



Equality Impact/Fairer Scotland Duty Assessment Form

(To be completed with reference to Guidance Notes)

Step 1

Name of Proposal (includes e. g. budget savings, committee reports, strategies, policies, procedures, service reviews, functions):

Committee report with information regarding the Alternative Certification Model and the arrangements for quality assurance that will support schools in awarding provisional grades for national qualifications.

Step 2

Is this only a **screening** Equality Impact Assessment

No

(A) If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

(i) It does not impact on people

Yes/No

(ii) It is for information only

Yes/No

(iii) It is reflective e.g. of budget spend over a financial year

Yes/No

(iv) It is technical

Yes/No

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment

Yes

Is this a Fairer Scotland Duty Assessment

No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

Step 3

(i)Lead Directorate/Service:

Education and Lifelong Learning

(ii)Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

The Education (Scotland) Act (1980) – An Act with specific reference to the duty to provide education by Education Authorities (councils) and functions of Education Authorities in relation to individual learners.

The Equality Act 2010 – The Act places a duty on schools and education authorities not to discriminate against pupils with protected characteristics including disabilities, sexual orientation and ethnicity.

Education (Scotland) Act 2016 – provisions for strategic planning to consider socio-economic barriers to learning.

National Improvement Framework 2016 – Linked to the 2016 Act.

(iii)What is the aim of the proposal? Please give full details.

The report summarises the arrangements which have been made following the cancellation of all examinations for National Qualifications 2021. The Alternative Certification Model (ACM) will replace the exams using teacher judgements supported by assessment evidence. The quality assurance process which is outlined will ensure that the provisional results awarded are reliable and fair. The arrangements have been made in line with national guidance from the Scottish Qualifications Authority (SQA).

(iv)Is it a new proposal? Yes Please indicate OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? No Please indicate

Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees	Yes
Job Applicants	No
Service users	Yes
Members of the public	No

Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:

Internal data (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

N/A

Internal consultation (e.g. with staff, trade unions and any other services affected).

- Secondary Head Teachers.
- Secondary Principal Teachers.
- Secondary Teachers.
- SQA co-ordinators.
- Trade unions.

External data (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

- National Qualifications Group 2021 guidance outlines key roles and responsibilities of schools and local authority staff.

External consultation (e.g. partner organisations, national organisations, community groups, other councils).

- Tayside Regional Improvement Collaborative (TRIC) consultation to establish opportunities for teachers to moderate assessment evidence.

Other (general information as appropriate).

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? No

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

Step 7: Are there potential differential impacts on protected characteristic groups?

Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.

Age – young people 15-18 years

Impact – neutral

The purpose of the AM is to ensure a fair, accurate and robust system of alternative certification for awards.

Disability

Impact – none

Gender reassignment

Impact - none

Marriage and Civil Partnership

Impact - none

Pregnancy/Maternity

Impact - none

Race - (includes Gypsy Travellers)

Impact – potentially positive

Religion or Belief

Impact - none

Sex

Impact - neutral

Sexual orientation

Impact - none

Step 8: Consultation with any of the groups potentially affected

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

Schools have consulted with Parent Councils.

Young people have been consulted to help produce Frequently Asked Questions for pupils.

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

N/A – no negative impacts

Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?

N/A – the proposal is effectively the mitigation of a negative impact.

Step 10: If a potentially negative impact has been identified, please state below the justification.

Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

The process is designed to eliminate any possibility of discrimination by ensuring there are external and internal verification.

Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?

N/A

Step 13: FAIRER SCOTLAND DUTY

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?

Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.

Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings? Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping.

Low and/or No Wealth (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future).

Impact

Material Deprivation (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

Impact

Area Deprivation (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport)).

Impact

Socio-economic Background i.e. social class including parents' education, people's employment and income.

Impact

Other – please indicate

Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.

Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?

There will be ongoing monitoring of the impact of the ACM through quality assurance and consultation with school staff.

Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?

Alongside the committee report on the Angus Council website.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

Prepared by: Lorraine Will, Service Leader Education and Lifelong Learning – 27 April 2021

Reviewed by: Doreen Phillips, Snr Practitioner Equalities – 28 April 2021

Approved by: Kelly McIntosh, Director of Education and Lifelong Learning

NB. There are several worked examples of separate EIA and FSD Assessments in the Guidance which may be of use to you.
