Gender identity and transgender)	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	No impacts identified.
	Advance equality of opportunity
	No impacts identified.
	Foster good relations
	No impacts identified.
Protected Characteristic	General Equality Duty
Marriage/Civil Partnership	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	No impacts identified.
	Advance equality of opportunity
	No impacts identified.
	Foster good relations
	No impacts identified.
Protected Characteristic	General Equality Duty
Pregnancy / Maternity	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	No impacts identified.

	Advance equality of opportunity
	No impacts identified.
	Foster good relations
	No impacts identified.
Considered by SQA	General Equality Duty
Care experience (where relevant)	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	No impacts identified.
	Advance equality of opportunity
	No impacts identified.
	Foster good relations
	No impacts identified.

Rationale

If you are proceeding with a decision that may have a negative impact and are not putting in place actions to mitigate against this, please explain how this is objectively justified.

Although a negative impact was identified, around learners with learning disabilities, SQA has in place mitigating measures in the form of reasonable adjustments.