EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity ("activity" is an umbrella term covering policies, procedures, guidance and decisions).	
Service	**Education and Children's Services**
Section	**Secondary Education and Additional Support**
Title of the activity etc.	**SQA Fees**
Aims of the activity	**To reduce spending by £100k by 2020**
Author(s) & Title(s)	**Head of Secondary Education and Additional Support**

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	**SQA data in relation to school spending for national qualifications.**
Internal consultation with staff and other services affected.	**Discussions with Head Teachers/Senior Leaders within Academies and central team members.**
External consultation (partner organisations, community groups, and councils.	**Advice sought from colleagues within SQA re spending trends and costs for particular units/qualifications.**
External data (census, available statistics).	**Budget information produced by colleagues in finance.**
Other (general information as appropriate).	**N/A**

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	**Projected future costs are difficult to estimate and are based on school staff becoming more familiar with qualifications and therefore appropriate presentation.**

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	Regular monitoring of presentation policies	**March 2016**

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger	**Yes**			
Age – Older	**Yes**			
Disability			**Yes**	
Race – (includes Gypsy Travellers)			**Yes**	
Religion or Belief			**Yes**	
Gender – male/female			**Yes**	
Pregnancy and maternity			**Yes**	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			**Yes**	
Gender reassignment – (includes Transgender)			**Yes**	
Marriage and Civil Partnership			**Yes**	

Stage 6: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	**Pupils in schools will focus on one level of qualification. This will result in less effort being directed to unnecessary work.**	**It could be possible that pupils will not have a natural 'fall back' position.**

Stage 7: Have any of the affected groups been consulted?	
If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	**Yes**

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale
	Careful review of presentation policies	**March 2016**

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	**Thorough explanation of mutual benefits.**

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?
All pupils have access to appropriate level of qualification.

Stage 11: What equality monitoring arrangements will be put in place?	
These should be included in any action plan (for example customer satisfaction questionnaires).	**Standard procedures.**

Stage 12: What is the outcome of the Assessment?			
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.	
		Those pupils requiring Nat 4 fall-back position will be granted this option by the school as a matter of course.	
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen	

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.
By being more efficient in deciding appropriate qualifications for young people, less time is wasted in unnecessary work and savings are gained by schools in registered course costs.

Stage 14: Sign off and authorisation.					
Sign off and authorisation.	1) Service and Team	**Education and Children's Service**			
	2) **Title of Activity**	**SQA Fees**			
	3) **Authors:** I/We have completed the equality impact assessment for this policy/ activity.	Name: Position: **Head of Secondary Education and Additional Support** Date: **25 January 2016** Signature:		Name: Position: Date: Signature:	
		Name: Position: Date: Signature:		Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Date:			
	5) Authorisation by Director or Head of Service	Name: Position: **Director of Education and Children's Services** Date: **25 January 2016**		Name: Position: Date:	
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.			Date:	
	7) EIA author sends a copy of the finalised form to: eia@abdnshire			Date:	
(Equalities team to complete) Has the completed form been published on the website? YES/NO				Date:	

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Monitoring of SQA spending	**May 2015**	**May 2016**	**Quality Improvement Manager (Secondary)**	**Many fewer Nat 4 registrations**	**£30k saving**