



Qualifications and
Curriculum Authority

Meeting the challenge: achieving equality for all

Single equality scheme
December 2007

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First published in 2007

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ISBN 1-85838-987-9

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Printed in Great Britain

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“The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life.”

Jane Addams

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Foreword

It is a sad but undeniable truth that discrimination, unfairness and inequality are still a persistent barrier to educational opportunity and achievement in our society. The simple fact is that the experience of education is very different for particular groups in Britain.

The recent Equalities Review 2007 reported that attainment rates of primary and secondary Black African and Black Caribbean children are still disproportionately low. Roma and Irish Traveller children are more likely to be excluded from school than any other ethnic group, and disabled young people are at the greatest risk of not being in employment, education or training (NEET).

At QCA we understand that an equal high standard of education for all is imperative for the development and life chances of our children. We recognise that equality is not just about minority groups: in the workplace women are still paid 17 per cent less overall than their male colleagues; at key stage 2, economically disadvantaged White boys are the lowest achievers in English and mathematics. We are also mindful of changing UK demographics, of the change brought by recent immigration patterns from Eastern Europe and issues arising from the fact that dual- or multiple-heritage children are now the fastest growing Black minority ethnic group in the UK. We need to be aware of these changes in order to ensure that our equality work is focused on the right areas.

This scheme reflects QCA's dedication to equality 'in the round', across the sometimes categorical strands of 'race', gender or disability.

It indicates our desire to go further than strict legal compliance, to apply equality principles to the very core of what we do. It is the expression of our organisational commitment to make the experience of education applicable, relevant and inclusive to all learners.

Ken Boston

Chief Executive Officer QCA

December 2007

Executive summary

This Single Equality Scheme sets out the equality picture at QCA, detailing our corporate commitment to equality and our proposed actions to deal with inequality both internally and across the field of education.

Section one

Section one sets out the overarching equality aims for QCA – the rationale for the scheme, to which all staff can refer for inspiration in their work and what it can achieve. It details the legislation underpinning our equalities duties and sets out the functions and role of QCA. It includes the equality objectives of QCA and evidence highlighting the need for change, and shows to which of the QCA's six strategic aims (known as key result areas) the objectives are linked. Each division's objectives have assisted in setting equality actions, deadlines and targets. It is expected that each member of staff will have a copy of the scheme on their desks, to refer to in all aspects of their work.

Section one describes QCA staff roles, accountabilities and responsibilities under the scheme, and how individuals throughout the organisation should consider equality issues in the progression of their work. Equality is the responsibility of every person at QCA, and for this reason responsibility for everyone from the Chief Executive Officer to frontline staff is detailed. Finally, section one outlines the equality work achieved by QCA so far, including the progress made in areas like monitoring, training and information dissemination.

Section two

Section two explains how QCA will progress equality in relation to the following areas:

- ✦ **Evidence gathering** – this details current and future consultation/engagement work and describes our work in partnership with equalities bodies. It also sets out new mechanisms for gathering monitoring information on staff and the ways in which staff are consulted in

our work. Evidence relating to complaints and communications from the public are detailed here, including internal and external complaints

- ✧ **Policy review and impact assessment** – this sets out the way in which QCA will approach equality impact assessment of policies and practices
- ✧ **Staff training** – this details the new training packages devised by the Diversity and Inclusion Team and sets out the intended areas for equalities training programmes in the future
- ✧ **Procurement** – this sets out the recent changes that have been made to QCA contracts with suppliers to reflect recent equalities legislation. It also details further work QCA's Procurement Team will be undertaking to embed equalities issues into the commissioning process
- ✧ **Public/stakeholder access to QCA equality work** – this describes how QCA has ensured that the public and stakeholders have access to the work we do.

The section also explains how the Single Equality Scheme was developed and the people and organisations that assisted QCA in this process.

Finally, the section explains how the scheme will be monitored and reviewed, detailing the ways in which further contributions, suggestions or comments on the scheme can be made. QCA hopes that the development of the scheme and equalities work more generally will be a continually evolving process, progressing in the light of constant review, critique and analysis.

Section one

Overarching equality aims

- ⤴ Developing, progressing and assuring quality of an inclusive national curriculum that embraces and develops all learners regardless of 'race', gender, disability, age, sexual orientation and religion/belief.
- ⤴ Creating and regulating qualifications, exams and assessments that meet the needs of all learners while challenging and developing individuals to their highest potential.
- ⤴ Embedding equalities into the heart of all QCA's work, both as an equality led employer of choice and as the public champion of all learners.

Legislative overview

As a public body and employer, QCA has equalities responsibilities under a wide range of laws and regulations.

The key statutes for the purposes of this scheme are:

Equal Pay Act 1970

Race Relations Act 1976 (as amended by the Race Relations Amendment Act 2000)

Disability Discrimination Acts 1995 & 2005

Sex Discrimination Act 1975 (as amended by the Equality Act 2006)

Northern Ireland Act 1998 s.75

Employment Equality Sexual Orientation Regulations 2003 & 2007

Employment Equality Religion and Belief Regulations 2003

Employment Equality Age Regulations 2006.

Equality Act 2006

Disability Discrimination (General Qualifications Bodies) Relevant Qualifications, Reasonable Steps and Physical Features Regulations 2007

Equality Act (Sexual Orientation) Regulations 2007

QCA is subject to the three general duties to eliminate discrimination and promote equality in relation to gender, disability and 'race'. Set out below are the general and specific duties that apply to QCA.

Race equality

QCA must have due regard to the need to:

- ⌘ eliminate unlawful racial discrimination
- ⌘ promote equal opportunities
- ⌘ promote good relations between people from different 'racial groups'.

QCA will set out in this scheme:

- ⤴ relevant functions to the performance of the Race Equality Duty
- ⤴ arrangements for:
 - ⤴ assessing and consulting on the likely impact of proposed policies on the promotion of 'race' equality
 - ⤴ monitoring policies for any adverse impact on the promotion of 'race' equality
 - ⤴ publishing the results of such assessments and consultation and monitoring
 - ⤴ ensuring public access to information and services it provides
 - ⤴ training staff in connection with the Race Equality Duty
 - ⤴ reviewing impact assessments every three years.

QCA must:

- ⤴ monitor, by reference to the 'racial groups' to which they belong, the numbers of:
 - ⤴ staff in post
 - ⤴ applicants for employment, training and promotion
- ⤴ monitor the numbers of staff from each such group who:
 - ⤴ receive training
 - ⤴ benefit or suffer detriment as a result of its performance assessment procedures
 - ⤴ are involved in grievance procedures
 - ⤴ are the subject of disciplinary procedures
 - ⤴ cease employment
- ⤴ report and publish annually:
 - ⤴ results of staff monitoring
 - ⤴ actions taken towards achievement of QCA's overall 'race' equality objectives under this scheme.

Community cohesion

The Education and Inspections Act 2006 introduced a new duty on all maintained schools to promote community cohesion. This duty came into effect on 1 September 2007. QCA has developed the 'identity and cultural diversity' curriculum dimension, available on the new secondary curriculum website at <http://curriculum.qca.org.uk/cross-curriculum-dimensions/index.aspx>. Further information about community cohesion work can be found in Curriculum Division's 'race' action plans.

Gender equality

QCA must have due regard to the need to:

- ⤴ eliminate unlawful discrimination and harassment
- ⤴ promote equality of opportunity between men and women.

Specifically QCA must:

- ⤴ consult employees, service users and others who appear to have an interest in the way QCA carries out its functions, and take into account information gathered on the effect of its policies and procedures on men and women
- ⤴ specify in this scheme the objectives QCA has identified as necessary to perform its duty under the Sex Discrimination Act (as amended)
- ⤴ set objectives that address the causes of any differences between the pay of men and of women that are related to gender
- ⤴ specify actions QCA has taken or intends to take to:
 - ⤴ collect information on the effect of its policies and practices on men and women and in particular the extent to which the policies and procedures promote equality between male and female staff and the extent to which the services the body provides and functions it performs take account of the needs of men and women
 - ⤴ make use of this information and any other relevant information to assist the body in the performance of its duty under section 76A and its duties under the 2006 Order and in particular its regular

review of the effectiveness of the actions taken to achieve the fulfilment of its overall objectives and of its arrangements for the preparation of subsequent schemes

- ▲ assess the impact of its policies and practices or the likely impact of its proposed policies and practices on equality between men and women
- ▲ consult relevant employees, service users and others
- ▲ achieve the fulfilment of its overall objectives and take account of relevant information in order to determine its overall gender equality objectives
- ▲ report annually on the actions taken towards achievement of QCA's overall gender equality objectives under this scheme.

QCA understands that the Gender Equality Duty applies to men and women equally. It specifically requires QCA to have due regard to the need to eliminate discrimination and harassment against transgender men and women, and QCA has sought to embed this into the core of our gender equality work.

Disability equality

QCA must have due regard to the need to:

- ▲ promote equality of opportunity between disabled persons and other persons
- ▲ eliminate unlawful discrimination against disabled people
- ▲ eliminate harassment of disabled people
- ▲ promote positive attitudes towards disabled people
- ▲ encourage participation by disabled people in public life
- ▲ take steps to take account of disabled persons' disabilities even where this means treating disabled persons more favourably than other persons

QCA must set out in this scheme:

- ▲ the ways in which disabled people have been involved in the scheme's development

- ⤴ methods for assessing the impact of its policies and practices, or the likely impact of its proposed policies and practices, on equality for disabled persons
- ⤴ the steps/actions that will be taken towards the fulfilment of the general duty
- ⤴ the arrangements for gathering information on the effect of QCA policies and practices on disabled persons and in particular arrangements for gathering information on:
 - ⤴ recruitment, development and retention of disabled employees
 - ⤴ educational opportunities available to, and the achievements of, disabled pupils and students
 - ⤴ the extent to which the services QCA provides and those other functions it performs take account of the needs of disabled persons
 - ⤴ QCA's arrangements for making use of such information to assist it in the performance of the general duty and, in particular, its arrangements for:
 - ⇒ reviewing on a regular basis the effectiveness of these steps
 - ⇒ preparing subsequent equality schemes
 - ⇒ implementation, review and publication.

The new Disability Discrimination (General Qualifications Bodies) Regulations 2007 stipulate that the granting of exemptions from exam or assessment components to prevent substantial disadvantage to disabled candidates is always reasonable where it is the only step that could be taken to reduce disadvantage. Regulations and Standards Division (RSD) is working with awarding bodies on this area and relevant actions are set out in the RSD disability action plan (see below).

As set out in our Disability Equality Scheme published in December 2006, QCA aims to follow the social model of disability in our disability equality work. This means that we adopt and endorse the principle of the model, which derives from the fundamental idea that people with impairments are disabled by physical and social societal barriers.

Therefore it is not the person's impairment that 'disables' or makes them 'disabled'; rather, it is the barriers society creates for people with impairments that does this. QCA fully recognises that understanding of this model is key to the progression of our legal and moral duties in relation to disability equality. This approach is applied through the equality impact assessment of QCA policies at design stage, which allows us to see the potential barriers for disabled people early enough to remove or reduce them, so that the effect of the policy is not disadvantageous.

Although the regulations in relation to age, sexual orientation and religion and belief do not impose a legal duty to promote equality in these areas, QCA has adopted a best practice approach, which aims to incorporate all six diversity strands into the core of our work. We are therefore working to eliminate discrimination and promote equality in all six areas.

Background

QCA is a UK non-departmental public body established under the 1997 Education Act and accountable to the Secretary of State for Children, Schools and Families.

QCA develops and regulates the curriculum, assessments and qualifications and maintains standards in England. It is also responsible for accrediting national vocational qualifications (NVQs) in Wales and Northern Ireland¹. It provides advice to the Secretary of State for Children, Schools and Families and the Secretary of State for Innovation, Universities and Skills, on request or by decision of the QCA Board.

QCA functions and key result areas

QCA derives its functions from the Education Act 1997. These functions can be broadly divided into three categories:

- ⤴ general functions
- ⤴ functions in relation to curriculum and assessment
- ⤴ functions in relation to external vocational and academic qualifications.

General functions

- ⤴ To advise the Secretary of State on such matters concerned with the provision of education or training in England as may be specified.
- ⤴ To supply the Secretary of State with such reports and other information about their functions as required.

Functions in relation to curriculum and assessment

- ⤴ To keep under review all aspects of the curriculum for schools and all aspects of school examinations and assessment.
- ⤴ To advise the Secretary of State on matters concerned with the curriculum for schools or with school examinations and assessment.

- ⤴ To advise the Secretary of State on, and assist with, carrying out programmes of research and development for purposes connected with the curriculum or with school examinations and assessment.
- ⤴ To publish and disseminate, and assist in the publication and dissemination of, information relating to the curriculum for schools or with school examinations and assessment.
- ⤴ To make arrangements with appropriate bodies for auditing the quality of assessments made in pursuance of assessment arrangements.

Functions in relation to external vocational and academic qualifications

- ⤴ To keep under review all aspects of such qualifications.
- ⤴ To advise the Secretary of State on matters concerned with such qualifications.
- ⤴ To advise the Secretary of State on, and assist with, carrying out programmes of research and development for purposes connected with such qualifications.
- ⤴ To provide support and advice to persons providing courses leading to such qualifications with a view to establishing and maintaining high standards in the provision of such courses.
- ⤴ To publish and disseminate, and assist in the publication and dissemination of, information relating to such qualifications.
- ⤴ To develop and publish criteria for the accreditation of such qualifications.
- ⤴ To accredit, where they meet such criteria, any such qualifications submitted for accreditation.
- ⤴ To make arrangements for the development, setting and administration of tests or tasks which fall to be undertaken with a view to obtaining such qualifications and which fall within a prescribed description.

Key result areas

QCA's overarching business objectives are defined through six key result areas (KRAs), which give each QCA division clear guidance on their role as the learner's champion.

CURRICULUM DIVISION – KRA 1

Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future.

QUALIFICATIONS AND SKILLS DIVISION – KRA 2

Establish an integrated system of qualifications that will meet the needs of learners, employers and higher education and contribute to a successful society and economy, by better harnessing the stock of human talent.

NATIONAL ASSESSMENT AGENCY – KRA 3

Improve and safeguard the delivery of examinations, tests and assessments.

REGULATIONS AND STANDARDS – KRA 4

Regulate awarding bodies, qualifications, examinations and national curriculum assessments effectively to ensure that the qualifications market is fit for purpose, that qualifications are fair, standards are secure and public confidence is sustained and that QCA acts as the public champion of the learner.

COMMUNICATIONS AND MARKETING – KRA 5

Communicate effectively the work of QCA and maintain and promote our reputation among stakeholders.

STRATEGIC RESOURCE MANAGEMENT – KRA 6

Develop internal processes that enable exemplary performance through the work, expertise and commitment of QCA's people.

QCA equality objectives and supporting evidence base

At QCA our equalities work is driven by an acute awareness of the unfairness and discrimination that pervades British society. Such inequality manifests itself in education through low attainment levels, disproportionate exclusion numbers and low take-up rates. In employment we see under-representation, workplace harassment and lack of career development and progression for marginalised groups.

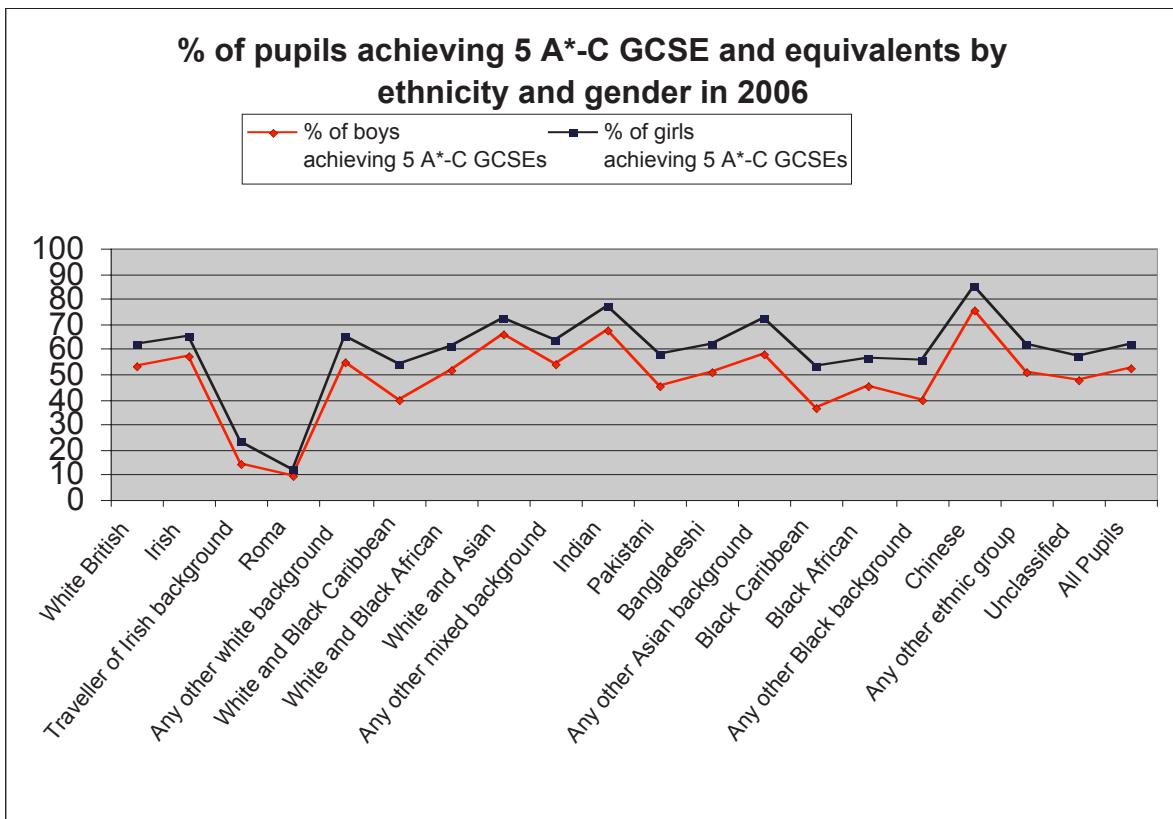
The following sets out the evidence base we have used to formulate and plan QCA strategy on inequality. It sets out the overarching equality objectives of QCA, each linked to a key result area (see above).

Objective 1 – Linked to KRAs 1, 2 and 4

To understand the reasons for and address the differences in pupil attainment.

- ✧ There are significant attainment gaps for pupils with special educational needs at all key stages.²
- ✧ Ethnic origin is a significant indicator of educational performance. At the end of key stage 3, Pakistani, Bangladeshi, Black Caribbean and Black African groups achieve an average points score around three points lower than White British pupils. This is equivalent to around a whole year of progress in terms of national curriculum levels.³
- ✧ Roma pupils and Irish Traveller pupils perform considerably below the national average at all key stages. In 2006, less than a third of Roma and Irish Traveller pupils reached the expected levels in reading and writing at age 7.⁴
- ✧ In 2006 19 per cent of all eligible Irish Traveller pupils and 10.4 per cent of Roma pupils achieved 5 A*–C GCSEs compared with 57.3 per cent for all eligible pupils.⁵ It should be noted that very small numbers of pupils were recorded in both categories.

- ⤴ Pupils from minority ethnic groups and pupils of mixed White and Black Caribbean heritage are consistently below the national average across all key stages, at GCSE and equivalent and post-16. Bangladeshi and Pakistani pupils perform below the national average at key stages 2 and 3, and at GCSE attainment including English and mathematics.⁶
- ⤴ Chinese pupils, pupils of mixed White and Asian heritage, Irish and Indian pupils consistently achieve above the national average across key stages 2, 3 and 4.⁷
- ⤴ 'Converging evidence from a variety of sources (historical exam records for England, foundation stage and key stage results, international evidence and current results) show that the gender gap is wide in English and narrower in mathematics, with, on average, girls performing better than boys. The gender gap in the sciences has been traditionally very small.'⁸
- ⤴ In 2005/6:
 - ⤴ 54.6 per cent of boys achieved 5 A*-C GCSEs compared to 64 per cent of girls⁹
 - ⤴ 80 per cent of girls reached level 5 of above in English at key stage 3 compared with 65 per cent of boys¹⁰.



Objective 2 – Linked to KRA 1

To enable all schools to develop a curriculum that better meets the needs of all learners through:

- ⤵ involvement of equality stakeholders in producing inclusion advice to ministers on the revised secondary curriculum and in reviews of any other curriculum
- ⤵ dissemination of information and good practice on equalities issues within curriculum and assessment
- ⤵ identification and removal of barriers to subject or qualification choice that either exclude some learners or lead others to make choices based on stereotypes.
- ⤵ evaluation of the impact of the new secondary curriculum on all learners and sharing outcomes across co-development networks, stakeholders and schools.

Objective 3 – Linked to KRAs 1 and 2

To understand the reasons for and address the differences in learner subject and qualification choice.

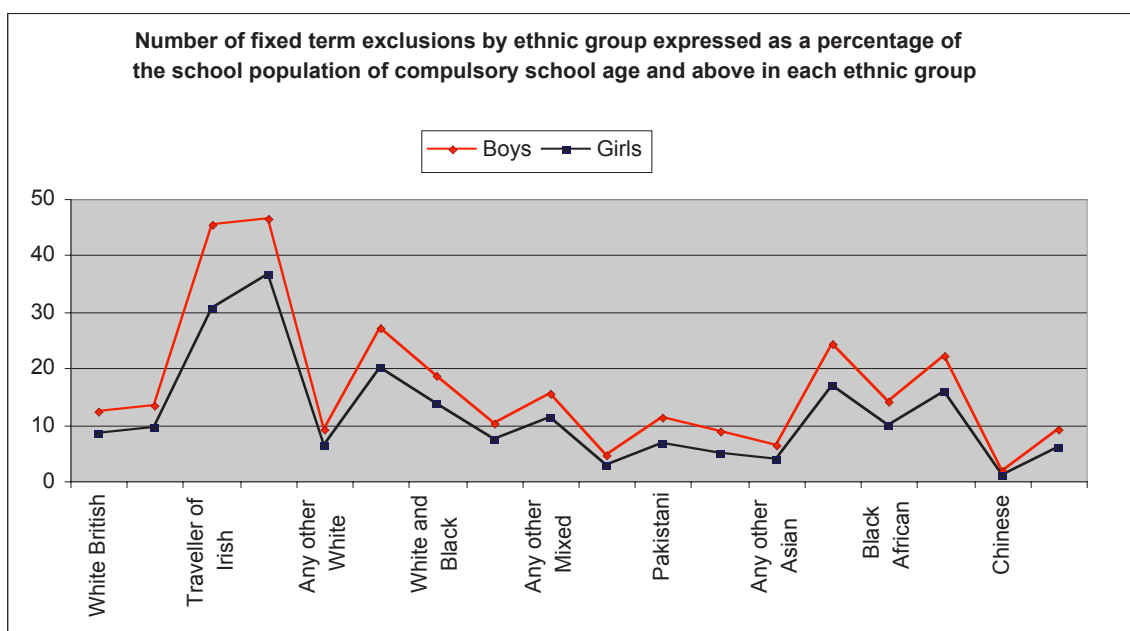
- ⤵ Disabled pupils are frequently excluded from certain subjects, faced with low expectations and assumptions, and often not given genuine choices.¹¹
- ⤵ Roma and Irish Traveller children, particularly those of secondary school age, have much lower levels of school attendance than pupils from other groups. By key stage 3, it is estimated that only 15 to 20 per cent of Traveller pupils are registered or regularly attend school.¹²
- ⤵ At GCSE many subjects show gender differences, with girls more likely to take arts, languages and humanities and boys more likely to take geography, PE and IT. This becomes more accentuated at A level: girls' participation in physics is particularly low.¹³
- ⤵ Girls aged 7–11 are less than half as likely as boys to take part in physical activity.¹⁴
- ⤵ An 11–19 inclusion report from 2005/6 showed that:

- ▲ young men are more likely to leave school at 16 and enter unskilled or low-skilled jobs, usually in manufacturing or retail
- ▲ girls make choices at GCSE and beyond that lead to jobs in less well-paid sectors
- ▲ boys are more likely to be 'out of school' either by design or choice at key stage 3
- ▲ in modern apprenticeships, boys are over-represented in construction (99.3 per cent) and engineering (94 per cent); and girls in early years and education (97.5 per cent) and hairdressing and beauty (92.8 per cent).¹⁵

Objective 4 – Linked to KRA 1

To monitor, articulate and address wherever possible, a range of reasons linked to qualifications and curriculum that may lead to the exclusion of specific learner groups. To ensure that qualification and curriculum developments are inclusive in outlook and action.

- ▲ Pupils with special educational needs (both with and without statements) are more likely to be excluded than pupils with no special educational needs. In 2005/6, 39 in every 10,000 pupils with statements of special educational needs and 43 in every 10,000 pupils with special educational needs without statements were permanently excluded from school. This compares with 5 in every 10,000 pupils without special education needs.¹⁶



- ⤴ Boys account for 80 per cent of permanent exclusions and three-quarters of fixed-term exclusions.¹⁷
- ⤴ In 2005/6, 45.47 per cent of Irish Traveller boys and 46.59% of Roma boys were excluded for a fixed term.¹⁸

Objective 5 – Linked to KRA 1

To understand better and address any issues raised by evidence gathered on religion/belief and education issues.

- ⤴ A 2003 study on Muslim boys and education found that assumptions and stereotypes can have 'real effects and implications for pupils within schools'.¹⁹
- ⤴ Across all religions, the pattern for men and women of working age is similar but women are generally more likely than men to have no qualifications.²⁰
- ⤴ There is insufficient evidence to fully understand the relationship between religion/belief, educational attainment and choice.

Objective 6 – Linked to KRA 1

To ensure that the curriculum positively promotes equality and relations between all learners, regardless of sexual orientation, disability, 'race', religion/belief, gender or age.

- ⤴ At schools where children are taught about gay issues and explicitly taught that homophobic bullying is wrong, lesbian and gay pupils are 13 per cent less likely to experience homophobic bullying.²¹
- ⤴ Nine out of ten people with a learning disability say they have experienced harassment and bullying.²²

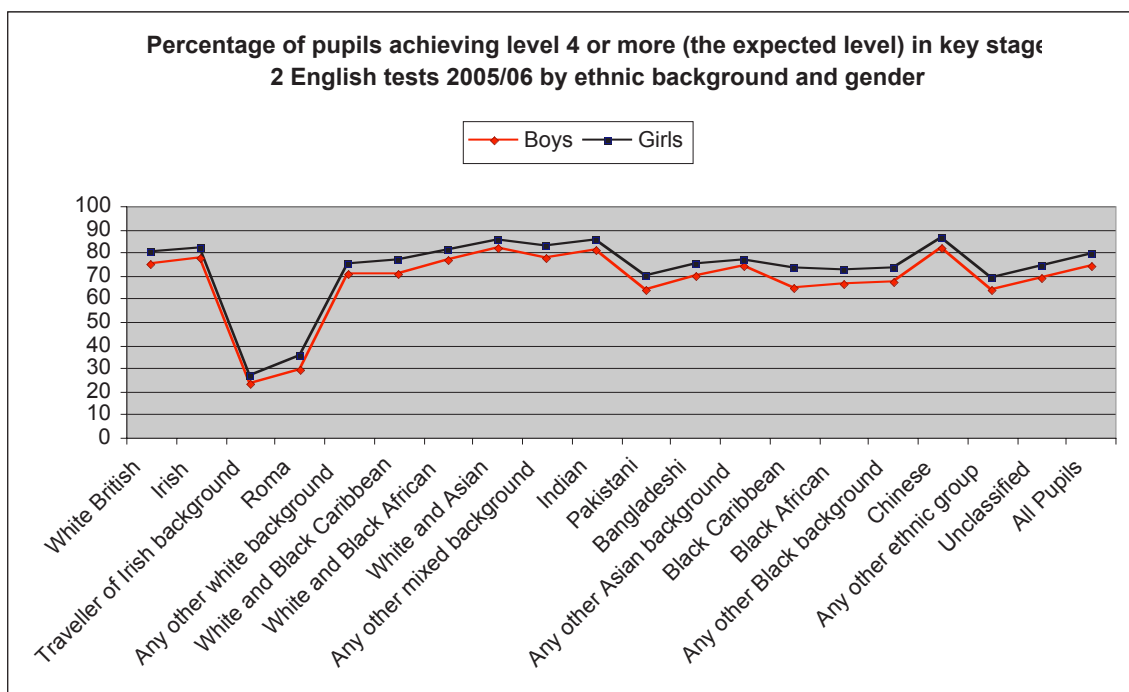
Objective 7 – Linked to KRA 1, 2, 3 and 4

To ensure that the curriculum, assessment and qualifications processes do not perpetuate historic discrimination on the grounds of gender, 'race', disability, age, religion/belief or sexual orientation.

- ⤴ Almost two-thirds (65 per cent) of young lesbian, gay and bisexual people experience homophobic bullying in Britain's secondary schools. Seven out of ten of these young people say the bullying affects their schoolwork, and half have skipped school to avoid the bullying.²³
- ⤴ The number of racist incidents recorded in Leeds schools jumped from 1,142 in 2002/3 to 1,430 in 2005/6. Over the same period Birmingham schools saw an increase from 832 to 1,577, and Manchester schools rose from 590 to 696. Other noticeable rises in racist reports occurred in Bolton, Coventry, Derby, Dudley, Kent and Lancashire²⁴.

Objective 8 – Linked to KRA 1, 2, 3 & 4

To ensure that national curriculum tests are fair and do not discriminate.



- ⤴ Data from the national curriculum tests shows that performance varies by gender and ethnic group. It is the objective of the NAA to minimise bias in both the assessment and the marking processes such that any learner outcome is representative of their performance on the day. Information on the performance of the assessment, both statistical and qualitative, is used extensively during the test development process and pre-testing to maintain minimal possible bias.

Objective 9 – Linked to KRA 3 and 4

To work with awarding bodies to ensure that delivery of and access to public examinations does not result in inequitable outcomes for learners.

- ⤴ Girls are likely to perform better than boys on tasks that involve open-ended writing, particularly when this involves personal response. The gap narrows if the responses are fixed-choice or short-answer.²⁵

Objective 10 – Linked to KRA 6

To continue to address promptly and efficiently significant differences in pay between male and female staff at QCA and to start gathering evidence to monitor pay by ethnicity and disability.

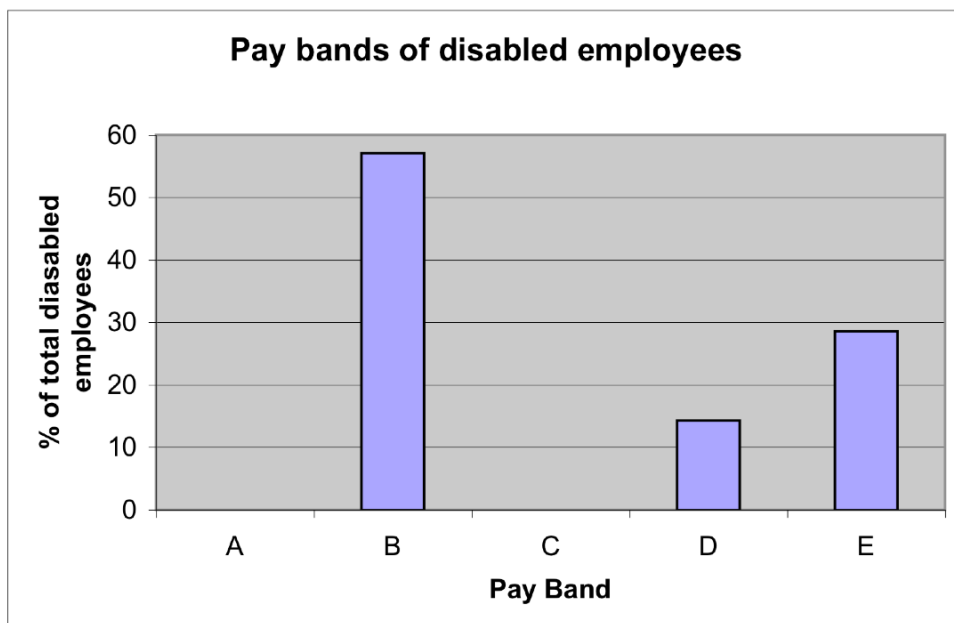
- ⤴ In the UK, women earn on average 17 per cent per hour less than men in full-time work.²⁶
- ⤴ In the UK in 2004, Black minority ethnic (BME) workers earned an average of £7.50 per hour, compared with £8 per hour for workers from non-BME backgrounds.²⁷
- ⤴ On average in the UK, White men earned more than Black men in 2005, but Black women earned more than White women. Overall BME women earned about £0.70 per hour more than non-BME women; this was because a larger proportion of White women tended to work part-time, which does not pay as well as full-time work.²⁸
- ⤴ In a recent equal-pay audit at QCA, it was found that there was a 5.9 per cent difference in the pay of male and female staff at pay band E and a 4.9

per cent gap at pay band B. These differences are currently being addressed. As the audits do not investigate pay by ethnic origin or part-time/full-time differences, there was no data to indicate that differences between the salaries of men and women are due, or are not due, to ethnicity.

Objective 11 – Linked to KRA 6

To encourage more disabled people to apply for posts at QCA.

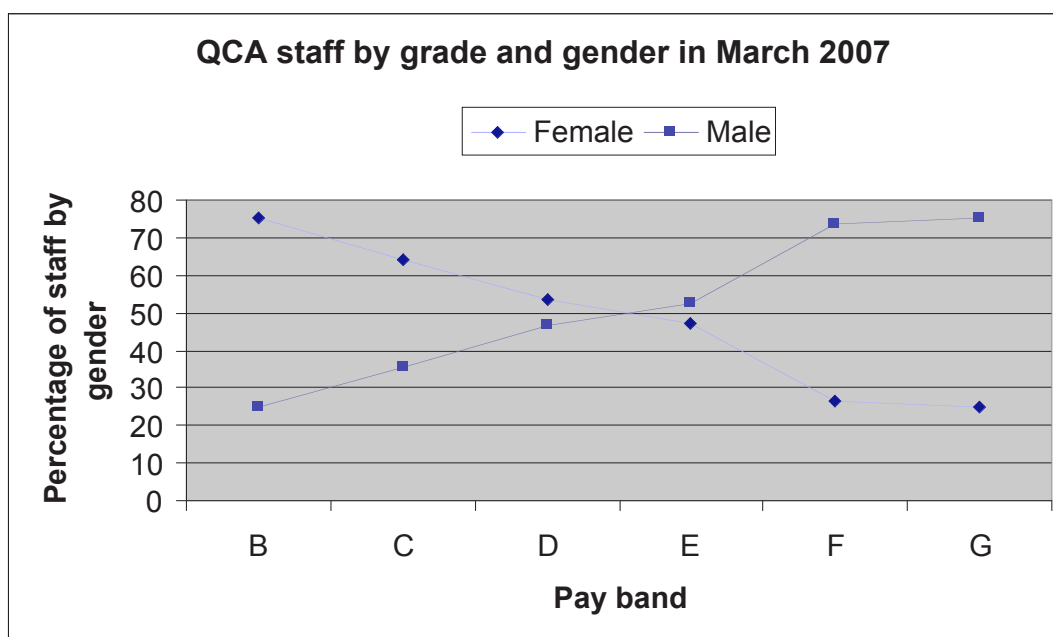
- ✦ 'Disabled people as a group have suffered from persistent employment disadvantage. In particular people with mental health conditions or learning disabilities have very low employment rates. Disabled people are more likely to be out of work, more likely to exit work and once out of work less likely to move back into employment.'²⁹
- ✦ Only 1.4 per cent of QCA's workforce have disclosed that they are disabled.³⁰
- ✦ Pay band B is the lowest and pay band G the highest pay band: four of QCA's disabled employees are in pay band B, one of QCA's disabled employees is in pay band D and two of QCA's disabled employees are in pay band E.³¹
- ✦ There are currently no disabled staff at band levels F or G at QCA and QCA has no disabled board members.



Objective 12 – Linked to KRA 6

To encourage more people from Black minority ethnic communities, women and disabled people to apply for posts at senior levels within QCA, where they are currently disproportionately under-represented.

- QCA's workforce is ethnically diverse with over 23 per cent of staff describing themselves as being from an ethnic minority. However, while the overall workforce is diverse, only 4 per cent of staff in the top two pay bands (F and G) are from ethnic minority groups, and 100 per cent of staff in the top pay band describe themselves as White British.³²
- QCA's board currently comprises 3 women and 10 men, which means that women are disproportionately under-represented at this level.



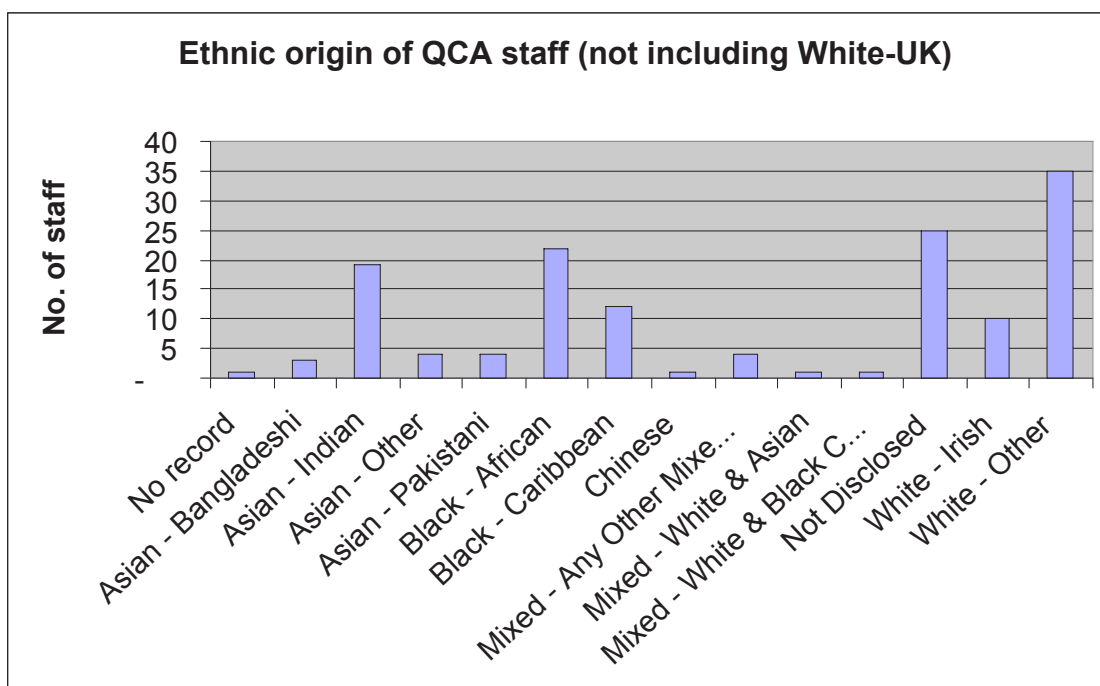
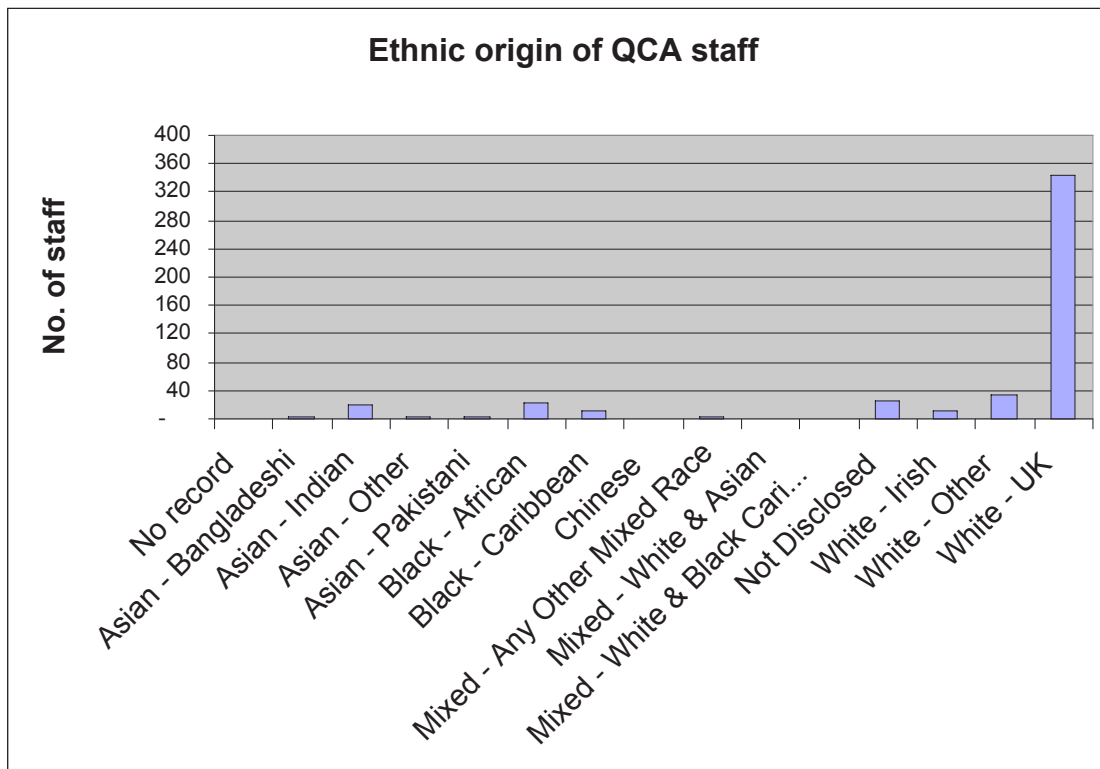
Objective 13 – Linked to KRA 6

To monitor and gather evidence on retention rates for all QCA staff and address any issues that arise.

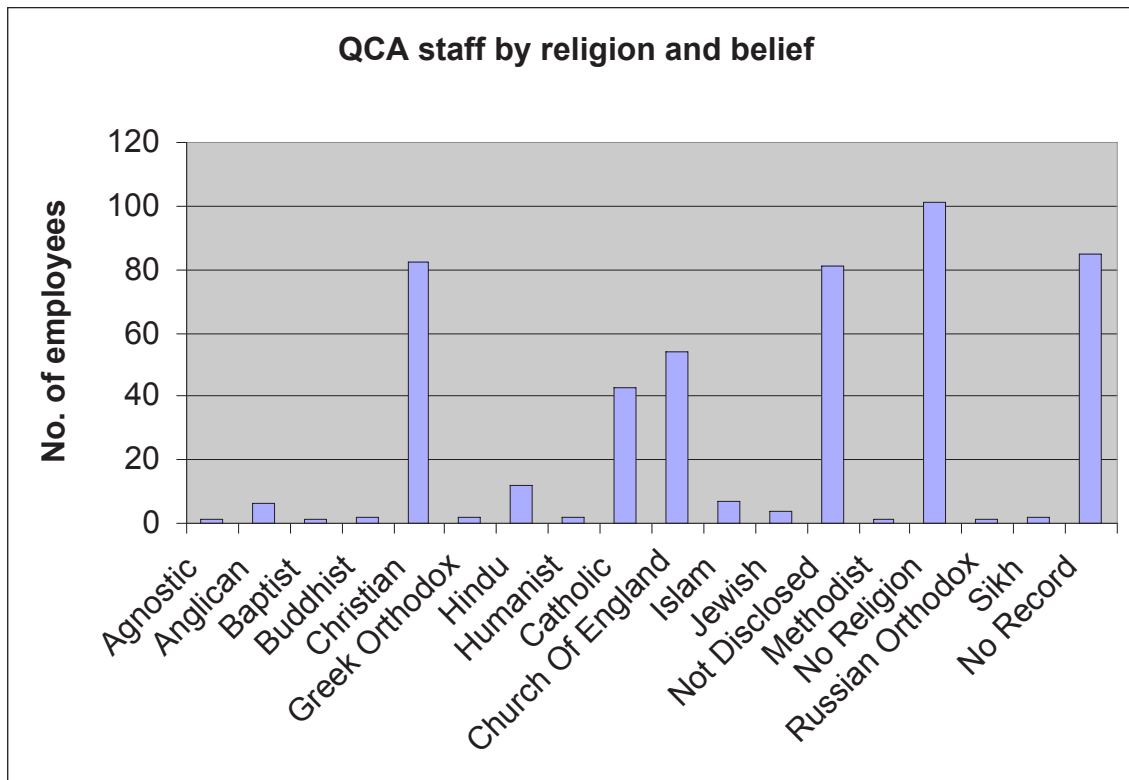
QCA does not currently monitor, by every equality strand group, staff who leave the organisation either voluntarily or as the result of disciplinary proceedings and is therefore unable to ascertain whether any group is disproportionately affected.

Objective 14 – Linked to KRA 6

To understand better whether there are disproportionately low numbers of QCA staff from particular religious/non-religious and ethnic groups and to take action to remedy disproportionate under-representation of any group.



- ⤴ 5.13% of current staff have consciously decided not to disclose their ethnic origin. QCA needs to investigate the reasons for this lack of disclosure.
- ⤴ According to 2001 census figures 72 per cent of the population is Christian, 15 per cent non-religious, 3 per cent Muslim, 1 per cent Hindu, 0.6 per cent Sikh, 0.5 per cent Jewish, 0.3 per cent Buddhist (8 per cent of people chose not to answer the question).



- ⤴ Men and women of working age from the Muslim faith are more likely than other groups to be economically inactive (30 per cent of Muslim men are economically inactive compared with 16 per cent of Christian men, and 68 per cent of Muslim women are economically inactive compared with 25 per cent of Christian women). Reasons include being a student (explained by the young age profile of Muslims), being disabled, or looking after the family and home.³³
- ⤴ In 2003/4, Muslims had the highest male unemployment rate in Britain. At 14 per cent, this was over three times the rate for Christian men (4 per cent). Unemployment rates for men in the other religious groups were between 5 and 11 per cent.

- ⤴ QCA currently only has limited data on the religion or belief of its staff. From this data it appears that the organisation has a diverse make-up but the data is insufficient to draw further conclusions, particularly by pay band. Over 16 per cent (16.63) of staff have consciously chosen not to disclose their religion or belief: QCA needs to investigate the reasons for this lack of disclosure.³⁴

Objective 15 – Linked to KRA 6

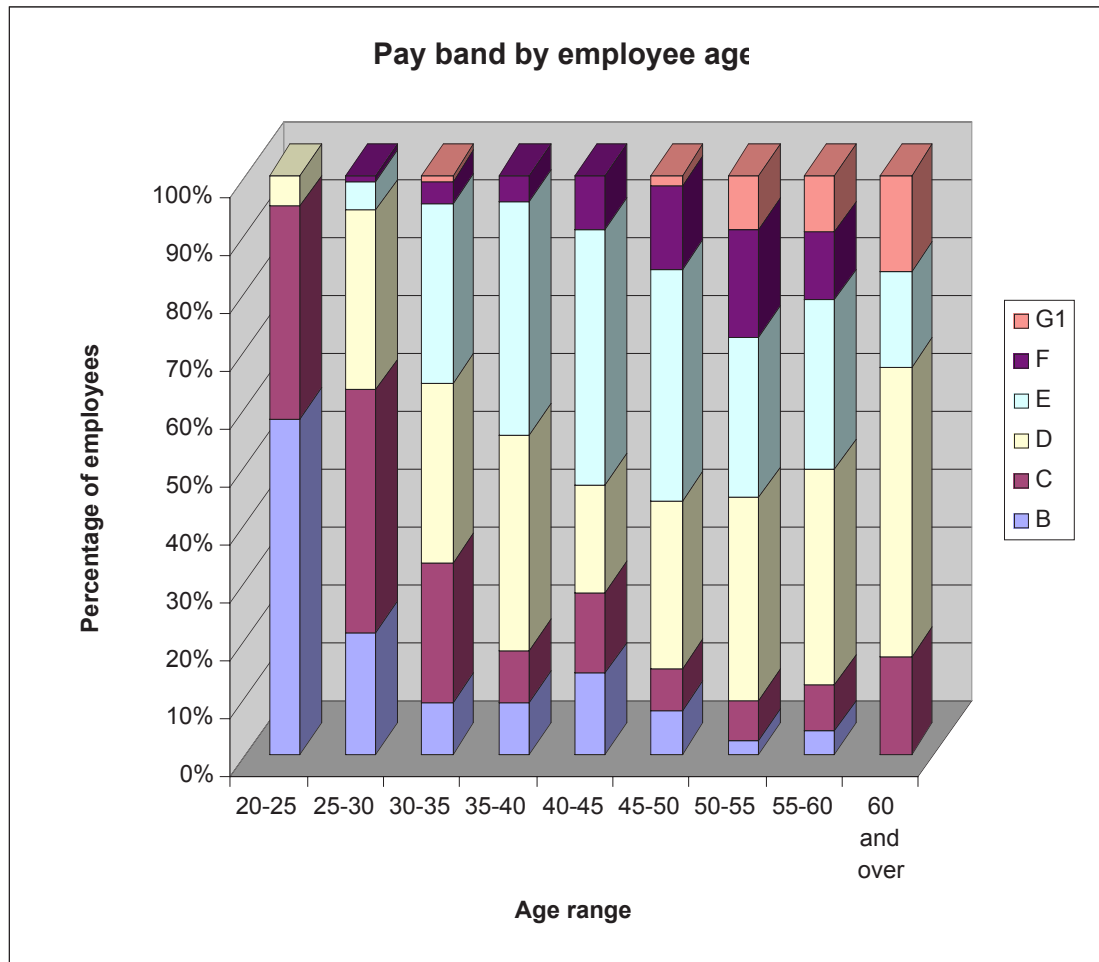
To understand better whether there are disproportionately low numbers of gay, lesbian and bisexual staff within QCA, to take measures to remedy any under-representation and to be an employer of choice for the gay community.

- ⤴ QCA is currently not compliant with gay rights charity Stonewall's Workplace Equality Index but aims to be compliant by December 2008.
- ⤴ QCA has not consistently utilised data it has gathered on the numbers of lesbian, gay and bisexual members of staff. Comprehensive data-gathering exercises need to be conducted and the resultant data used to inform policies and practices of the organisation.
- ⤴ 'Research suggests that at least one-third of the 1.7 million gay people in the UK workplace are still unable to be open about their sexual orientation.'³⁵

Objective 16 – Linked to KRA 6

To raise awareness of age equality issues in the workplace and to ensure recruitment practices do not discriminate against people on the grounds of age.

- ⤴ QCA does not currently monitor retention rates for staff disaggregated by age.
- ⤴ There are eight people aged 45–65 who are 'economically inactive' for every person registered unemployed.³⁶



Objective 17 – Linked to KRA 6

To improve QCA staff knowledge on equality issues, the law and the ethical argument for creating a non-offensive, non-discriminatory working environment.

- ✦ Prior to the June 2007 programme of training, QCA staff had not received equalities training for three years.
- ✦ Prior to June 2007 QCA staff had not been trained in how to conduct an equality impact assessment.
- ✦ Almost four million people in Britain have witnessed homophobic bullying at work.³⁷
- ✦ A recent survey conducted by the Equality and Diversity Forum showed that women are more likely to be bullied at work than their male counterparts, and that 4 per cent of those surveyed were aware of others they worked with being sexually harassed.³⁸

Objective 18 – Linked to all KRAs

To plan for equality at design stage and involve expert groups and learners in all QCA policies and practices.

- ✧ Prior to June 2007 QCA had no uniform approach to equality impact assessments, nor a comprehensive training programme for staff on how to conduct them.

Objective 19 – Linked to KRA 6

To ensure that equality principles are embedded into the procurement process and to contract services that ensure equality and cater for the needs of a diverse community.

- ✧ QCA has no mechanism at present for auditing contractor compliance with equalities legislation, including scrutiny of contractor equality policies.

Objective 20 – Linked to KRA 4 and 5

To respond to equality issues raised by members of the public through enquiries or complaints mechanisms and assess whether disproportionate numbers of particular groups are complaining.

- ✧ Data on complainants is not currently gathered, therefore QCA is not in a position to know whether particular groups of people are complaining more frequently than others.
- ✧ Of the complaints received by QCA in April 2007, 1.9 per cent were related to diversity and inclusion issues but the classification system currently does not provide specific details, such as the particular equalities area covered by the complaint.

Objective 21 – Linked to KRA 5

To ensure QCA communications do not exclude or discriminate and to ensure all information and publications are fully accessible.

- ⤴ Disabled advisers to QCA have raised concerns about publications being inaccessible for particular groups of disabled people.
- ⤴ Female staff and advisers have raised concerns that QCA publications have sometimes portrayed men and women in gender-stereotyped areas of study, i.e. girls/women in health and beauty, boys/men in construction.

Objective 22 – Linked to KRA 6

To ensure that QCA's relocation to Coventry is fully impact assessed and to remove or reduce potential barriers for all QCA's current and future staff.

- ⤴ Due to the fact that QCA did not have a uniform process for carrying out impact assessments on policies, it has not yet carried out disability or gender equality impact assessments on the relocation policy.

Equality roles and responsibilities at QCA

QCA is in the process of embedding equalities work into the heart of its organisational structure, from the senior management level of the organisation to the work undertaken by all staff.

The following sets out the roles and responsibilities at QCA under this scheme.

Chief Executive Officer (CEO)

The CEO is accountable and responsible for ensuring that QCA fulfils its legal obligations and the corporate commitment to equality set out in this scheme and that QCA actively promotes a best practice model of equalities work, which goes further than legislative compliance.

Executive

The Executive directors are responsible for ensuring divisional actions, as set out in the action plans attached to this scheme, are taken and that the necessary reports are completed.

Director of Legal and Corporate Affairs

The Director of Legal and Corporate Affairs has strategic responsibility for:

- ⤴ setting equality aims and objectives for QCA
- ⤴ reviewing the Single Equality Scheme and
- ⤴ preparing annual reports on strand-specific schemes such as the Disability Equality and Gender Equality Schemes.

The Director of Legal and Corporate Affairs is also responsible for diversity and inclusion practice and procedure within QCA as a whole, including responsibility for handling legal issues.

QCA Diversity and Inclusion Strategy Group Members (DISG)

The Diversity and Inclusion Strategy Group comprises of 26 staff members representing each of QCA's six divisions. Individuals have nominated themselves to join the group and act as their division's diversity and inclusion representatives.

The role of the group is to facilitate the dissemination of equality and diversity best practice throughout the organisation and to embed diversity and inclusion into each of QCA's policies. Diversity and inclusion representatives are the first contact point for staff in their divisions on diversity and inclusion issues. Equalities issues affecting divisions can be brought to the meetings for group discussion. Members are responsible for the implementation of their divisional diversity and inclusion action plans and report to the Diversity and Inclusion Team on progress.

Members are responsible for:

- ✦ reporting back to the DISG on progress on divisional equality work including:
 - ✦ raising any problems for group discussion
 - ✦ reporting on successes and achievements
 - ✦ enabling QCA to audit compliance with duties imposed by equalities legislation
 - ✦ ensuring divisions undertake actions set out in equality scheme implementation plans
 - ✦ keeping records of the results of such action and keeping equality scheme action plans up to date
 - ✦ reporting on progress made in equalities work and compliance with legal duties
 - ✦ supervising the implementation of resultant action plans.

The group provides a cross-divisional communication forum in relation to QCA's legislative equalities duties and best practice model approaches.

Diversity and Inclusion Programme Manager

The Diversity and Inclusion Programme Manager has strategic responsibility for managing, coordinating and implementing the diversity and inclusion programme at QCA.

Specifically she has responsibility for:

- ✦ drafting, coordinating and managing QCA equality schemes and policies
- ✦ ensuring that QCA goes further than compliance with equalities legislation by actively promoting good practice equality models across the organisation
- ✦ establishing and maintaining a central database/library of equalities materials including QCA policies and schemes
- ✦ providing advice and assistance to any member of staff on equalities issues or practice
- ✦ coordinating and managing the Diversity and Inclusion Strategy Group
- ✦ maintaining and responding to communications via equality mailbox, interactive message boards and forums
- ✦ together with Learning and Development Division, assessing equality training needs and developing relevant training packages for staff
- ✦ reporting back to the Executive and the Board on progress towards diversity and inclusion targets and raising diversity and inclusion issues where necessary
- ✦ maintaining and updating equality and diversity webpage
- ✦ signposting and linking requests for equalities data/research to relevant divisions.

All QCA staff

Staff at QCA are responsible for:

- ✦ understanding and implementing the Single Equality Scheme, in particular:
 - ✦ how the scheme affects them as individuals
 - ✦ understanding their individual rights and responsibilities conferred by equalities legislation and the Single Equality Scheme

- ⤴ acting with professionalism and to the standards set by equalities legislation
- ⤴ embedding equalities principles and standards into all aspects of their work.

QCA equality achievements – what we've done so far

While we recognise that the organisation still has work to do in achieving our equality aims and objectives, a great deal of progress has been made since March 2007 with the establishment of a dedicated Diversity and Inclusion Team with responsibility for managing the corporate equality strategy.

These achievements include:

- ✦ the publication of QCA Gender Equality Scheme
- ✦ the production of an internal Equalities Framework setting out proposed equalities work, approved by the Executive and disseminated cross-divisionally
- ✦ the completion of equality training needs assessment to establish areas in which QCA staff require training
- ✦ the setting up of QCA's first Disabled People's Advisory Panel
- ✦ the production of a generic mandatory equalities training package
- ✦ the training of volunteer QCA staff to deliver the introductory equalities training session to their colleagues
- ✦ the development of a QCA online equalities package for new staff which will be converted into an online course
- ✦ the production of a corporate induction diversity and inclusion overview session
- ✦ the production of impact assessment templates to ensure uniformity of process for all staff conducting assessments. A training session on the use of the templates has been devised for relevant QCA staff
- ✦ the drafting of an equal opportunities policy
- ✦ progression towards 'Two Ticks' employer status to ensure automatic shortlisting of disabled skilled candidates
- ✦ the updating of QCA's monitoring system to cover all six equality strand groups
- ✦ the production of 'race' equality action plan guidance for use by divisions in producing divisional action plans
- ✦ the production of new 'race' equality action plans setting targeted actions for 'race' equality across all divisions

- ⤴ the construction of QCA diversity and inclusion intranet site
- ⤴ the construction of QCA diversity and inclusion website
- ⤴ the updating of the QCA equal opportunities clause for supplier contracts.

Section two

The evidence set out in Section one underpins much of QCA's equality programme and resultant divisional actions. The following are the areas in which QCA is currently working to improve equality outcomes for disadvantaged groups.

Evidence gathering

QCA is currently in the process of refining and coordinating our evidence gathering processes in order to assist us with the task of identifying barriers to equality and actions required to achieve equality objectives.

Internal – monitoring

QCA has recently reviewed the monitoring form used when applicants apply for posts to assess staff numbers by equality group. The new form was developed using the guidance and/or assistance of the Disability Rights Commission, Commission for Racial Equality, Press for Change, Stonewall, Age Concern, the Interfaith Network and the National Secular Society.

Every effort has been made to ensure the form:

- ⤴ uses appropriate wording and asks questions sensitively
- ⤴ reflects current thinking in terms of definition, descriptive terms and the removal of outdated classifications
- ⤴ does not pressurise people to comply while explaining the rationale for requiring the data and the use to which it will be put
- ⤴ assures confidentiality.

The form asks questions related to the gender, disability, ethnicity, age, sexual orientation and religion/belief of the person.

The monitoring form does not ask any questions about transgender status. This is because QCA understands that data gathering in this area should be anonymous and ideally carried out by an independent organisation. QCA will be carrying out such a survey in the future.

The information set out on the form will be gathered from:

- ⤴ staff in post
- ⤴ applicants for employment, training and promotion
- ⤴ staff who:
 - ⤴ receive training
 - ⤴ benefit or suffer detriment as a result of performance assessment procedures
 - ⤴ are involved in grievance procedures
 - ⤴ receive pay rises (including grade revisions)
 - ⤴ are the subject of disciplinary procedures
 - ⤴ cease employment with QCA
 - ⤴ make complaints/enquiries to QCA.

The responsibility for gathering data in the above areas rests with Strategic Resource Management Division, which has the following duties:

- ⤴ ensuring that monitoring forms are distributed/made available to those applying for posts
- ⤴ collecting forms and entering data onto the QCA database
- ⤴ ensuring confidentiality of information is maintained
- ⤴ drawing off data as required and summarising results for trend analysis when requested.

Communications and Marketing Division and Regulations and Standards Division have responsibility for ensuring data is collected in relation to complaints and enquiries. The data will be used to:

- ⤴ inform the objectives that QCA has identified as being necessary for it to meet its equalities duties
- ⤴ help address the causes of any gender-related differences in pay

- ⤴ assist in assessing the effect of QCA policies and practices on equality
- ⤴ assess the impact of policies and practices or the likely impact of QCA proposed policies and practices on equality
- ⤴ identify measurable indicators of progress for inclusion in annual equality reports on actions taken towards achievement of QCA's equality objectives
- ⤴ gauge a policy's effect on the recruitment, development and retention of employees across all equality groups
- ⤴ assess how well QCA has complied with its duty to train staff on equality issues and which groups have received such training
- ⤴ understand whether particular groups are disproportionately the subject of grievance procedures or dismissals and the reasons for this.

Confidentiality

QCA ensures that information gathered through monitoring is kept confidential. All published data and data made available to divisions or to QCA individuals requiring it for equality action purposes will be anonymous.

Internal – equal pay

QCA is committed to undertaking equal pay audits of staff on a two-yearly basis. The last equal pay audit report was produced in January 2007 and some of the results have been set out above. In summary the audit found that overall there were significant differences in pay between men and women only at pay band E level. At all other pay band levels pay differences were not significant between men and women, significant being defined as more than 5 per cent.

The report recommended that:

- ⤴ QCA introduce a formal equal pay policy
- ⤴ managers be trained to deal with pay and related issues
- ⤴ QCA investigate cases where salaries are below pay band minimum or above pay band maximum
- ⤴ the next equal pay audit include disaggregated data by ethnic origin/group.

QCA is committed to the analysis of the 2007 equal pay report and preparation of a resultant action plan by the end of 2007. An update on progress of this action plan will be included in the 2008 Gender Equality Scheme annual report.

External – research

All QCA divisions will undertake research and make use of existing research in evaluating divisional policies and practices for their impact on equality. The equality impact assessment training will assist divisions in improving the collection of evidence relevant to equality. This will help to ensure we have the most reliable and up-to-date data underpinning our equality actions.

To this end, divisions will ensure that evidence is up to date and relevant to key equalities objectives.

- ✧ Regulations and Standards Division will conduct desk-based research in order to produce recommendations for unitary awarding bodies on reasonable adjustments.
- ✧ Qualifications and Skills Division will work with stakeholder groups to gather evidence on the impact of Functional Skills qualifications on gender equality.
- ✧ National Assessment Agency will conduct public consultations to enable greater understanding of whether national curriculum tests delivery processes affect male and female learners differently.
- ✧ Curriculum Division will consult disabled pupils to ensure their views are incorporated into advice and guidance on the new secondary curriculum.
- ✧ Communications and Marketing Division will be holding focus groups with disabled people in order to assess QCA's accessibility policy and complaints data and to review QCA's inclusive language guide for modernisation.
- ✧ Strategic Resource Management Division will analyse new monitoring data gathered on staff as outlined above.

Consultation/engagement strategies and partnership working

Equalities at QCA is constantly evolving and changing as we make progress and develop our work. A significant driver in this evolution is the valuable advice and assistance we received from stakeholders through various forms of engagement and consultation such as:

- ⤴ formal consultation processes
- ⤴ enquiries and suggestions from the public
- ⤴ meetings with interested parties and stakeholders
- ⤴ advisory and focus groups
- ⤴ surveys
- ⤴ consultative panels.

QCA recognises that there is a clear distinction between consultation and engagement, and is currently working with stakeholders on new ways of involving people in our work. Examples of this include the regular involvement of disabled people in the relocation equalities working group, disabled people being involved in the formation of a new consultation strategy for QCA and the involvement of disabled people through our advisory panel, see below, in forming equality objectives and priorities for QCA.

In conducting consultation or engagement activities with disabled people, QCA follows the 'Guidance for holding consultation events with disabled people' guide, recently prepared in partnership with Disability Equality in Education, which is available to all QCA staff through the diversity and inclusion intranet page. This is used to ensure no person is disadvantaged by the process or form of consultation/engagement used.

QCA is in the process of drafting a uniform consultation strategy that will set out the approach to consultation taken by the organisation as a whole. It will consolidate the best practice existing models of consultation used by the various divisions and will serve as QCA guidance in equalities engagement

processes. Our corporate aim is that the strategy will be finalised at the end of 2008.

Internal – staff networks

QCA recognises the value in support groups for staff and in the past has established a number of staff networks to achieve the following aims:

- ⤴ establishing staff support systems for staff from particular communities
- ⤴ assisting QCA in raising awareness of equality issues pertinent to the network
- ⤴ acting as a ‘critical friend’ to QCA’s diversity programme, advising on equality strategies adopted and assisting with refinement of programme actions
- ⤴ assisting QCA in progression of work in relation to equalities duties and responsibilities.

QCA is currently gathering evidence to assess whether staff would like to be part of a Black minority ethnic (BME) staff network, to be a voice for all ethnic minority staff. The group will be open to all those who wish to be involved and will work in collaboration with management and cross-divisional groups towards achieving a ‘fairness for all’ policy.

QCA is also gathering evidence to assess whether staff members are interested in taking part in a lesbian/gay/bisexual staff group to support lesbian/gay/bisexual staff members.

Strategic Resource Management Division (SRM) will invite people to join the groups, assess the response and, where there is demand, start up groups with relevant individuals. Once the groups are up and running, staff members will be responsible for running and managing them as networks must be owned by staff members themselves. QCA is finding out whether there is demand for such groups by the end of April 2008.

Staff consultation

This scheme is subject to the same internal consultation processes as has been applied to all equalities schemes and policies produced by QCA. This means it has been publicised on Qudos, QCA's intranet, since consultation started and staff have been encouraged to participate in open and honest consultation. Responses are made to the Diversity and Inclusion team in several ways:

- ✧ email to the organisation's mailbox equality@qca.org.uk
- ✧ telephone to the Diversity and Inclusion team directly
- ✧ in person to the team
- ✧ contributing anonymously through the internal postal system.

All comments are taken into consideration.

Staff are aware that while consultation for this scheme officially ended on 5 November 2007, the consultation process is ongoing, as the Single Equality Scheme is an evolving, live document that requires constant analysis and revision in the light of organisational development. To this end, staff have been notified that any further comments or suggestions are welcomed.

External – Disabled People's Advisory Panel

QCA is proud to have recently established a Disabled People's Advisory Panel in May 2007 to advise and assist QCA on the most effective ways to address inequalities and barriers facing disabled learners, service users and employees.

The panel is a QCA working group, meeting several times a year to provide clear advice to QCA on promoting disability equality and on meeting requirements of the Disability Equality Duty.

The panel has 19 members with expertise across a range of areas including pre-school, primary and secondary education, further and higher education, research, health and nursing, advisory work and equalities practice.

The panel's responsibilities are:

- ⤴ to provide strategic advice to QCA on the promotion of disability equality and a best practice approach to the Disability Equality Duty
- ⤴ to challenge QCA to develop best practice in disability equality
- ⤴ to assist QCA in identifying system-wide barriers and issues, and in seeking solutions.

The panel has now provided key strategic advice on issues associated with:

- ⤴ relocation of QCA to Coventry, which has been incorporated into the relocation team equality action plans
- ⤴ setting strategic disability equality objectives for QCA, as detailed in this scheme
- ⤴ annual reporting on disability equality.

Building relationships with external partners

QCA places great importance on building links with those organisations with the necessary expertise and specialisation to advise and assist it in the development of the equalities programme.

This has resulted in wide-ranging benefits for QCA such as:

- ⤴ the revision of existing policies, e.g. the maternity and harassment policies
- ⤴ the production of new policies for QCA such as the transsexual equality policy
- ⤴ assistance in the setting of equality targets and objectives for QCA such as working towards inclusion in Stonewall's Workplace Equality Index
- ⤴ working with the University of Lancaster on developing teaching and learning sequences useful to schools in promoting community cohesion.

We are proud to have worked with or taken advice from the following organisations and individuals in furtherance of our equalities work:

Commission for Racial Equality
Equal Opportunities Commission
Disability Rights Commission
Stonewall
Interfaith Network
National Secular Society
Disability Equality in Education
Disabled People's Advisory Panel
Press for Change
Public and Commercial Services Union
Royal National Institute for the Blind (RNIB)
Education Action against Homophobia in Schools
National Autistic Society
Victoria Education Centre
VIEW
Association for All Speech Impaired

SKILL

British Dyslexia Association
National Children's Bureau
The Council for Disabled Children
British Association of Teachers of the Deaf
Mencap

Individual members of the public

QCA warmly welcomes any person, group or organisation that has a legitimate, particular interest in QCA's work and/or the impact of its policies on equality, to get involved and work with us to make education a better experience for all.

Contact may be made by:

Email: The Diversity and Inclusion Team have set up an email address for the sole purpose of managing equalities communications from the public or QCA staff. The address is published on QCA's Diversity and Inclusion Web page and internally on through the Qudos intranet page. The address is: equality@qca.org.uk. We aim to respond to all enquiries within five working days.

Post: Members of the public may also make contact with QCA by post by writing to:

QCA Diversity and Inclusion Team
Legal and Corporate Affairs
83 Piccadilly
London
W1 8QA

Telephone: 020 7509 5555

Complaints

QCA has separate mechanisms for dealing with complaints that come from service users and the public and complaints from staff.

External complaints

These come into QCA centrally but are divided into three areas:

- ⤴ complaints regarding QCA and its services
- ⤴ complaints regarding the behaviour of awarding bodies or relating to qualifications
- ⤴ complaints directed to the Chief Executive

Complaints regarding QCA and its services

These are handled by Communications and Marketing Division, where the nature of the complaint is monitored. Divisions receive a monthly monitoring report.

In April 2007 a total of 108 complaints were received, of which two were complaints regarding access arrangement applications. These were dealt with through the provision of detailed clear instructions to complainants and no further issue has arisen.

Complaint data is currently only analysed by the topic of the complaint. Of the 108 complaints received in April 2007, only two were related to diversity and inclusion issues. QCA does not currently gather information on complainants themselves, but is setting up a system that will allow the storing of monitoring data on the complainant (ethnic origin, gender, disability, age, sexual orientation and religion/belief) through use of the new QCA monitoring forms. These are to be sent out to all complainants and data gathered will be used to identify trends and to set equality actions for QCA where necessary.

Complaints to QCA regarding the behaviour of awarding bodies or relating to qualifications

These are directed to Regulations and Standards Division (RSD).

RSD currently gathers information on the nature of the complaint, which is recorded in a divisional database. At time of writing this is not disaggregated into equality strand categories, therefore a complaint regarding access to qualifications may involve a disability equality issue or it may fall outside of the equality issue remit. RSD recognises this issue and has committed to a review of the complaint monitoring process (currently out to tender). This review is due to be completed by December 2008.

Evidence gathered so far shows that between November 2006 and July 2007, RSD received 21 complaints regarding access to qualifications, which have now been resolved. In the majority of cases resolution involved clarification of access arrangements and advice on the rights and responsibilities of candidates and centres under the Access Arrangements Regulations.

Complaints sent directly to the Chief Executive Officer (CEO), Ken Boston

Complaints sent directly to CEO Ken Boston are directed to the relevant division for consideration and responded to directly by the CEO.

Internal complaints

Internal complaints in relation to equality and diversity issues are dealt with using QCA's internal grievances procedure, currently under review by Strategic Resource Management Division. Complaints are sent directly to the relevant Human Resources Business Partner for investigation and action.

Internal complaints will be monitored using the new monitoring categories. Strategic Resource Management Division is responsible for such monitoring and for inclusion of this data in an annual report that will be made available to the QCA Executive and will be internally reviewed.

A complaint may be made on the basis of:

- ⤵ direct discrimination
- ⤵ indirect discrimination
- ⤵ victimisation
- ⤵ harassment.

Please see the glossary of terms for definitions of these terms.

All staff have been trained in understanding the definitions of these terms and their application to real workplace scenarios, through the QCA general introduction to equalities session. The training session also signposts staff to read and understand the grievance policy as it relates to equalities issues in order to ensure that all staff are aware of their rights and what to do if they feel they are being discriminated against.

Policy review and impact assessment

Policy review

QCA policies relevant to equality are held by Strategic Resource Management Division and cover a wide range of issues. The most important of these are:

- ⤴ diversity policy
- ⤴ harassment policy
- ⤴ equal opportunities policy
- ⤴ grievances policy
- ⤴ transgender equality policy.

Strategic Resource Management Division has responsibility for equality impact assessment of these policies.

Impact assessment

Equality impact assessments (EIA) are tools that can be used to ensure that equality issues are considered or given due regard when QCA is examining its existing or future policies affecting the delivery of services, the operation of functions or employment practices.

The value in conducting such assessments is fourfold:

- ⤴ it assists in the identification of areas for improvement in QCA's work
- ⤴ it dissuades QCA from adopting unfair or discriminatory strategies
- ⤴ it helps QCA broaden its talent base, to be a better employer and recruiter
- ⤴ it informs the decision-making process on issues of equality and diversity.

QCA is legally obliged to equality impact assess its policies in relation to impact on 'race', gender and disability equality. QCA recognises that prior to July 2007 this was done on a fairly limited basis with no structured process for conducting assessments.

In response to this high priority area need, the Diversity and Inclusion Team has recently developed an equality impact assessment template to ensure uniformity of process and record in each assessment (attached at Annex A). The new templates ensure that each assessment considers not only 'race', gender, and disability equality issues but also encompasses sexual orientation, age and religion/belief considerations thus embracing a wider, cross-strand, single equality approach to policy review and analysis. Training for QCA staff on use of the templates and guidance on how to conduct impact assessments has been also been developed by the team and is currently being rolled out to staff across the divisions, each of whom have divisional targets in relation to completion and actual impact assessment of divisional policies.

The QCA impact assessment process requires the consideration of various factors in deciding whether a policy adversely impacts on equality. Such factors include whether the likely outcomes of the policy are significantly different for different groups, for example:

- ✦ low participation/success rates of particular groups
- ✦ absence of particular groups
- ✦ eligibility criteria that exclude some groups
- ✦ barriers to access for particular groups
- ✦ difficulties or indignities faced by a particular group
- ✦ disproportionate reduction in benefit for a particular group
- ✦ whether relevant community organisations, stakeholders, staff members or other interested parties have been satisfactorily consulted on the likely impact of the policy
- ✦ the strength of the evidence base supporting the need for the particular policy being assessed.

QCA is in the process of assessing its policies and practices for adverse impact on equality, and each division has set targets in relation to this. The results of QCA impact assessments will be published on QCA's website.

Staff training

As an educational body, QCA recognises and understands that the key to cultural change is education and the learning process. Discrimination and prejudice are often rooted in ignorance and QCA therefore places great importance on training staff not only on strand-specific issues such as 'race', gender and disability, but also on cross-strand and multiple discrimination issues such as those faced by Black minority ethnic women or gay disabled people.

In response to an equalities training needs assessment audit conducted by the Diversity and Inclusion Team in May 2007, the programme manager developed two training packages that are currently being rolled out to QCA staff across the divisions.

1. Introduction to equalities roles and responsibilities in the workplace

This course gives an overview of relevant key equality legislation and its practical implications for QCA staff across all six equality areas.

The objectives of the session are that on completion staff should:

- ⤴ be able to understand and identify the six major strand areas covered by equalities legislation
- ⤴ have a basic understanding of major equalities legislation covering the areas of 'race', gender, disability, sexual orientation, age and religion/belief
- ⤴ be able to apply such learning to practical scenarios that may occur in the workplace or in the provision of services
- ⤴ understand individual equality roles and responsibilities under the legislation
- ⤴ be able to identify the four different types of discrimination: direct, indirect, harassment and victimisation
- ⤴ know what policies and schemes QCA has in place to promote equality and where to find them.

This session has been deemed by QCA Executive as mandatory for every member of staff, and as at December 2007 over 80 per cent of QCA staff have been trained. Training is delivered to QCA staff by the Diversity and Inclusion Team, which has also trained volunteer QCA staff to deliver the session. This allows QCA to take complete ownership for its equalities training programme. There is no reliance on external consultants or trainers; rather, QCA has committed time and resources to ensuring that internal knowledge and expertise grows and is disseminated by those already inside the organisation.

The course has also been adapted for completion online as part of a 'new starter' induction programme. Strategic Resource Management Division has taken responsibility for embedding this into the induction process from April 2008.

2. Equality impact assessment training session

This session is aimed at training staff involved in the impact assessment procedure on how to conduct assessments, from prioritisation of policies for assessment to publishing final reports.

QCA understands that our equalities training work must go further than these two courses, which serve as tasters or introductions to equalities issues. In recognition of this, the Diversity and Inclusion Team, in partnership with the Learning and Development Team, will develop new, more specialised mandatory training programmes in 2008 covering issues such as:

- ⤴ specialised sessions on strand-specific areas such as disability or gender equality issues
- ⤴ exploring the concepts of multiple discrimination
- ⤴ introductory sessions on the principles of human rights
- ⤴ debate and discussion sessions on relevant terms such as 'race', culture, diversity or exclusion.

Procurement

As a public body, QCA takes seriously the requirement to ensure that work is only contracted to those who do not discriminate or contribute to discriminatory practice. We recognise and endorse the principle that public money should not be spent on contractors who are not equality led or on practices that could lead to discrimination.

QCA's procurement policy requires large tenderers to formally state that they are compliant with equalities legislation and to provide proof of this in the form of organisational equality policies. Tenderers are also required to disclose any history of discrimination claims against them and all such information is taken into account at selection stage.

On award of a tender, all contractors must sign a contract with QCA which includes an equalities clause expressly prohibiting the contractor from committing or inciting another to commit an act of discrimination under the following statutes:

Sex Discrimination Act 1975

Race Relations Act 1976

Disability Discrimination Act 1995

Human Rights Act 1998.

Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000

Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002

Employment Equality (Religion or Belief) Regulations 2003

Employment Equality (Sexual Orientation) Regulations 2003

Employment Equality (Age) Regulations 2006

Equality Act 2006

Equality Act (Sexual Orientation) Regulations 2007

Contractors are also bound to perform their obligations in a manner that enables QCA to comply and demonstrate compliance with equalities legislation.

QCA is currently commencing a procurement equality review, which will seek to set up more robust mechanisms for ensuring that our contractors are equality champions.

These include:

- ⤴ greater scrutiny and assessment of tenderers' equality policies and schemes
- ⤴ assessment of tenderers' equality training provision
- ⤴ specialised equalities training for QCA procurement team
- ⤴ assessment of QCA supplier lists to ensure diversity
- ⤴ revision of equality monitoring process for contractors.

The review is due to conclude in 2008.

Public/stakeholder access to QCA equality work

QCA website

QCA has recently launched its first diversity and inclusion web page, dedicated to disseminating information to the public on the work of the Diversity and Inclusion Team and the wider equality work being conducted across the organisation. The site may be viewed by going to www.qca.org.uk/qca_11940.aspx.

QCA diversity and inclusion intranet pages

QCA staff can obtain detailed information on equality work and practice by visiting the newly established diversity and inclusion intranet pages. The pages allow all QCA staff to access the equality policies and schemes, frameworks, training packs and relevant research documents. The intranet site also holds contact details for the Diversity and Inclusion Team for ease of communication and openness.

Dissemination of Single Equality Scheme

This Single Equality Scheme has been made publicly available on the website. The scheme has been disseminated to all QCA staff, other relevant public authorities, voluntary groups, community organisations, pressure groups, trade unions, equality champion organisations and individuals for comment and review. An extensive list of consultees is attached at Annex B.

Training sessions

Equalities training sessions are used in part as a mechanism for staff awareness-raising on QCA equalities policies, schemes and other equalities work. The general introductory session directs staff to the diversity and inclusion intranet pages, where they can find copies of QCA's equality schemes and relevant policies.

In addition, the QCA induction session for all new starters includes an introduction to the Diversity and Inclusion Team and signposting to QCA's equality schemes and policies.

Diversity and Inclusion Strategy Group (DISG)

The Diversity and Inclusion Team use DISG meetings to disseminate information about the corporate strategy, which is in turn relayed back to individual divisions for feedback and implementation.

Timeline of Single Equality Scheme development

April 2007

- ✧ Diversity and Inclusion Programme Manager appointed.
- ✧ Establishment of Diversity and Inclusion Team at QCA.

May 2007

- ✧ 'Equalities Framework' for QCA drafted and sent out to all QCA staff. This introduced staff to the Single Equalities Scheme and what it would contain.
- ✧ Disabled People's Advisory Panel set up and informed of QCA's plans for the Single Equality Scheme and how it might contribute.
- ✧ Equality training needs assessment audit conducted and equalities training packages drafted.
- ✧ Diversity and Inclusion Strategy Group informed of Single Equalities Scheme and requirements on divisions to produce new 'race' equality action plans.

June 2007

- ✧ Research conducted into other public body Single Equality Schemes – content and approach. Best practice models selected.
- ✧ Diversity and inclusion intranet site set up directing staff to gender and disability schemes, also informing staff of imminent Single Equality Scheme.
- ✧ Commencement of data gathering to support equality objectives and actions set out in Single Equality Scheme.

July 2007

- ✧ Programme manager attends Equalities Review conference to gather data on suggested content and layout of Single Equality Scheme.
- ✧ Programme Manager attends South East Disability Equality Council conference to gather evidence on suggested content and layout of Single Equality Scheme.
- ✧ Skeleton of Single Equality Scheme agreed at QCA Executive level.

- ✧ Disabled People's Advisory Panel puts together disability equality priorities and objectives for QCA. Panel also critiques QCA relocation policy.
- ✧ Diversity and Inclusion Team starts to collate data from gender and disability equality schemes into Single Equality Scheme skeleton.
- ✧ Diversity and Inclusion Team gathers data in relation to the wider education field and current inequalities.
- ✧ Programme manager liaises with equalities bodies on Single Equality Scheme skeleton plan.

August 2007

- ✧ First draft of Single Equality Scheme is produced.
- ✧ Programme manager meets with PCS union to go over draft Single Equality Scheme.
- ✧ Internal review of draft Single Equality Scheme, scheme reviewed and amended in light of this.
- ✧ Consultee lists drawn up for scheme dissemination.

September 2007

- ✧ Scheme sent out for consultation and published on QCA website.

November 2007

- ✧ Closing date for comments and suggestions on the Single Equality Scheme.
- ✧ Comments obtained during the consultation period were considered in full and incorporated wherever possible.

Monitoring and review of the Single Equality Scheme

The action plans attached to this scheme will be reviewed annually. They will be submitted to the Executive for approval on an annual basis. The Single Equalities Scheme will be fully reviewed and amended on a three-yearly basis, making the next version of the scheme due in December 2010.

QCA considers this scheme a living document – one that is constantly changing and evolving in the light of comment, consultation and research findings. In this sense, the consultation period of the scheme never closes; comments and suggestions and advice are always welcomed throughout the lifetime of our equalities work. Therefore, in addition to the legal requirement for QCA to review the scheme tri-yearly, QCA may alter the scheme where necessary in the interim period, as a means of keeping it updated and relevant.

Comments and suggestions can be sent to equalitymailbox@gca.org.uk.

Endnotes

¹ QCA Northern Ireland has its own Equality Scheme approved by the Northern Ireland Equality Commission in February 2003. The scheme sets out how QCA intends to fulfil its obligations and promote equality of opportunity and good relations under section 75 of the Northern Ireland Act 1988. The scheme can be viewed at http://www.qca.org.uk/qca_7218.aspx.

² *Fairness and freedom: The final report of the equalities review*, 2007

³ Steve Strand, *Minority ethnic pupils in the longitudinal study of young people in England (LSYPE)*, Centre for Educational Development Appraisal and Research, University of Warwick, p. 5.

⁴ *Fairness and freedom: The final report of the equalities review*, p. 52.

⁵ National Statistics first release, Department for Children, Schools and Families: *National curriculum assessments, GCSE and equivalent attainment and post-16 attainment by pupil characteristics in England 2005/06* (Revised).

⁶ National Statistics first release, Department for Children, Schools and Families: *National curriculum assessments, GCSE and equivalent attainment and post-16 attainment by pupil characteristics in England 2005/06* (Revised).

⁷ National Statistics first release, Department for Children, Schools and Families: *National curriculum assessments, GCSE and equivalent attainment and post-16 attainment by pupil characteristics in England 2005/06* (Revised).

⁸ DCSF, *Gender and education: the evidence on pupils in England*, p. 2

⁹ DCSF statistical first release: *GCSE and equivalent examination results in England 2005/06 (revised)*

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- ¹⁰ *National curriculum assessments at key stage 3 in England 2005/06 (revised)*
- ¹¹ Disability Rights Commission: *Education Research in England and Wales: Highlights 2004–2005*
- ¹² Commission for Racial Equality:
www.cre.gov.uk/gdpract/g_and_t_facts.html
- ¹³ DCSF, *Gender and education: the evidence on pupils in England*, p. 3,
- ¹⁴ British Medical Journal, 2001
- ¹⁵ QCA 11–19 inclusion report 2005/6
- ¹⁶ National Statistics first release, Department for Children, School and Families: *Permanent and fixed period exclusions from schools and exclusion appeals in England 2005/06* (SFR21/2007).
- ¹⁷ DCSF, *Gender and education: the evidence on pupils in England*, p. 93,
- ¹⁸ National Statistics first release, Department for Children, School and Families: *Permanent and fixed period exclusions from schools and exclusion appeals in England 2005/06* (SFR21/2007).
- ¹⁹ L. Archer, *Race, Masculinity and Schooling: Muslim boys and education*, Maidenhead, Open University Press, 2003, p. 157
- ²⁰ Office for National Statistics, Focus on Religion: October 2004
- ²¹ Stonewall, *The School Report 2007*
- ²² www.disabilityagenda.org/news/cinema_ads.aspx

²³ Stonewall, *The School Report 2007*

²⁴ www.channel4.com/news/articles/society/education/revealed+racism+in+schools/529297

²⁵ *Gender and education: the evidence on pupils in England*, DCSF, p. 109 (citing Gipps and Murphy: 1994)

²⁶ Equal Opportunities Commission:
www.eoc.org.uk/pdf/facts_about_GB_2006.pdf

²⁷ CRE fact file 1, p.8:
http://www.cre.gov.uk/downloads/factfile01_employment_and_ethnicity.pdf

²⁸ CRE fact file 1, p.8:
http://www.cre.gov.uk/downloads/factfile01_employment_and_ethnicity.pdf

²⁹ *Fairness and freedom: The final report of the equalities review*, 2007

³⁰ Numbers based on QCA staff in post at 31 March 2007

³¹ Numbers based on QCA staff in post at 31 March 2007

³² Numbers based on QCA staff in post at 31 March 2007

³³ All three statistics taken from the Office for National Statistics *Focus on religion*, October 2004.

³⁴ Numbers based on QCA staff in post at 31 March 2007

³⁵ Stonewall, *Workplace Equality Index 2007*

³⁶ The Campaign Against Age Discrimination in Employment
www.caade.net/html/background_statistics.html

³⁷ Stonewall, *Living together – British attitudes to lesbian and gay people*, 2007

³⁸ The Fair Treatment at Work Survey – Equality and Diversity Forum, 2007

ANNEXES

Annex A: Impact assessment templates

QCA PRIORITISATION SCREENING (PRE-IMPACT ASSESSMENT) FORMS

Date of screening	
Assessor name & job title	
Policy/function to be assessed	
Target group of function/policy	
Desired outcome of function/policy	
Relationship of function/policy to key equality outcomes	
Level of impact of function/policy on equality (high, medium or low)	'Race' Gender Disability Age Sexual orientation Religion/belief

IMPACT LEVEL ASSESSMENT CRITERIA JUSTIFICATION

HIGH-IMPACT POLICY/FUNCTION

Evidence how the outcome of the policy is directly relevant to the organisation's business aims and objectives	
Evidence how the policy may affect the organisation's ability to progress its equalities duties	
Evidence how the policy may cause disproportionate and unjustifiable adverse impact on equality for staff and/or service users	
Evidence how function linked to short-term or immediate equality outcome	

LOW-IMPACT POLICY/FUNCTION

<p>Evidence that the policy may result in differential outcomes; however, these are not disproportionate or inequitable and can be reasonably justified with evidence</p>	
<p>Evidence that the policy is not relevant to an immediate priority for the organisation</p>	

MEDIUM-IMPACT POLICY/FUNCTION

<p>Explain why the policy/function was not appropriate for the high or low level categories</p>	
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FULL EQUALITY IMPACT ASSESSMENT

DATE OF ASSESSMENT:

Policy/function to be assessed	
Relationship of function to key equality outcomes	
Target group of policy	
Desired outcome of policy	
Priority level (high, medium, low)	
Lead assessor name & job title	
Nature of expertise:	
Co-assessors' names & titles	
Nature of expertise	
What are the potential barriers to equality arising from this policy?	<p>Barriers:</p> <ol style="list-style-type: none"> 1. 2. 3.

IMPACT ASSESSMENT ACTION PLAN

Action required	If no action required, reason for this with supporting evidence	Name and title of person responsible for implementation	Timescale	Target outcome resulting from action	How will the action achieve the outcomes?
1.					
2.					
3.					

MONITORING/REVIEW FORM

Date:

Completed by:

Title of policy:

Date of first impact assessment:

Nature of action	EIA action plan deadline	Actions implemented (yes/no)	Desired outcome resulting from action	Progress toward desired outcome	Evidence supporting stated progress toward desired outcomes
Action 1.					
Action 2.					
Action 3.					

Annex B: List of consultees

ACE Centre

Age Concern

Age and Employment Network

Alliance for Inclusive Education

Association of Colleges

The Beaumont Society

The Buddhist Society

British Education Communications and Technology Association (BECTA)

British Humanist Association

Centre for Studies on Inclusive Education

Churches Together in Britain and Ireland

Commission for Racial Equality

Disability Rights Commission

Department for Children, Schools and Families (DCSF)

Educational Action Challenging Homophobia

Equal Opportunities Commission

Equality 2025

Gender Identity, Research and Education Society

Hindu Council UK

Institute for Race Relations

Interfaith Network

Jewish Council for Racial Equality

Learning and Skills Council

Muslim Council of Britain

National Secular Society

Ofsted

Parents for Inclusion

Press for Change

Public and Commercial Services Union

QCA staff

Sector Skills Councils

South East Disability Equality Council

Stonewall

The Sikh Network

UK Disabled People's Council

UK Pagan Links

Women and Equality Unit

Annex C: QCA Disability Equality Scheme annual report 2006/7

Introduction

QCA is pleased to introduce the first disability equality annual report, detailing the work that has been carried out across the six divisions to further disability equality both in line with our statutory obligations and in the pursuit of going further than mere legislative compliance.

QCA published the Disability Equality Scheme in December 2006, setting out how we will comply with the disability equality general and specific duties set out in detail in the Single Equality Scheme.

Much has been achieved over the past year, including the establishment of QCA's first Disabled People's Advisory Panel, the delivery of a comprehensive equalities training programme and the introduction of a guaranteed interview policy for disabled skilled applicants for posts.

This report has been compiled by QCA's Diversity and Inclusion Strategy Group, who have put together disability equality actions undertaken across the divisions to give a holistic picture of disability equality work at QCA. The report was approved as part of the Single Equality Scheme at QCA's Executive meeting on 21st November 2007.

Training

As set out in the Single Equality Scheme, the Diversity and Inclusion Team has produced two training packages, covering a general introduction to equalities and the equality impact assessment process. To date over 80 per cent of QCA staff have now received the general introduction to equalities training session, which covers:

- ⤴ an explanation of the legal definition of disability and an understanding of impairments commonly covered by the law
- ⤴ a discussion on terminology used to describe disabled people, how language can be used to create an inclusive environment, and terms which are generally considered offensive and outdated
- ⤴ an introduction to disability equality legislation covering the Disability Discrimination Acts 1995 & 2005 and their implications for QCA's work
- ⤴ an explanation of the different types of discrimination and application of these to a number of case studies dealing with:
 - ⤴ disclosure of impairments at work
 - ⤴ direct disability discrimination
 - ⤴ failure to make reasonable adjustments in exams and in the classroom.

In May 2007 Disability Equality in Education trainers delivered a session to QCA's Diversity and Inclusion Strategy Group on disability equality impact assessments and measuring impact on disability equality. Learning from this session was used to develop the QCA impact assessment process outlined in the Single Equality Scheme.

In October Gallant 2000, a disability equality organisation, delivered training to QCA on the social model of disability and how it might be applied in QCA's work. The session also covered the history of the disability equality movement and involvement of disabled people in public sector work. It was attended by QCA's Diversity and Inclusion Strategy Group members, who have taken responsibility for cascading learning back to their divisions. Further specific training on the social model of disability is scheduled to take place in 2008.

Involvement and consultation with disabled people

Disabled People's Advisory Panel

May 2007 saw the establishment of QCA's first ever Disabled People's Advisory Panel, currently comprising 19 panel members, with expertise across a range of areas including pre-school, primary and secondary education, further and higher education, research, health and nursing, advisory work and equalities practice.

The panel's responsibilities are:

- ✧ to provide clear advice to QCA on promoting disability equality and on meeting requirements of the Disability Equality Duty
- ✧ to challenge QCA to develop best practice in disability equality
- ✧ to assist QCA in identifying system-wide barriers and issues, and in seeking solutions.

The panel met in May, July and October this year and looked at:

- ✧ considering and setting disability equality priorities and objectives for QCA, as now set out in the Single Equality Scheme
- ✧ providing critical advice on QCA's relocation policy following a presentation to the panel in July from the Relocation Team. This advice was translated into a list of recommendatory actions and forwarded on to the Relocation Team in August. The recommendations are presently under consideration by the Relocation Equalities Working Group and high priority actions, such as a disability equality audit of the plans for the new building in Coventry, are under way
- ✧ providing feedback and critical advice on the Single Equality Scheme. Panel members considered the draft version of the scheme in October, and their key suggestions were incorporated into the final version of the scheme. These included a more detailed breakdown of disabled staff at QCA, providing a clearer distinction between consultation/involvement as engagement forms and the inclusion of impact assessment equality measurement indicators.

Divisional consultation and engagement

In May this year Qualifications and Skills Division held an 'Open minds' event with 13- and 14-year-old disabled learners to get their views on the Functional Skills standards/assessment models. The resultant report may be viewed by going to http://www.qca.org.uk/qca_13847.aspx . This report fed into the design and development of Functional Skills and workforce development.

In June, Qualifications and Skills Division conducted consultation together with Regulation and Standards Division on the Diploma Operating Rules. The aim of this consultation was to ensure that QCA received comprehensive feedback from disabled learners and their representatives in relation to the suitability of the Diploma Operating Rules and the Diploma Phase 2 Lines of Learning criteria. The Lines of Learning criteria now contain a diversity and inclusion statement, and disability equality will be taken into account during the accreditation process of the Diploma qualifications as with all accredited qualifications.

Curriculum Division undertook formal consultation with disabled groups and learners on the QCA website relating to programmes of study and work on personal development in the curriculum. Programmes of study materials were then redrafted to reflect results of this consultation and are now available on the QCA website at:

http://curriculum.qca.org.uk/subjects/personal_social_health_and_economic_education/index.aspx?return=http%3A//curriculum.qca.org.uk/subjects/index.aspx.

Qualification and Skills Division organised a meeting of the Work-Related Practitioners Group in July 2007 and discussed disability equality issues. This discussion will form the basis of future guidance on the Work-Related Learning Revised Framework. The framework will be published in 2008.

National Assessment Agency conducted consultation with disabled learners on its access arrangements policy. A formal review included analysis of this

consultation and resulted in a policy document, which was reviewed by the Shaw Trust. The Trust concluded that the access arrangement policy met the needs of disabled learners.

The Institute of Educational Assessors (IEA) consulted with disabled members on future methods of assessment. This was undertaken via a survey, results of which showed 100 per cent accessibility of all IEA services including the IOE website www.ioea.org.uk, the termly magazine 'Make the Grade', and IEA brochures such as those written for students, AQA, Edexcel, OCR, WJEC and CCEA.

Curriculum Division developed an internal toolkit for engagement with children entitled *Listening to learners: A toolkit for engaging with young people*, including specific guidance on involvement of disabled children in curriculum development. This document will be made publicly available in the near future.

The division also held meetings with a parents' advisory group in September, which included attendees from Afaisic, the National Autistic society and the Disabled Parents' Network. The meeting progressed ways forward on engaging with disabled learners such as the need for personalised strategies for involvement, more informal consultation methods and management of expectations.

Curriculum also held two regional conferences with young people on curriculum development within their school. QCA encouraged schools to select pupils from diverse backgrounds, including disabled pupils, to take part in these conferences.

Impact assessment and policy review

QCA is using a cross-strand impact assessment tool, set out in the Single Equality Scheme, to measure adverse impact of policies and practices on 'race', gender, disability, sexual orientation, age and religion/ belief equality.

The results of impact assessments will be routinely published twice a year, in May and September. The first set of equality impact assessments will therefore be published on QCA's website in May 2008.

Regulations and Standards Division (RSD) conducted a cross-strand equality impact assessment of the regulatory criteria focusing on disability equality issues with the overall review. This has resulted in changes to diversity and inclusion principles in regulatory criteria. The impact assessment itself will be published in May 2008 as explained above.

RSD has played a major role this year in providing disability equality advice and guidance in a number of policy areas such as the A level consultation exercise.

As a result of this review and guidance QCA has:

- ⤴ identified the specific purpose of each competence standard that is applied, and examined the manner in which the standard achieves that purpose
- ⤴ considered the impact that each competence standard may have on disabled people and, in the case of a standard that may have an adverse impact, asked whether the application of the standard is absolutely necessary
- ⤴ reviewed the purpose and effect of each competence standard in the light of changing circumstances, such as developments in technology
- ⤴ examined whether the purpose for which any competence standard is applied could be achieved in a way that does not have an adverse impact on disabled people
- ⤴ documented the manner in which these issues have been addressed, the conclusions that have been reached, and the reasons for those conclusions.

Advice provided to Qualifications and Skills Division on the Diploma Operating Rules resulted in the publication of a statement on equalities (see

www.qca.org.uk/libraryAssets/media/qca-07-3314_Diploma_operating_rules_web.pdf).

Other areas in which RSD has provided disability equality advice and guidance are:

- ⤴ the findings of Key Skills consultation
- ⤴ GCSE English
- ⤴ the Diploma Lines of Learning
- ⤴ Functional Skills assessment principles.

National Assessment Agency has reviewed the non-toolkit version of the key stage 3 ICT data-handling assessment tasks to ensure that they are accessible and inclusive to learners with a visual impairment. The review was carried out by a specialist teacher of children with visual impairments from Hereford County Council, in consultation with the Royal National Institute for the Blind (RNIB), using the magnification and speech screen reader functions of Supernova Version 6.51.

Research

RSD has conducted research into minimising bias in terms of access arrangements offered by the National Assessment Agency to candidates taking national curriculum assessments in June 07. The RSD action plan sets out follow-up work in relation to this research.

RSD has also produced a report on the Joint Council of Qualifications GCE/GCSE access arrangements, analysing such arrangements prior to the implementation of the 2005 Disability Discrimination Act. The report is due to be published in 2008.

Curriculum Division is working with research partners to prepare a new research strategy, including the systematic collection of data about the experiences of disabled learners of the curriculum and assessment. The details of this work can be found in Curriculum Division's action plan within the Single Equality Scheme 2007.

Monitoring

As set out in the Single Equality Scheme, QCA has adopted a new monitoring form and will gather information from all staff and potential staff. The wording of the form has changed significantly, and QCA has adopted the wording suggested by the Disability Rights Commission for monitoring purposes. The new monitoring form will be in use by recruitment agency contractors by early 2008.

The Single Equality Scheme sets out data QCA has gathered in relation to staff who are disabled and those who are non-disabled. Monitoring information shows that disabled people are disproportionately under-represented in the organisation as a whole and are practically non-existent in the higher bands of the organisation. In an organisation of 500 staff, just seven people have disclosed that they are disabled. In order to address this issue QCA has now implemented a guaranteed interview policy, which ensures that all skilled disabled applicants able to meet the criteria will be guaranteed an interview.

Embedding equality into the systems of QCA

Most divisions have established equalities working groups, which consist of equalities champions responsible for divisional teams' equality work.

The Institute of Educational Assessors (IEA) has ensured that disability equality considerations are embedded into every IEA project brief and any project initiation document (PID). This means that during each IEA project specification stage, accessibility issues are considered from a disability equality perspective. If any such issues are identified, these are put on an IEA risk register for action to be taken that reduces or removes the barrier to access.

Heads of teams in RSD have committed to incorporating disability equality considerations into budget planning and business planning for 2008/9. The

division was also responsible for the dissemination of 'Fair access by design', a guide to disability equality in the development of assessment methods and principles to QCA staff. It has also made disability equality a condition of accreditation for awarding bodies proposing qualification specifications.

RSD this year successfully negotiated an oral language modifier partnership pilot between awarding bodies, disability equality groups and regulators of external qualifications. In February 2007, QCA set up a project group to review the use of oral language modifiers (previously called oral language communicators), with the involvement of DCELLS, CCEA, awarding bodies, JCQ, the National Deaf Children's Society (NDCS), the British Association of Teachers of the Deaf (BATOD), the Afasic Society, SENSE and the British Dyslexia Association (BDA). The project group agreed that oral language modifiers should remain available for a two-year pilot developmental phase until September 2009. During this time, oral language modifiers will be available for disabled candidates for whom it can be shown to be a reasonable adjustment. The regulators continue to regard oral language modifiers as a reasonable adjustment. This pilot development phase will be closely monitored to ensure that candidates are not disadvantaged by the inadvertent explanation of technical terms in examinations. In the summer of 2008, and at the end of the two-year period, awarding bodies will review oral language modifiers' cover sheets once again and consult disability organisations and the regulators on the way forward.

Curriculum Division has ensured that the secondary curriculum website is accessible to world wide web consortium double A standard. It has produced web-based audiovisual material and text for use in schools and colleges to ensure that guidance on curriculum planning is provided for people with learning difficulties. It has also appointed a lead officer to investigate adaptation of the mainstream curriculum for disabled students.

Strategic Resource Management Division (SRM) has developed a new flexible working pilot, which was completed at the end of September 2007. Staff members volunteered to try out different ways of working in order to

improve their working lives and work/life balance. 11 per cent of those staff involved in the pilot were disabled staff members. An evaluation report on the pilot is currently being written, part of which forms the basis for the flexible working policy.

Communications and Marketing Division (CMD) has reviewed QCA's imagery guidelines to ensure fair representation of under-represented groups including disabled people. QCA's guide to inclusive language is currently being reviewed by a disability equality adviser and will be impact assessed in 2008. In response to consultation with disabled people on ways to improve accessibility to publications, QCA's accessibility statement now appears on the inside front cover of all publications rather than at the back.

Review of existing intranet system and corporate website

Intranet system – Qudos

Strategic Resource Management Division (SRM) has recently redeveloped the QCA intranet system, Qudos. This was completed on 17 September 2007. The redevelopment project addressed QCA's commitment to the following disability and equality issues.

- ⤴ In-house research was undertaken to identify current standards and recognised best practice in web accessibility. Compliance with the following standards was written in as a condition of tender:
 - ⤴ W3C 's web content accessibility guidelines (Double-A standard)
 - ⤴ the World-Wide Web Consortium's standards for XHTML 1.0 Transitional and CSS level 2
 - ⤴ the government specifications for accessibility and usability, which are part of the e-Government Interoperability Framework (e-GIF).

Details of these specifications can be found at:

<http://www.qca.org.uk/accessibility.aspx>.

- ⤴ QCA worked with Netcel Ltd, an organisation with good experience and knowledge of accessibility issues, on developing the new intranet.
- ⤴ Accessibility features:
 - ⤴ sufficient contrasts between background colours and main content
 - ⤴ the use of a White and grey background was introduced throughout the intranet, with plain dark text to increase accessibility of text. Netcel tested the colour contrast to ensure that it was in accordance with standards defined by W3C and Hewlett Packard
 - ⤴ text on the intranet can be resized by end users according to their needs
 - ⤴ the templates used on the intranet allow for text alternatives to be entered for graphics and hyperlinks. These text alternative tags allow browsers to read a text description of the graphics or links. Browsers that do not support images and specialist browsers for the visually impaired can read out the tags and let the user know what is displayed. Some browsers will read the tags when the mouse is moved over them. QCA has included training on using these tags for all intranet editors
 - ⤴ following the e-GIF guidelines, access keys have been implemented to allow users to navigate around the intranet using a keyboard
 - ⤴ QCA was advised by Netcel to include both a site map and accessibility statement to further assist with accessibility.
- ⤴ New content style guidelines and retraining of content editors. Following QCA's attendance at a seminar held by the Disability Rights Commission on intranet accessibility, the project team produced new content style guidelines and undertook equality training sessions with QCA intranet content contributors.

The following topics were covered:

- ⤴ writing in plain English
- ⤴ using text alternatives to graphics and links
- ⤴ avoiding tables for laying out content on pages
- ⤴ correct formatting of hyperlinks and link text for compatibility with screen readers
- ⤴ avoiding complex designs and colours, which can cause difficulties for people with certain visual impairments.

QCA's website

Communications and Marketing Division has designed a new website for QCA, designed to conform to all relevant technical standards and recommendations.

These include:

- ⤴ web content accessibility guidelines (all pages conform to Level A; most conform to the Double-A or Triple-A standards)
- ⤴ the Cabinet Office's guidelines for UK government websites
- ⤴ the World-Wide Web Consortium's standards for XHTML 1.0 Transitional and CSS level 2
- ⤴ the best practice guidelines described in the British Standards Institution's Publicly Available Specification (PAS 78).

An impact assessment of the website is planned for 2008 as set out in Communications and Marketing Division's disability equality action plan.

Evidence gathering

Curriculum Division has produced a specification for a university partner to assist QCA in gathering evidence of disabled learners' experiences of curriculum and assessment. Once gathered, this evidence will be used to form future policy in the division.

In October, Regulations and Standards Division led a workshop for awarding bodies on the benefits of monitoring disability. This included a discussion with the various awarding bodies on model forms of consultation on regulatory data requirements.

QCA's relocation to Coventry

This project involves the relocation of the entire organisation to Coventry. QCA has set up a relocation team to coordinate this. In July, the team took advice from the Disabled People's Advisory Panel on issues of disability equality. The main issue raised was that of ensuring the Category A plans (the plans for the shell of the new building) have been disability equality audited. The work on this is in progress and QCA aims to have completed such a report by June 2008.

The team has set up monthly working group meetings to which it has invited a disability equality building auditor. Advice provided during these meetings will be used as an evidence base for disability equality actions on the building itself.

The team has also conducted several pulse surveys designed to find out the feelings of staff on the relocation issue. On the advice of the Disabled People's Advisory Panel, the team is now in the process of monitoring responses by gender, disability, 'race', sexual orientation, age and religion/belief in order to understand how relocation policies and practices may affect people at QCA, including disabled staff.

Working in partnership

In July, Regulations and Standards Division gave a presentation on the implications of the Disability Discrimination Act (DDA) to the Department for Children Schools and Families' 11–19 Access Steering Group. This covered the potential impact of the DDA and equality on disability as well as a discussion on ways forward.

As set out in the Single Equality Scheme, the Diversity and Inclusion Team has been involved in a number of relationship-building and involvement exercises including:

- ✧ attendance at the South East Disability Equality Conference
- ✧ working with Birmingham University and disabled teachers on a new consultation strategy for QCA
- ✧ organising disability equality training with Disability Equality in Education and Gallant 2000, both organisations of disabled people.

Annex D: Glossary of terms and acronyms

Bisexual A person with a sexual orientation towards both men and women.

BME Black Minority Ethnic.

CMD Communications and Marketing Division, one of the six divisions of QCA.

CD Curriculum Division, one of the six divisions of QCA.

D&I Diversity and inclusion.

Discrimination

- ⤴ **Direct:** treating a person less favourably than others on the basis of their actual or perceived 'racial group', gender, disability, sexual orientation, age or religion/belief.
- ⤴ **Indirect:** applying a criterion, provision or practice that disadvantages people of a particular 'racial group', gender, disability, sexual orientation, age or religion/belief.

Disability The Disability Discrimination Act (DDA) states that a person is disabled if they have a mental or physical impairment that has an adverse effect on the ability to carry out 'normal day-to-day' activities, and this adverse effect is substantial and long-term (12 months or more).

DISG Diversity and Inclusion Strategy Group.

Diversity	The difference in attitudes, perspectives, beliefs, background, skills, knowledge and life experiences of each individual in any group of people.
EIA	Equality impact assessment.
Equal opportunities	The principle of equal treatment of all employees or candidates for employment, trainees or students, irrespective of 'race', religion/belief, gender, age, sexual orientation or disability.
Gay man	A man with a sexual orientation towards other men.
Gender	Traditionally, gender has been used primarily to refer to the grammatical categories of 'masculine', 'feminine', and 'neuter', but in recent years the word has become well established in its use to refer to sex-based categories, as in phrases such as 'gender gap' and the 'politics of gender'.
Gender re-assignment	A medical process whereby an individual undertakes medical treatment to alter their body to match their gender identity.
Genuine occupational requirements	In some circumstances it is lawful for an employer to treat people differently if it is a 'genuine occupational requirement' that the jobholder must be from a particular group. For example, a domestic violence charity that supports female victims of domestic abuse might be able to advertise for a female support worker, claiming a GOR exemption.

Harassment	Unwanted conduct that humiliates, seeks to violate dignity, intimidates or creates an offensive working environment. It can take the form of bullying, unwanted sexual advances, offensive jokes/banter and derogatory remarks.
Heterosexual	A person with a sexual orientation towards a person of the opposite sex.
Impact assessment	A tool that can be used to ensure that equality issues are taken into consideration or given 'due regard' when a public authority is examining existing policies or proposed future policies that affect the delivery of services, the operation of functions or the employment practices of an organisation.
KRA	Key result area.
Lesbian	A woman with a sexual orientation towards another woman.
LCA	Legal and Corporate Affairs.
NAA	National Assessment Agency, one of the six divisions of QCA.
Positive action	The lawful means by which an organisation can take steps that actively encourage particular groups of people into work, education or training. Such encouragement can exclude other groups but this is entirely lawful if the action taken is designed to counteract the historic legacy of discrimination against the encouraged group in question.

Positive

discrimination This is different to positive action. Positive discrimination is where a particular group is treated less favourably than another group regardless of their skills or qualifications for the post. This is unlawful.

QSD Qualifications and Skills Division, one of the six divisions of QCA.

Racism The belief that 'race' or 'racial group' account for differences in human character or ability and that particular 'races' are superior to others.

Religion/belief

Religion: includes majority and minority religions such as Islam, Christianity, Sikhism, Judaism and Zoroastrianism.

Belief: includes non-religious worldviews such as humanism.

RSD Regulations and Standards Division, one of the six divisions of QCA.

Sex Referring to the biological anatomy of a person as being male or female, usually determined by reference to: external sex organs, internal sex organs, and secondary sexual development at puberty.

**Special
Educational
Needs**

Special Educational Needs (SEN) is a term applied to learners with learning difficulties who require special educational provision to be made different from the provisions made for other children in the school.

SRM	Strategic Resources Management Division, one of the six divisions of QCA.
Transgender	An all-encompassing term to cover transsexuals and transvestites. More specifically it can refer to someone who experiences 'gender dysphoria' between their sexed body and society's construction of gender role. Can also refer to someone who consciously 'plays with' gender/sex role norms. A transgender person may or may not choose to alter their bodies with hormone therapy or surgery.
Transsexual	A person who feels a consistent and overwhelming desire to fulfil their life as a member of the opposite sex.
Transvestite	A person who dresses in a manner associated, through traditional stereotypes, with the opposite sex.
Victimisation	Treating someone less favourably because they have: <ul style="list-style-type: none"> ⌘ brought or are bringing proceedings for discriminatory behaviour ⌘ given information or assisted the victim of discrimination in connection with such proceedings.

Annex E: Divisional action plans

The action plans attached set out the actions each division will take to further 'race', gender and disability equality. Please see the Excel spreadsheets at the end of this document that contain the divisional action plans.

CURRICULUM RACE EQUALITY ACTION PLAN

	1	2	3	4	5	6	7
	<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Development and Implementation	To evaluate the impact of the revised secondary curriculum on all learners and share findings across co-development networks to better meet the needs of all learners	Conduct a discrete review of the programmes of study and potential for schools to implement them free from any bias based on race	Apr-08	Paul Wright (Programme Manager)	Expertise engaged upon analysis of programmes of study	Jun-07	(i). Publication produced for schools drawing attention to possible pitfalls and failsafe processes and practices to ensure race equality (April 08) (ii). Website icon alerts reader to potential problems and ways to avoid bias (April 08)
	To enable schools to develop a curriculum that meets the needs of all of their learners	Work with schools to identify the impact of different primary curriculum design models that demonstrate good practice in relation to race equalities	Jul-08	Nigel Furness (Programme Adviser)	Written questions focusing on race equality included in curriculum design model analysis	Sep-07	Evaluation process to review impact of design models on race equality - by July 08

CURRICULUM RACE EQUALITY ACTION PLAN

	1	2	3	4	5	6	7
	<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Development and Implementation	To enable schools to develop a curriculum that meets the needs of all of their learners	Contact all co-development networks and schools to identify those using curriculum change to address the needs of all learners	Mar-08	Margaret Wright (Programme Manager)	Entry in Curriculum Division strategic plan	Dec-07	Carry out analysis of race-focused exemplars and produce 'How to' guide for other schools - by March 08
		Identify appropriate case studies on race inclusion and positive actions	Jun-08	Alison Willmott (Programme Adviser)	Entry in Curriculum Division strategic plan	Mar-08	Build in programme for regular entries and update
		Establish a curriculum co-development network to focus on identity and social cohesion	Mar-08	Liz Craft (Programme Adviser)	Tender specification developed for associate consultant to initiate, manage and evaluate co-development network	Oct-07	Recruitment of associate consultant to manage and evaluate co-development network - December 07

CURRICULUM RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Development and Implementation	To fully address the curriculum implications of the Diversity and Citizenship Curriculum Review (Ajegbo Report)	Consider the relationship between equalities legislation and Ajegbo recommendations	Mar-08	Liz Craft (Programme Adviser)	Agree role of QCA Diversity and Inclusion Strategy Group	Sep-07	Develop work programme to analyse relationship by January 08
		Research and develop additional materials for identity and cultural diversity dimension of new curriculum website, based on Ajegbo recommendations	Sep-07	Liz Craft (Programme Adviser)	Four whole-school case studies developed to tackle issues of culture and identity	Aug-07	Next phase of work will expand on these materials and help to support schools on community cohesion - October 08
		Lead on the development of the new curriculum strand 'Identities and diversity: living together in the UK'	Mar-08	Liz Craft (Programme Adviser)	Meetings held with experts from history, citizenship and diversity communities	Mar-07	Five Nations conference to discuss and disseminate the work to be held in November 07

CURRICULUM RACE EQUALITY ACTION PLAN

	1	2	3	4	5	6	7
	<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Development and Implementation	To disseminate information about race equality issues within curriculum and assessment	Conference presentations to include reference to race issues where appropriate	Dec-07	Lucy Smith (Programme Adviser)	Action incorporated into divisional strategic plan (August 07). Commission analysis of race research and statistics (December 07)	Aug-Dec 07	Analysis of presentation materials and evaluations of conferences/seminars to include race issues to create statistical evidence base about the impact of materials
	To ensure that all consultations and research activities are inclusive and accessible	Analyse racial diversity of current curriculum co-development networks and include data in summary findings report	Dec-07	Margaret Wright/Helen Barret (Programme Manager with responsibility for co-development)	Tender specification developed for associate consultant to review current structure and ethnic profile of co-development networks	Sep-07	Respond to initial findings in further work with co-development networks

CURRICULUM RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Development and Implementation	To produce materials that are inclusive of all learners	Materials related to the secondary curriculum implemented reviewed to ensure compliance with statutory requirements	Jan-08	Crichton Casbon (Programme Manager)	Ensure and record compliance during process	Nov-07	
	To ensure that race equality stakeholders are involved in the production of inclusive advice to ministers	Consider findings related to race equality for further trialling of materials before finalisation	Nov-07	Crichton Casbon (Programme Manager)	Process for identifying materials agreed	Jun-07	Agree and uphold editing protocols - November 07
Standards and Assessment Policy	To ensure that resources addressing bias are incorporated into test supporting materials and that data from pilots and trials contributes to effective test strategy	Additional evidence on participation in e-assessment by ethnic group to be incorporated into the evaluation	Mar-08	Steve Anwyl (Programme Manager)	National Assessment Agency, Regulation & Standards and Curriculum Division engaged in producing analysis instrument	Sep-07	Analysis will be fed back to the test developers and to the pilot local authorities and schools for action in the next test window in June 08

CURRICULUM RACE EQUALITY ACTION PLAN

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Standards and Assessment Policy	To ensure assessments do not exclude or discriminate against learners on grounds of race and ethnicity	Ensure that schools contributing to the programmes reflect a diverse range of racial groups	Jan-08	Paul Wright (Programme Manager)	Recruitment of representative schools and samples ongoing throughout autumn 07	Sep-07	
		Ensure that assessment materials are appropriate for learners from all ethnic backgrounds	Aug-08	Paul Wright (Programme Manager)	Identification of representative schools ongoing	Sep-07	Recruitment of schools and piloting of materials to commence in spring 08

CURRICULUM RACE EQUALITY ACTION PLAN

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	<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Standards and Assessment Policy	To ensure assessments do not exclude or discriminate against learners on grounds of race and ethnicity	Ensure that 'Assessing pupils'+C28 progress' support and guidance materials are appropriate for use in all schools, and for learners from all ethnic and language backgrounds, and include specific reference to the use of 'Assessment guidelines with pupils for whom English is a second language'	Jul-08	Steve Anwyll (Programme Manager)	Key stage 2 and 3 materials produced	Sep-07	Key stage 1 speaking and listening and science materials to be completed by July 08

CURRICULUM RACE EQUALITY ACTION PLAN

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Partnerships and Evidence	<p>To ensure that Curriculum Division publications promote race equality by equally representing a diverse range of race stakeholders</p>	<p>The needs of parents and carers from diverse ethnic and language backgrounds are considered when producing the 'Making the most of...' and 'Handy guide' publications</p>	Dec-07	Mark Orrow Whiting (Programme Manager)	In developing specification, race equality issues were carefully considered	Jul-07	Road testing of materials by key race equality stakeholders December 07
		<p>QCA engages with a broad and representative stakeholder sample in pilot evaluation of published materials</p>	Apr-08	Mark Orrow Whiting (Programme Manager)	In designing the evaluation process, race equality issues were carefully considered	Jul-07	Ensure that final products include voice of race equality stakeholders December 07

CURRICULUM RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Partnerships and Evidence	To engage with learners and stakeholders of different races to better inform QCA policy	Consult with race equality representatives throughout the partnerships programme January 2007 to September 2008. Representatives from hard-to-reach and diverse racial groups are included in young people events	Jan 07 - Sep 08	Ros Hicks (Programme Adviser)	Representatives from children and young people's organisations invited to review toolkit and comment on planned work	Sep-07	Amend toolkit in light of feedback analysis - by September 08
		Develop a coordinated programme for parental involvement and include parents and carers from diverse backgrounds	Mar-08	Ros Hicks (Programme Adviser)	Advisory group set up with major parents' and young people's organisations	Dec-07	Evaluation of how many hard-to-reach groups have participated in engagement activities with QCA - March 08
			Mar-08	Ros Hicks (Programme Adviser)	Work with local authorities to develop materials for parents	Sep-07	Evaluation and impact analysis focused on parent engagement processes by March 08

CURRICULUM RACE EQUALITY ACTION PLAN

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Partnerships and Evidence	To secure working relationships with organisations operating at a national level to influence dialogue about curriculum reform and race equality	Participate in General Teaching Council for England (GTCE) Equality Network to discuss and share information regarding race equality policy and its implications	Feb-08	John Crookes (Head of Partnerships and Evidence)	Summary report produced, identifying future actions with strategic partners	Dec-07	Feedback offered to divisional D&I group by February 08
	To ensure Curriculum Division evidence programme identifies race equality issues, as appropriate, in its evidence gathering priorities	Evidence panel to include race equality issues in panel meetings. Contractor to carry out high level review of race equality issues in curriculum and assessment	Jan-08	Mark Chater (Programme Adviser)	Establish relationship with key organisations and working relationship agreed.	Jul-07	Review list of organisations as part of annual review of the scheme by January 08.

CURRICULUM RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Equalities, Diversity and Inclusion	To ensure compliance with corporate and divisional policies and qualification review / development in relation to RRA requirements	Ensure that all future recruitment and assessment processes are evaluated for equalities impact	Nov-07	Annette Godwin (Head of Programme Support)	Draft evaluation protocol developed	Oct-07	Implementation of recruitment evaluation by November 07
		Issues of race equality are embedded into equalities training for Curriculum Division staff and associates	Mar-08	Alison Livesey (Head of Policy Support)	Initial plan on integrating equalities training into divisional induction completed	Aug-08	Wider equality training plan to be developed and implemented by March 08
		Provide training for all programme managers, divisional management team members, programme delivery managers in undertaking RRA impact assessments	Dec-07	Alison Livesey (Head of Policy Support)	Equality training strategy developed as part of wider learning and development strategy	Aug-08	Training roll-out planned for November 07

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	<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Equalities, Diversity and Inclusion	To ensure compliance with corporate and divisional policies and qualification review / development in relation to RRA requirements	Set up a Curriculum Division panel to assess all new and future programmes of work for impact on race equality	Jan-08	Alison Livesey (Head of Policy Support)	Initial recruitment to take place September 07	Sep-07	Work programme to be agreed December 07
	To work with stakeholder groups to develop appropriate CPD, advice and guidance that positively supports race equality	Work with race equalities stakeholder groups to develop best practice	Sep-08	Alison Livesey (Head of Policy Support)	Meetings with key stakeholders planned for November 07	Sep-07	Detailed work programme to be developed December 07

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
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<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Ensure that the NAA national curriculum assessment policy documents for key stages 2 and 3 meet the requirements of all race equalities legislation	Carry out impact assessment on the national curriculum assessment policy documents for key stages 2 and 3, obtaining external advice where necessary	End April 2009	Tamsin Barton, Project Manager - Assessment Policy and Research			

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
<p>Ensure key stage 3 ICT tasks meet the requirements of all race equalities legislation</p>	<p>Analyse trial data by ethnicity as well as analysing feedback from pupils and teachers to help eliminate racial discrimination if found</p>	<p>26 October 2007 - 1st batch March 2008 - 2nd batch June 2008 - 3rd batch October 2008 - 4th batch</p>	<p>Sue Walton, Project Director- KS3 ICT</p>	<p>Field trial data from first batch of tasks in data handling analysed by native language to ensure equality of access for EAL pupils. Trial data was not statistically analysed by ethnicity as sample size was too small; however, trial feedback from pupils from range of ethnic backgrounds was taken into consideration</p>	<p>16 Sep-5 Oct 2007</p>	<p>Analyse data and feedback from batch 2 field trials by March 2008 to help eliminate racial discrimination</p>

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure the key stage 3 ICT review panels and task trialling meet the requirements of all race equalities legislation	Independent teacher and NAA review of materials involved to ensure that stimuli are not racially discriminatory and are racially representative	July 2007 - 1st batch October 2007 - 2nd batch January 2008 - 3rd batch March/April 2008 - 4th batch	Sue Walton, Project Director- KS3 ICT	Stakeholder reviews of first and second batch of tasks undertaken and consensus across the groups was that the stimuli in all tasks were not racially representative	Jul 2007 - 1st batch review Oct 2007 - 2nd batch review	Review batch 3 of key stage 3 ICT assessment tasks to ensure no racial bias by February 2008
	Review membership of review panels and address racial imbalances where found	End of December 2007	Sue Walton, Project Director, KS3 ICT	Membership panels reviewed and two new members from a non-white ethnic background who teach in ethnically diverse schools attended the key stage 3 ICT teacher review group held in October 2007	Oct-07	Ensure that racial representation is balanced at review panels to be held in Feb 2008

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	The task-development specification to include a requirement on the test development agency to ensure equal ethnic representation in trialling	End of July 2008	Sue Walton, Project Director, KS3 ICT	Supplement to the task-development specification produced in draft form. Final version to be signed off by end of December 2007		
Ensure key stage 3 ICT task communication materials and publications meet the requirements of all race equalities legislation	Support materials, website and other communications reviewed by NAA to ensure that there is no racial bias or discrimination in the materials	End of December 2007	Sue Walton, Project Director, KS3 ICT	Review of website, support materials and Countdown newsletter undertaken internally to ensure there is no racial discrimination	Oct-07	Review support materials for second batch of tasks by March 2008. Review feedback from schools' questionnaire by March 2008 to ensure there is no racial discrimination in key stage 3 ICT communications

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure test development processes meet the requirements of all race equalities legislation	Screen test development process for relevance to race equality	December 2008	Penelope Lee - Test Development Manager Andy Allcorn - Test Development Manager			
	Impact assess test development processes for race discrimination	April 2009	Penelope Lee - Test Development Manager Andy Allcorn - Test Development Manager			
	Consultative events undertaken for national curriculum test development to establish greater understanding of race equality issues	Dec 2008	Penelope Lee - Test Development Manager Andy Allcorn - Test Development Manager			

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure test development processes meet the requirements of all race equalities legislation	Conduct a research project to analyse existing pre-test reports and past test papers for race equality and report any differences or trends in performance and pupil interest in tasks to help eliminate bias and ensure current reporting arrangements are made	Dec 2008	Penelope Lee - Test Development Manager Andy Allcorn - Test Development Manager			

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure test development criteria meet the requirements of all race equalities legislation	Work with Regulation & Standards Division to set up the impact assessment tool for all equalities strands	April 2008	Penelope Lee - Test Development Manager Andy Allcorn - Test Development Manager			
	Apply agreed impact assessment tool, gather data and complete report	April 2009	Penelope Lee - Test Development Manager Andy Allcorn - Test Development Manager			

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure the Institute of Educational Assessors' magazine 'Make the Grade' meets the requirements of all race equalities legislation	Consult with members and potential user groups about issues relating to race and ethnicity via a membership survey	Oct 2007	Graham Herbert, Project Manager, Institute of Educational Assessors	Results of the survey were very positive. Actions: 1. To add to all new project briefs a reminder about inclusion of ethnicity and gender issues. 2. Be inclusive of all ethnic backgrounds in imaging on publications and website. 3 Create balance of gender in all publications and on the website		

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure the Institute of Educational Assessors' website meets the requirements of all race equalities legislation	Consult with members and potential user groups about issues relating to race and ethnicity via a membership survey	Oct 2007	Graham Herbert, Project Manager, Institute of Educational Assessors	Results of the survey were very positive. Actions: 1. To add to all new project briefs a reminder about inclusion of ethnicity and gender issues 2. Be inclusive of all ethnic backgrounds in imaging on publications and website.3 Create balance of gender in all publications and on the website		

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure the Institute of Educational Assessors' IT services meet the requirements of all race equalities legislation	Consult with members and potential user groups about issues relating to race and ethnicity via a membership survey	Oct 2007	Graham Herbert, Project Manager - Institute of Educational Assessors	Results of the survey were very positive. Actions: 1. To add to all new project briefs a reminder about inclusion of ethnicity and gender issues. 2. Be inclusive of all ethnic backgrounds in imaging on publications and website. 3 Create balance of gender in all publications and on the website		

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Ensure the Institute of Educational Assessors' products and services to members meet the requirements of all race equalities legislation	Consult with members and potential user groups about issues relating to race and ethnicity via a membership survey	Oct 2007	Graham Herbert, Project Manager - Institute of Educational Assessors	Results of the survey were very positive. Actions: 1. To add to all new project briefs a reminder about inclusion of ethnicity and gender issues. 2. Be inclusive of all ethnic backgrounds in imaging on publications and website. 3 Create balance of gender in all publications and on the website		

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
<p>Ensure the Institute of Educational Assessors' events meet the requirements of all race equalities legislation</p>	<p>Consult with members and potential user groups about issues relating to race and ethnicity via a membership survey</p>	<p>Oct 2007</p>	<p>Graham Herbert, Project Manager - Institute of Educational Assessors</p>	<p>Results of the survey were very positive. Actions: 1. To add to all new project briefs a reminder about inclusion of ethnicity and gender issues. 2. Be inclusive of all ethnic backgrounds in imaging on publications and website. 3 Create balance of gender in all publications and on the website</p>		

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Ensure the Institute of Educational Assessors' internal communications and use of office space meet the requirements of all race equalities legislation	Consult with NAA and QCA about provision in office space	Oct 2007	Graham Herbert, Project Manager, Institute of Educational Assessors	Results of the survey were very positive. Actions: 1. To add to all new project briefs a reminder about inclusion of ethnicity and gender issues. 2. Be inclusive of all ethnic backgrounds in imaging on publications and website. 3 Create balance of gender in all publications and on the website		
Ensure Print & Distribution and Logistics processes are compliant with race equality legislation	Screen contracts for compliance with corporate race equality policies.	Dec 2008	Hayley King, Programme Manager, Print & Distribution Shuan Garvey, Print Service Delivery Manager Steve Howlett, Project Manager - Distribution			

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	Ensure Print & Distribution and Logistics processes are compliant with race equality legislation	Dec 2008	Hayley King, Programme Manager, Print & Distribution Shuan Garvey, Print Service Delivery Manager Steve Howlett, Project Manager - Distribution			
		Apr 2009	Hayley King, Programme Manager, Print & Distribution Shuan Garvey, Print Service Delivery Manager Steve Howlett, Project Manager - Distribution			
	Impact assess Print & Distribution and Logistics processes for racial discrimination					

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
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<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Ensure Systems and Data and Management processes are compliant with race equality legislation, and work with other stakeholders to ensure best practice is applied	Screen contracts for compliance with corporate race equality policies	Dec 2008	Hayley King Director, Delivery K Woods-Robinson, Contract and Data Manager			
	Screen data-processing requirements for relevance to race equality	Dec 2008	Hayley King Director, Delivery K Woods-Robinson, Contract and Data Manager			
	Work with communications to ensure e-comms comply with corporate race equality	Dec 2008	Hayley King Director, Delivery K Woods-Robinson, Contract and Data Manager			
	Screen systems and data builds for relevance to race equality	Dec 2008	Hayley King Director, Delivery K Woods-Robinson, Contract and Data Manager			

NATIONAL ASSESSMENT AGENCY RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure Systems and Data and Management processes are compliant with race equality legislation, and work with other stakeholders to ensure best practice is applied	Impact assess Systems and Data and Management processes for race discrimination	April 2009	Hayley King Director, Delivery K Woods-Robinson, Contract and Data Manager			

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Divisional Programme Office	Ensure compliance with corporate and divisional policies and qualification review / development in relation to the race duty requirements	Ensure Qualifications & Skills Division is in a position to carry out screening of new and existing policies and identify priorities and areas for impact assessments	Mar-08	Yasir Mirza (Compliance Manager)	All Qualifications & Skills Division staff completed introductory equalities training, and selected staff completed equalities impact assessment training. Consequently staff are able to make an informed decision in relation to qualification revision, qualification development, and in the organisational management of Qualifications & Skills Division	Dec-07	Review effectiveness of the general equalities and impact assessment training programmes with Legal & Corporate Affairs. Produce a toolkit and an additional training programme to further embed D&I into the Qualifications & Skills Division work streams. March 08

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated <i>divisional</i> equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Divisional Programme Office	Ensure compliance with corporate and divisional policies and qualification review / development in relation to the race duty requirements	Ensure development teams report on race duty-proofing activities for new/revised qualifications, including action plans and contingencies for outstanding barriers and areas for improvement	Ongoing	Yasir Mirza (Compliance Manager)	Quarterly reporting process set up and agreed with Legal & Corporate Affairs	Ongoing	Review progress via Qualifications & Skills Management Board on a quarterly basis
		Ensure Qualifications & Skills Division is supported in the development and embedding of D&I into individual programme strands	Ongoing	Yasir Mirza (Compliance Manager)	The Equality Working Group has been established and being used as a forum to push the D&I agenda including the process for consulting with disabled peoples representative groups and other	Ongoing	Continual support for the division in conducting and monitoring the progress of the impact assessment process. Review April 08

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Diplomas	Ensure that Diploma developments take full account of race duty requirements in all activities	Work with triple lock partners and other internal and external stakeholders to ensure the Diploma qualification development process and curriculum guidance material promote compliance with race duty requirements	Phased approach, as per Phases 1-3 timelines (2007-2010)	Vanaraji Bishop (Policy Strategic Manger)/Sandra Stalker (Strategic Manager Post 14 Curriculum)	Lines of Learning statement and criteria templates contain an equality and diversity statement that requires compliance when developing qualifications. Completed for Phases for 1& 2	Jul-07	Conduct impact assessments for Diploma policies - to be completed by June 08. Produce impact assessment reports - to be completed by July 08. Develop and update policy as appropriate - to be completed by August 2008.

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Diplomas	Ensure that Diploma developments take full account of race duty requirements in all activities	Phased approach, as per Phases 1-3 timelines (2007-2010)	Vanaraji Bishop (Policy Strategic Manger)/Sandra Stalker (Strategic Manager Post 14 Curriculum)	Lines of Learning criteria contain a D&I statement. The race duty requirements have been taken into account during the accreditation process of the Diploma qualifications as with all accredited qualifications. Completed for Phases 1 & 2	July 07	Develop and update action plan as appropriate - to be completed by August 2008
	Develop a strategy to evaluate compliance with race duty requirements in the Diplomas	Ongoing process of policy development	Vanaraji Bishop (Policy Strategic Manager)	A paper outlining the process which ensures that race duty requirements are embedded in all criteria activity has been completed for the approval by the Executive board	Sep-07	

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Functional Skills	To design Functional Skills qualifications to ensure they meet the race duty requirements	Work with stakeholders to develop appropriate materials and guidance. Pilot evaluation to include race equality analysis and recommendations for full qualifications in 2010	Sep-10	Jill Stokoe (Strategic Manager Functional Skills and Employability)	Phase 1 of Functional Skills qualification pilots started	Dec-07	Commission 11 independent research reports on the Functional Skills pilots. Part of these reports will address issues relating to participation, access and inclusion for all learners. There will be monitoring reports at various stages of pilots. First report due March/April 2008

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Skills for Life (English for speakers of other languages & Key & Basic Skills)	To monitor key skills qualifications to ensure they meet the race duty requirements	To work with key stakeholders including test developers to ensure Skills for Life, Key Skills, and English for speakers of other languages materials and guidance are appropriate to meet the needs of learners from minority ethnic groups and promote race equality	Ongoing process of policy review 2010	Paul Sowerbutts (Technical K/B Skills Manager)	Minority ethnic learner needs specified and defined in guidance	Jul-07	Ongoing review of learner needs 2010
Sector Qualifications Reform (SQR)	Ensure that the Sector Qualifications Reform team takes full account of race duty requirements in all activities	Develop a strategy to evaluate compliance with race duty requirements in the reformed Vocational Qualifications	Ongoing process of policy development	Mark Novels (Vocational Qualifications Strategy Manager)	D&I consultant contracted to analyse Sector Qualifications Reform Team's (SQR) business plan, all ongoing project initiation documents and the project initiation	Nov-07	D&I related issues to be accounted for in project initiation document planning and development for 2008/9, risk and issues planning as well as communication strategy.

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Sector Qualifications Reform (SQR)	Embed race duty requirements within Vocational Qualifications reform policy and apply consistently in all areas of reform work	Ongoing process of policy development	Mark Novels (Vocational Qualifications Strategy Manager)	document template to identify relevant race equality actions. The consultant has produced good equalities practice guidance for Sector Qualifications Reform Team. SQR has attended a workshop to discuss key issues/themes concerning the work of SQR. Project leads have amended their projects to meet relevant actions		Output: project initiation documents for 2008 that are all D&I mainstreamed. D&I embedded in the communications strategy and Sector Qualifications Reform Team business plan by March 2008
	Gather examples of good practice to develop policy on how to embed race duty requirements in all activities of the Sector Qualifications Reform Team	Ongoing process of policy development	Mark Novels (Vocational Qualifications Strategy Manager)			
	Work with stakeholders as appropriate to promote race equality throughout the process of qualifications development	Ongoing process of policy development	Mark Novels (Vocational Qualifications Strategy Manager)			

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Post 14 Qualifications	Ensure compliance between post-14 qualifications and the race duty	Continue with the programme of reform	Dec-08	David MacKay (Manger GCE)/ Mary Griffin (Manager GCSE)	The GCSE consultation ask specified questions on race equality. GCE developers have been required to use the regulators' publication 'Fair access by design', which gives guidance on producing assessments that promote all aspects of equality including race. GCSE developers will be required to use the publications	Summer 2007-spring 2008 (ongoing)	Produce impact assessment reports September 08 Publish impact assessment reports December 08

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Post 14 Qualifications	Ensure compliance between post-14 qualifications and the race duty	Monitor feedback received on new GCEs and GCSEs from awarding bodies and other stakeholders, using events such as 14-19 monitoring conferences to canvas views	Sept 08-Sept 10	David MacKay (Manger GCE)/ Mary Griffin (Manager GCSE)/ Margaret Farragher (14-19 Strategy Development Manager)			Analyse feedback and produce report from 14-19 monitoring conferences September 08
		Investigate recent research or undertake research on behalf of QCA into take-up/outcomes of GCSE and GCE qualifications to inform further work in this area	Mar-10	Margaret Farragher (14-19 Strategy Development Manager)			Investigate research outcomes for feeding into work streams in this area March 10

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
14-19 Curriculum	Economic well-being programme of study: work with stakeholder groups to develop appropriate continuing professional development, advice and guidance that positively promotes race equality	Ensure the new programme of study takes into account positive examples of good practice/case studies promoting race equality and consulting with relevant groups during the formal consultation	Apr-08	Gary Forrest (Skills for Employment)	Formal consultation taken place on the QCA website. - Materials redrafted to reflect results for consultation and made available on the website	Feb-Apr 07 - Sep 07	Develop two pieces of guidance on the revised website for work-related learning and experiences of work, both with equalities issues embedded. April 08

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
14-19 Curriculum	Ensure effective monitoring of race equality issues in 14-19 conferences	Set some equality-focused questions to form one of the purposes for 14-19 conferences for local authorities and the Learning & Skills Council	Mar-08	Sandra Stalker (Strategic Manager Post 14 Curriculum)	Equality-focused questions set and the three conferences have taken place. The purpose written up and distributed to appropriate internal and external stakeholders	July 07 - Sep 07	Have equality issues embedded into the purpose and scope of future 14-19 conferences for local authorities and the Learning & Skills Council March 08
	Ensure effective monitoring of race equality issues in 14-19 focus groups	Set some equality-focused questions to form one of the purposes for post-16 focus group	Mar-08		Equality-focused question set	Sep-07	Write up findings, taking forward issues to be filtered through to the Diploma Curriculum Guidance for Phase 2 March 08
	Diploma Curriculum Programmes - Phase 2	Take into account race equality issues in consultation events			Race equality issue to be embedded in consultation events September-November 07	Sep-Nov 07	

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
14-19 Curriculum	Diploma Curriculum Programmes - Phase 3	Take into account race equality issues in consultation events	Oct - Dec 2008	Sandra Stalker (Strategic Manager Post 14 Curriculum)			Race equality issues to be embedded in consultation events December 08
	Ensure effective monitoring of race equality issues in school visits	Ensure views are collected from schools representing race diversity	Sep 07 - June 2010	Sandra Stalker (Strategic Manager Post 14 Curriculum)/Gary Forrest (Skills for Employment)			Race diversity feedback from schools by Dec 08
Qualifications & Credit Framework (QCF)	Ensure the framework trials take full account of the race duty requirements	Review all current Qualifications & Credit Framework materials and ensure they adhere to race duty requirements	Apr-08	Nick Juba (Strategic Manager Frameworks, Credit and Qualifications)	Guidance materials impact assessed	1-Dec-07	Engage specialist to impact assess all materials in light of race duty requirements by April 08
		Take account of race duty requirements when developing guidance/materials	Ongoing	Nick Juba (Strategic Manager Frameworks, Credit and Qualifications)	Policy makers attended impact assessment training	Dec-07	

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Qualifications & Credit Framework (QCF)	Ensure the framework trials take full account of the race duty requirements	Capacity building and engagement strategies to take account of race duty requirements	Apr-08	Nick Juba (Strategic Manager Frameworks, Credit and Qualifications)	Communications made aware of race duty requirements	Aug-07	Engage specialist to impact assess all materials in light of race duty requirements by April 08
		Review feedback from evaluators (Price Waterhouse Cooper) in terms of the race duty requirements	Jul-08	Liliana Julien (Strategic Manager Trials and Pilots)	Price Waterhouse Cooper contract extended and takes account of equality and diversity action plan	Jul-07	August-07-July-08 Price Waterhouse Cooper to report to Qualifications & Credit Framework Team regarding comments from trialists relating to equality and diversity

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Foundation Learning Tier	Ensure that the Foundation Learning Tier development takes full account of race equality issues in all aspects of work	Accredit new qualifications into the Qualifications & Credit Framework at Entry and Level 1 to support delivery of progression pathways. Work with awarding bodies to agree qualification strategies for Entry and Level 1 provision	Revisions to Foundation Learning Tier qualifications strategy to include D&I issues - December 07	Dylan White (Strategic Manager, Foundation Learning Tier)	Programme board agreed principles for delivering progression pathways, provider requirements and focus of new qualifications	Oct-07	Qualifications accredited by May 08. Qualification strategies agreed with awarding bodies by summer 08
		Consult with 14-16 providers on principles and focus for Entry level 14-19 qualifications development	Consideration of D&I issues in guidance and support to providers (work to be contracted) - December 07	Dylan White (Strategic Manager, Foundation Learning Tier)	Initial set of providers identified - September 07	Sep-07	Publication of guidance on meeting needs of Entry level learners 14-19, and report from consultation - August 08. New qualifications August 08 onwards

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Research & Evaluation	Ensure that all divisional research and evaluation work is compliant with race duty requirements	Set up Data Policy, Practice and Collection Group, and ensure that data connected to race equality issues is discussed and embedded into the policy process	Ongoing	Kate Westmacott (Research Manager)	Hold monthly meetings	Dec-07	Review policy group and ensure race equality is embedded within the meetings. July 08

QUALIFICATION AND SKILLS RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Research & Evaluation	Ensure that all divisional research and evaluation work is compliant with race duty requirements	Research & Evaluation Team to rewrite and update QCA's research code of practice in line with race equality requirements	Jul-08	Kate Westmacott (Research Manager)	Draft of new code of practice completed. Final decision made on changes to code of practice and signed off	Dec-07	Review the impact of the code of practice to ensure race equality issues are continually embedded in the guidance. July 08
		Research & Evaluation Team to update QCA's internal research methods booklets to ensure best practice in terms of race duty requirements	Jul-08	Lisa Unwin (Research Manager)	Identify consultant specialising in research methods to update booklets	Jan-08	Review use of booklets. July 08

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Embed good diversity management. Embed good practice in managing race equality horizontally and vertically across RSD	New Diversity & Inclusion (D&I) Manager post. At least one frontline D&I champion for each department in the division. Race issues a regular item on the agenda of the divisional management team	Apr-08	RSD divisional managers	D&I Manager appointed to new post February 07. D&I Manager attends divisional management with D&I items regularly as of April 07. Divisional management approved D&I champions role July 07. Appointed all D&I champions July 07. A second D&I champion for each team appointed to act as a delegate August 07. Job description for D&I project manager post drafted October 07	07: Feb, April, July, Aug, Oct	Heads of teams to incorporate race equality into budget planning for 2008/9 September-December 07. Appoint D&I support post (Di Barber, Peter Rimmer) carried forward to October 07. Review membership of the D&I champions group to ensure opportunities for all interested to apply, and diverse representation within the group itself March 2008 (divisional managers). Heads of teams to incorporate race equality into business planning for 2009/10 April 08.

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Review interpretation of national curriculum assessment (NCA) common criterion for 'minimising bias' in the NCA regulatory framework</p>	<p>2007/8 plan in place for April 07 and updated with progress reports at divisional management team meetings quarterly thereafter. Reviewed annually in March</p>	<p>Annually and quarterly</p>	<p>RSD DMT and D&I champions</p>	<p>Additional review of Race Equality Plan carried out with heads of team July/August 07. Commented on corporate equal opportunities policy 17 Sept (DI Barber, divisional managers, D&I champions). No additional invitees supplied to Legal & Corporate for invitee list of Single Equality Scheme launch as awarding bodies representatives were already on the list (September 07)</p>	<p>07: Aug, Sept</p>	<p>Quarterly reviews by divisional management team begin January 08</p>

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
<p>Impact assess regulatory criteria and codes to ensure they promote race equality and the elimination of discrimination to awarding bodies (AB), and build a sustainable approach to race equality management by ABs.</p>	<p>Impact assess statutory regulations and codes (Links to 6. Data Flow)</p>	<p>Sept 07- Sept 08</p>	<p>RSD Policy & Regulation - Gill Sellix, Di Barber and Michelle Alpren; Heads of teams; Monitoring & Assessment - Keith Watkins & Sue Robinson; Awarding Bodies performance - Pauline Sparkes & John Lavery</p>	<p>Di Barber/Gill Sellix meeting to plan out review July 07. Regulators of external qualifications in England, Wales and Scotland meeting August 07. Draft D&I regulations paper to Alan Greig July 07. Race equality focus within the overall review of regulatory criteria and codes highlighted to other regulators of external qualifications in Wales and Northern Ireland August 07. Initial impact assessment and drafted new D&I principles for regulatory criteria and codes including data and data system</p>	<p>07: July, Aug, Sept, Oct, Nov</p>	<p>Review the checklist used to monitor AB performance against regulatory framework to ensure it contains race equality criteria and make the necessary changes (John Lavery) c/f to November 07 from October. Consult with ABs, and with learners or their representatives, on specific race equality issues (Gill Sellix and Di Barber) November 07-February 08</p>

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
					(continued...) requirements reference Item 6. (Di Barber to Gill Sellix) Sept 07. Initial consultation with awarding bodies on draft principles at Awarding Body Conference 31st Oct 07. Consulted internally and with other regulators to agree a draft of the new D&I principles before these go out for consultation (Di Barber) Nov 07 (carried forward from Oct).		

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Gather new impact assessment material through Customer Query/Complaint reports, and use the findings to review and reshape future Plan.</p>	<p>Customer complaints/ queries information disaggregated by Awarding Bodies and race equality issue. Suggested report structures for each team to use in analysis of race equality issues with regard to AB or qualification performance</p>	<p>Apr-08</p>	<p>RSD Information & Investigations - John Barwick</p>	<p>Planning meeting with Di Barber June 07. New equal opportunities monitoring fields identified from the corporate HR fields, including ethnic origin Nov 07.</p>	<p>07: June, Nov</p>	<p>Undertake analysis and set up new fields and reporting structure for 2008/9 (Di Barber) Jan-March 08</p>

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
<p>Ensure NCA common criterion 'minimising bias' harmonises with race equality sections of the overarching Statutory Regulation of External Qualifications and that National Assessment Agency (NAA) aims for centres to have a single source of information on access arrangements for qualifications and assessment</p>	<p>Map out and evaluate stakeholders, priorities and research findings and plan way forward for 2008/9. (Links to 3. Impact assess regulatory framework)</p>	<p>Apr-08</p>	<p>RSD Monitoring & Comparability - Keith Watkins</p>	<p>Jacky Burnett, Curriculum Assessment, sponsored research by Nick Peacey into minimising bias in terms of access arrangements offered by NAA to candidates taking NCA June 07. Keith Watkins took over from Jacky Burnett in July 07 and met with Di Barber August 07 to plan out next steps - priorities agreed include translation for speakers of English as another language in the access arrangements. Input to conclusions drawn from Nick Peacey research (Di Barber et al) August 08.</p>	<p>07: June, Aug</p>	<p>Keith Watkins to arrange a planning meeting with Di Barber September/October 08. Input to content of NCA seminar February 08 (Di Barber) October-December 08</p>

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Develop a process that ensures ABs have robust systems in place to gather, evaluate and act on data disaggregated by race in terms of success in gaining their qualifications, and that this data is available to QCA to analyse by question, question paper and qualification specification	Require ABs to set up systems to gather data on ethnic origin that allows them to compare question/qualification achievement between groups of different ethnic origin, and allows QCA to compare AB performance by question, question paper, specification and as individual ABs	Apr-08	RSD AB Performance - John Lavery; Policy & Regulation - Di Barber	Lohan Wolf/Kevin O'Sullivan/Di Barber meeting to map data and data sets including ABs, QCA, Department for Children, Schools & Families (DCSF) and centres August 07. Pauline Sparkes/John Lavery/Di Barber meeting to map out processes August 07. Delivered consultative/persuasive workshop on data gathering within new draft D&I principles at the Awarding Body Conference 31 October 07 (Di Barber), links to 3	07: Jul, Aug, Oct	Define the outputs QCA needs to analyse AB and qualification specification performance, and related data sets/gaps (Di Barber) January 08. Identify any research needed for 2008/9 business plan (Di Barber/Alan Greig/Paul Newton/Lohan Wolf) February 08. Build the need for robust processes to collect, analyse and act on issues arising from ethnic origin data into the monitoring programme for ABs (John Lavery) January-March 08

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Ensure RSD supports race equality impact assessment of new qualification and assessment criteria undertaken by colleagues in QSD, Curriculum and NAA</p>	<p>Legal & Corporate Division (LCD) training and tools for impact assessment cascaded across division for use when qualification and assessment criteria come up for review or are developed for new qualifications/ assessments</p>	<p>Apr-08</p>	<p>RSD Policy & Regulation - Di Barber working with DMT, Michelle Alpren in RSD, and QSD and Curriculum colleagues</p>	<p>Disseminated Fair Access by Design (on QCA website) guide to race equality in the development of assessment methods and principles to colleagues involved in criteria development via DISG & RSD DMT March 07. Provided Sourcebook on Diversity to colleagues involved in criteria development March 07. Meeting with Sector Skills Development Agency and Yasir Mizra, QSD, to agree consistent messages re race equality in</p>	<p>07: Feb; March, Oct</p>	<p>Di Barber reviews ways forward on impact assessment with divisional managers and D&I champions and colleagues working on criteria development December 07. Cascade new impact assessment across division January-March 08 (Di Barber, divisional managers, D&I champions)</p>

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
					(continued...) regulatory framework September 07 postponed pending new D&I principles 2008/9, see 3. Corporate impact assessment training for Policy & Regulations October 07		

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Make race equality a condition of accreditation for ABs proposing qualification specifications	Race equality criterion for new qualification specifications in place October 07	Oct-07	RSD Policy & Recognition - Di Barber; Recognition - Reg Lambert/ Nicola TARRIER; Monitoring & Comparability - Sue Robinson	Criterion on ensuring race equality drafted and agreed with regulators of external qualifications in Wales and Northern Ireland July 07. Letter sent notifying ABs (Nicola Terrier) September 07. Response to AB query on new criterion made, by letter, from the regulators of external qualifications in England (QCA), Wales (DCELLS) and Northern Ireland (CCEA) November 07	07: April, July, Sept, Nov	Communication internally of the new question on WBA (Reg Lambert) c/f to December 07 from August. Institute new criterion (Sue McGlynn) October 07. Plan to extend to AB recognition in 2008/9, to ensure newly recognised ABs and ABs already recognised as having the right to accredit qualifications required to demonstrate that they have systems in place to support equality criterion for accreditation (Di Barber/Sue McGlynn) November-December 07

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure that ABs continue to make appropriate access arrangements for speakers of English as another language	Joint Council for Qualifications (JCQ) Access Arrangements 2007/8, Federation of Awarding Bodies (FAB) Good Practice Guide 2007/8, NAA access arrangements and Diploma access arrangements include provision for speakers of English as another language in the assessment, in line with the regulatory framework.	Ensure that arrangements for the academic year 2007/8 are made public with sufficient notice.	RSD Policy & Regulations - Di Barber	Initiated discussions on timeframe/process for commenting on access arrangements with JCQ February 07. Access arrangements meetings and communication with JCQ June-August 07, in collaboration with the regulators of external qualifications in Wales & Northern Ireland (Di Barber) w/c 27 August 07. Meetings to develop terms of reference for Diploma access arrangements with JCQ & FAB June and August 07, and widened the focus of this group to include	07: Feb, March, April, June, July, Aug, Nov	Follow up with FAB and NAA to ensure their operating rules are consistent with those discussed with JCQ (Di Barber) September 07-January 08. Chartered Institute of Educational Assessors Oral Language Modifier training package April 08 (Andrew Boyle)

REGULATIONS AND STANDARDS RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
					(continued...) composite qualifications in general, inviting DCELLS and WJEC to join November 07		
	Regularly investigate how qualification specifications and exam questions compare with each other in terms of race equality	Investigate gaps in data flow in 2007/8 and address these through the regulatory framework (see 6. Improve data flow) so that comparisons can be made 2008/9 onwards	April 08; April 09	RSD Monitoring & Comparability - Angus Alton and Nicole Poole; Research - Paul Newton	Planning meeting with Di Barber February 07. Progress meeting with Di Barber August 07	07: Feb, Aug	Develop research proposal for 2008/9 literature review on relative success of groups of different ethnic origin at different types of questions (Di Barber/Paul Newton/Angus Alton - NB Elwood's review on IQ testing) December 07-January 08. Build follow-up on race equality issues into 2009/10 business plan (Angus Alton/Dennis Opposs)

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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure race equality content on the RSD section of QCA's website is up to date. Send out regular messages about what RSD is doing to progress race equality	QCA web content explains awarding bodies' responsibilities and key messages with regard to race equality. Race specialists consulted are updated at least once a year on progress	May-07	RSD Information & Investigations - John Barwick	Meeting with Di Barberto plan review of QCA website content May 07. New page on 'Access to qualifications' added to QCA website (Di Barber and Claire Thompson) November 07	07: May, Nov	Review of new website material carried forward to Jan-Mar 08 (Di Barber)
Inform internal and external stakeholders on race equality trends relevant to criteria development and steer the wider debate on these issues	Steer the debate on balancing equality/fairness with integrity of the qualification/assessment	Mar 08	RSD Policy & Regulation - Di Barber	Internal seminar and presentation 'Treating people differently to treat them fairly' March 07	07: Mar	Review potential impact of race equality duty and present bullet points on ways forward to Alan Grieg for DCSF 11-19 Access Steering Group and Regulators' Access Arrangements Group meetings (Di Barber) Oct-Dec 07.

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources	Communication and Engagement	General consultation: review consultation process on an annual basis to ensure equalities duties are addressed. This will include:	30-Apr-08	HR Business Partner (Policy)		
		surveying QCA staff in relation to setting up a BME staff group	30-Apr-08	HR Business Partner (Policy)		
		engaging the QCA BME group in quarterly meetings with HR business partners	31-Dec-08	HR Business Partner (Policy)		
		encouraging feedback and participation on HR and general organisational practices through the QCA BME group	31-Dec-08	HR Business Partner (Policy)		

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources		incorporating feedback into HR practices where appropriate	HR Business Partner (Policy)			
		relaunching equalities policies once all have been reviewed and impact assessed, ensuring clarity for dealing with racial harassment and how to report racial incidents	HR Business Partner (Policy)			
	Promoting equality and enhancing the training and education for all staff in race equality issues	Review learning and development strategy and ensure equalities duties are addressed. Review strategy annually	30-Apr-08	L&D Manager		
	Develop an approach to learning and development on specific duties on diversity to include:					

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources		introduction of mandatory training for all staff on general equalities	by 31-Dec-07	L&D Manager/ D&I Programme Delivery Manager			
		introduction of mandatory training on diversity and inclusion for all new employees	30-Apr-08	L&D Manager/ D&I Programme Delivery Manager			
		devising a cultural awareness refresher training for all staff (frequency and content of course to be decided)	31-Dec-08	L&D Manager/ D&I Programme Delivery Manager			
		devise and roll out mandatory training for all managers on managing a diverse workforce	31-Dec-08	L&D Manager/ D&I Programme Delivery Manager			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources	ensuring that diversity and inclusion are incorporated in all QCA in-house open courses (priorities are recruitment and selection, and managing people)	30-Apr-08	L&D Manager			
	devising a range of self-managed learning resources on QCA mandatory issues, including equality issues	30-Apr-08	L&D Manager			
	impact assessment of all in-house open courses	by 31 Dec 2008	L&D Manager			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources	Career and development opportunities	Ensure access for all staff to the full range of development programmes, professional memberships and secondments and professional training	by 31 Dec 2008	L&D Team			
		Evaluate the impact of all training initiatives by all six diversity strands	by 31 Dec 2008	L&D Team			
		Analyse applicants for training and those who receive it to use the results to inform L&D policy and programmes	by 31 Dec 2008	L&D Team			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources	Supply and support short-term secondment opportunities either external or internal in order to provide broader work experience, particularly in the education policy arena, where BME staff are currently under-represented	by 31 Dec 2008	L&D Team with commitment from QCA Executive			
	Recruitment Develop a QCA resourcing strategy and policy to ensure all equalities duties (including race) are covered	31-Dec-08	Head of HR			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources		Work with the outsourced recruitment partners and internal management to encourage applications from all racial groups by targeted advertising	by 30 Apr 08	Resourcing Manager/HR Business Partners			
		Review and launch equalities monitoring form for greater inclusion and self-definition	by 30 Apr 08	HR Business Partner (Policy)			
		Use monitoring information to take action to address adverse impact in patterns of employment (eg type of contract, grade) between staff of different racial groups	by 30 Apr 08	HR Business Partner (Policy)			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources		Monitor recruitment data to ensure fairness of process, challenging perceived discriminatory practices where necessary	Continual	HR Business Partners		
	Tracking and monitoring	Build systematic processes for tracking the career progression of staff from BME groups	31-Dec-08	Shared Service Centre Manager/L&D Team		
		Gather and monitor data by racial group of: staff in post, applicants for employment, promotions, training, performance assessments, grievances, disciplinarys, turnover	30-Apr-08	HR Business Partner (Policy)		

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources	Transfer training data onto QCA's HR system to record training activities	31-Dec-08	L&D Team			
	Quarterly reporting of employment data, including racial groups to Executive members	30-Apr-08	Reward Manager/ HR Business Partner			
	Embed equality impact assessment into the review of all HR policies to ensure employment duties are met	31-Dec-08	HR Business Partner (Policy)			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources	Pay and reward	Equal pay audit to be carried out annually to ensure equality and pay parity across all employees at QCA. Data to be monitored including by racial group	Continual	Reward Manager			
	Promoting equality and harmony	Ensure HR strategy incorporates the organisation's equalities duties in order to promote harmony within the workplace	30-Apr-08	Head of HR			
		Ensure there is clear guidance and advice to both staff and managers on religious dress and symbols	31-Dec-08	HR Business Partner (Policy)			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources	Performance management	Commitment to diversity and inclusion to be reflected and demonstrated in the performance management policy for staff	31-Dec-08	L&D Manager with commitment from QCA Executive		
		Ensure commitment to diversity and inclusion from all staff by making it a specific requirement in job descriptions	31-Dec-08	HR Business Partners		
Relocation	Ensure information on relocation is provided to all staff	Provide all information on relocation via Qudos	Continual	Relocation Project Coordinator		
		Provide information sessions for all staff to ask questions on relocation	Continual	Relocation Project Coordinator		
	Engage a diversity of staff in the relocation	Ensure staff groups have a race equality impact assessment	30-Apr-08	Relocation Project Coordinator		

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Relocation	Pulse surveys	Ensure pulse survey results are reported with assurances from research company BRMB that this will not compromise anonymity	30-Sep-07	HR Business Partner (Relocation)		
		Monitor results of pulse surveys, ensure that measures are in place to address issues of adverse impact on different racial groups	Continual	HR Business Partner (Relocation)		
	Relocation policies	Complete an equalities impact assessment on all relocation policies	30-Apr-08	HR Business Partner (Relocation)		
	Redeployment and redundancy process	Equalities impact assessment of policy and staff preference form when devised	30-Apr-08	HR Business Partner (Relocation)		

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
ITS	Redevelopment of QCA's intranet, Qudos, in line with best practice, policies, technologies and processes, eg compliant with world standards such as W3 and E-Gif .	Sep-07	Gavin Edwards, Knowledge Services Analyst			
	Raise general equalities awareness across ITS management team and staff	Dec-07	S Ghobadi, Information Governance, Programme Leader			
	Screen all policies and practices in line with consultation exercise	Dec-08	S Ghobadi, Information Governance, Programme Leader			
	Incorporate race equality into information governance framework, eg standards and controls action plan	Dec-08	S Ghobadi, Information Governance, Programme Leader			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Finance		Review all Finance policies to identify any impact upon equalities duties	Apr-08	Darryl Nunn, Head of Finance			
		Impact assess all Finance policies	Apr-08	Darryl Nunn, Head of finance			
Strategic Systems Group (SSG)		All staff including contractors to attend equalities training	Apr-08	Director of Strategic Systems			
		Equalities impact assessment of policies	Apr-08	Director of Strategic Systems			
		Ensure when commercial agreements are awarded that they comply with QCA equalities principles	Ongoing	Director of Strategic Systems			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Commercial		All staff including contractors to attend equalities training	Apr-08	R Pollom			
		Equalities impact assessment of policies	Apr-08	R Pollom			
		Ensure when commercial agreements are awarded that they comply with QCA equalities principles	Ongoing	R Pollom			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Procurement	Review of tender compliance policy	30-Apr-08	N Penn, Head of Procurement			
	Review tender documents and ITT template	30-Apr-08	N Penn, Head of Procurement			
	Review of contract terms and conditions	30-Apr-08	N Penn, Head of Procurement			
	Equalities impact assess all procurement policies	31-Dec-08	N Penn, Head of Procurement			
	All staff, including consultants, to receive general equalities training	30-Apr-08	N Penn, Head of Procurement			
	Review of where and how QCA advertises tenders outside EU regulations	30-Apr-08	N Penn, Head of Procurement			
	Roll out training for relevant staff on QCA's procurement policies and procedures	31-Dec-08	N Penn, Head of Procurement			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Facilities	All staff to undertake general equalities training	Jan-08	A Jordon, Facilities			
	All staff to undertake impact assessment training	Apr-08	Tom Sidaway, Relocation Project Manager			
	Impact assessment of all Facilities policies, including health and safety, catering and building security in conjunction with (JWM)	Dec-08	A Jordon, Facilities			
	Consultation exercise with QCA employees regarding Facilities policies	Jun-08	A Jordon, Facilities			
	All new policies for Coventry base to be impact assessed and consultation exercise to feed into this process	Dec-08	A Jordon, Facilities			

STRATEGIC RESOURCE MANAGEMENT RACE EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Facilities		Ensure staff working on outsourced provisions (JWM) are appropriately trained in QCA equalities duties	Apr-08	A Jordon, Facilities			

COMMUNICATIONS AND MARKETING RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	Review and monitoring of imagery guidelines	Review of imagery guidelines with input from staff advisory group	Ongoing	Head of Communications	Relevant Communications and Marketing staff use customer intelligence and other information on an ongoing basis to inform and update imagery guidelines	Ongoing	Relevant Communications and Marketing staff use customer intelligence and other information on an ongoing basis to inform and update imagery guidelines
	Review and update of 'Guide to inclusive language'	Review and update of 'Guide to inclusive language'	Ongoing	Head of Communications	This information is reviewed and updated on an ongoing basis	Ongoing	This information is reviewed and updated on an ongoing basis
	Review of complaints categories	Review of categories used to log complaints to ensure race equality issue related complaints are picked up and stored	Jan-08	Customer Relations Manager	Complaints are being regularly monitored for equality issues. Monthly reporting is also in place	Ongoing	Technical changes to be made in QCA's Customer Relationship Management (CRM) system to capture new categories by end January 08

COMMUNICATIONS AND MARKETING RACE EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	Impact assessment	Review of existing and proposed C&M policies for adverse impact on race equality	Dec-08	Customer Relations Manager	Impact assessment on QCA's communications activities with external audiences conducted in Northern Ireland in 05	2005	Staff training required for key managers on conducting impact assessments by January 08
	Training	Staff training on importance and benefits of promoting race equality	Jan-08	Customer Relations Manager	QCA's Diversity and Inclusion Manager has set up a general equalities training package for all staff	Jun-07	Date for training of Communications and Marketing Division to be agreed by end of September 07
		All new staff in the Communications and Marketing Division to have a training session on equality issues as they relate specifically to the external communications of the division	Ongoing	Head of Communications	Some training is already in place, but this is to be formalised	Ongoing	Formal training agenda to be prepared by end of January 08

COMMUNICATIONS AND MARKETING RACE EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Promotion of D&I materials	Explore and adopt additional ways to promote D&I materials	Ongoing	Head of Communications	Promotion of materials is already taking place	Ongoing	Seek expert advice on best ways to promote D&I materials by end January 08

CURRICULUM GENDER EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Development and Implementation	<p>To evaluate the impact of new secondary curriculum approaches on all learners and to share outcomes across co-development networks to better meet needs of all learners</p>	<p>Ensure all delivery partners have a gender equality element to their secondary curriculum implementation plans that incorporates gender</p>	Dec-07	Crichton Casbon (Programme Manager)	Workshop for delivery partners conducted	Sep-07	
		<p>Draft curriculum support materials that highlight areas where potential gender bias may occur in relation to the new secondary curriculum</p>	Dec-07	David Gardner (Programme Manager)	Commission expertise to analyse programmes of study to identify any potential gender bias	Oct-07	Publication produced for schools drawing attention to possible pitfalls and failsafe processes and practices (April 2008). Website icon alerts reader to potential problems and ways to avoid gender bias (April 2008)

CURRICULUM GENDER EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Development and Implementation	To disseminate information about gender equality issues within curriculum and assessment	Select positive images that challenge gender stereotypes for use in QCA presentations, case studies, publications and websites	Dec-08	Gareth Mills (Head of Development and Implementation)	Started to identify schools with good practice in addressing gender issues	Sep-07	Examples added to the website every four months starting February 08
		Information about achievement and life choices by gender used within presentations about designing a curriculum fit for the 21st century	Nov-07	Lucy Smith	Research latest statistics on achievement by gender, create PowerPoint slides and circulate to advisers for use	Sep-07	Analysis of use of slides, evaluations of conferences/seminars to include questions about gender. Slides used in at least 25% of cases to create statistical evidence base about impact of materials

CURRICULUM GENDER EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Development and Implementation	To ensure that gender equality stakeholders are involved in the production of inclusive advice to ministers on the revised secondary curriculum	Consult with pupils and young people's organisations, maintaining balanced gender samples	Nov-07	Mark Orrow-Whiting	Conferences held with young learners present and consultation conducted	Jun-07	(i) Specific actions developed into Secondary Curriculum Review - October 07 (ii) Further routine prompt in consultations built into Curriculum Division Strategic Plan - October 07
	To enable schools to develop a curriculum that meets the needs of all of their learners	Work with schools to identify the impact of different primary curriculum design models according to gender Write and film case studies for the website that show how issues relating to gender can be addressed through the curriculum	Jul-08 Dec-08	Nigel Furness (Programme Adviser) Liz Craft (Programme Adviser)	Gender questions written into curriculum design model analysis Started to identify schools with good practice in addressing diversity issues	Sep-07 Sep-07	Evaluation process to review impact of primary curriculum design models on gender equality - by July 08 Examples added to the website every four months starting February 2008

CURRICULUM GENDER EQUALITY ACTION PLAN

	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Development and Implementation	To enable schools to develop a curriculum that meets the needs of all of their learners	Disseminate information about the impact of different curriculum models according to gender across the curriculum co-development networks	Jul-08	Margaret Wright/ Helen Barret (Programme Manager)	Questions about impact on gender written into reporting framework for curriculum co-development networks to gather the information	Sep-07	Evaluation process to review impact of curriculum design models on gender equality - by July 08

CURRICULUM GENDER EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Partnerships and Evidence	To implement a more strategic approach across the education system by working in partnership to agree and deliver joint strategies to promote gender equality	Participate in General Teaching Council for England Equality Network to discuss and share information regarding gender equality policy and its implications	Feb-08	John Crookes (Head of Partnerships and Evidence)	Summary report produced, identifying future actions with strategic partners	Dec-07	Feedback offered to divisional D&I group by Feb 08
	To recognise differences between gender viewpoints on curriculum and assessment	Develop pupil voice toolbox to include advice about engaging with young people to ensure equal opportunities	Jan-08	Ros Hicks (Programme Adviser)	Section written into co-development toolkit	Oct-07	Add materials to web development process - by January 08
		Consult gender equality representatives throughout the partnerships programme January 2007 to September 2008.	Jan 07 - Sep 08	Ros Hicks (Programme Adviser)	Representatives from children and young people's organisations invited to review toolkit and comment on planned work	Sep-07	Amend toolkit in light of suggestions by September 08

CURRICULUM GENDER EQUALITY ACTION PLAN

	1	2	3	4	5	6	7
	<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Partnerships and Evidence	To ensure pupil / student surveys/questionnaires address gender and that they allow interpretation of feedback by gender	Use student survey and other engagement processes to explore gender issues to support the work across Curriculum Division	Jun-08	Ros Hicks (Programme Adviser)	Advice written into co-development toolkit	Sep-07	Evaluate and present report on impact of toolkit advice - by June 08
	To ensure that engagement with learners is gender balanced and free, where possible, from gender bias	Representatives from hard-to-reach communities are included in young people events	Mar-08	Ros Hicks (Programme Adviser)	Advisory group set up with major parents' organisations	Dec-07	Evaluation of how many hard-to-reach groups have participated in engagement activities with QCA - March 08

CURRICULUM GENDER EQUALITY ACTION PLAN

	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
		Coordinated programme for parental involvement includes a balanced gender sample of parents and carers	Mar-08	Ros Hicks (Programme Adviser)	Work with local authorities to develop materials for parents	Sep-07	Evaluation and impact analysis focused on parent engagement processes

CURRICULUM GENDER EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Partnerships and Evidence	To ensure that engagement with learners is gender balanced and free, where possible, from gender bias	Engagement of gender equalities stakeholder groups to support the development and implementation of gender equality duties	Mar-08	John Brown (Programme Adviser)	Participate in General Teaching Council for England Equality Network to discuss and share information regarding gender equality policy and its implications	Dec-07	Summary report produced, identifying future actions with strategic partners December 07
	To ensure Curriculum Division evidence programme identifies gender equality issues, as appropriate, in its evidence-gathering priorities	Evidence panel to include gender equality issues in early panel meetings. Contractor to carry out high level review of gender equality issues in curriculum and assessment	Jan-08	Mark Orrow Whiting (Programme Manager)	Evidence panel approved by QCA Executive	Sep-07	Curriculum Division annual progress report to include specific reference to gender issues in curriculum and assessment (January 08)

CURRICULUM GENDER EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
<p>To ensure that resources addressing gender bias are incorporated into test-supporting materials and that data from pilots and trials contributes to effective test strategy</p>	<p>Analyse outcomes of the first use of single-level tests in the Department for Children, Schools and Families 'Making Good Progress' pilot in December 2007 for evidence of gender bias in terms of test entries and test results</p>	Mar-08	Steve Anwyl (Programme Manager)	National Assessment Agency, Regulation & Standards, and Curriculum Division engaged in producing analysis instrument	Sep-07	Analysis of feedback provided for test developers and to pilot local authorities and schools for action in the June 2008 test window
	<p>Additional evidence on participation in e-assessment by males and females to be incorporated into the evaluation</p>	Mar-08	Steve Anwyl (Programme Manager)	National Assessment Agency, Regulation & Standards, and Curriculum Division engaged in producing analysis instrument	Sep-07	Analysis will be fed back to the test developers and to the pilot local authorities and schools for action in the next test window in June 08.
<p>To produce new exemplification material for key stage 3 for all subjects</p>	<p>Ensure that material illustrates best practice for both boys and girls</p>	Sep-08	Paul Wright (Programme Manager)	Schools identified for generating material and consultants appointed	Oct-07	Review draft materials produced in summer term 2007

CURRICULUM GENDER EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
To ensure assessments do not exclude or discriminate against learners on grounds of gender	Ensure that schools contributing to the programmes reflect a diverse range of stakeholders	Jan-08	Paul Wright (Programme Manager)	Recruitment of representative schools and samples ongoing throughout autumn 07	Sep-07	
	Ensure that assessment materials are appropriate for learners of both sexes	Aug-08	Paul Wright (Programme Manager)	Identification of representative schools ongoing	Sep-07	Recruitment of schools and piloting of materials to commence in spring 08
	Ensure that 'Assessing pupils' progress' materials include specific reference to the use of 'Assessment guidelines with boys and girls'	Jul-08	Steve Anwyll (Programme Manager)	Key stage 2 and 3 materials produced	Sep-07	Key stage 1 speaking and listening and science materials to be completed by July 08

CURRICULUM GENDER EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Equalities, Diversity and Inclusion	To develop assessment tasks for all foundation stage subjects that fulfil gender equality requirements	Conduct full impact assessment to involve practitioners with gender equality expertise	Nov-07	Steve Anwyl (Programme Manager)	Following trials in schools in June 07, development work halted pending decision on format and scope of tasks	Aug-07	Build review of materials into new development work during remainder of financial year
	To ensure compliance with corporate and divisional policies and qualification review / development in relation to gender equality requirements	Ensure that all future recruitment and assessment processes are evaluated for equalities impact to include associates	Nov-07	Annette Godwin (Head of Programme Support)	Draft evaluation protocol developed	Oct-07	Implementation of recruitment evaluation by Nov 07
		Issues of gender equality are embedded into equalities training for Curriculum Division staff and associates	Mar-08	Alison Livesey (Head of Policy Support)	Initial plan on integrating equalities training into divisional induction completed	Aug-07	Wider equality training plan to be developed and implemented by March 08

CURRICULUM GENDER EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Equalities, Diversity and Inclusion	To ensure compliance with corporate and divisional policies and qualification and review / development in relation to gender equality requirements	Provide training for all programme managers, divisional management team members and programme delivery managers in undertaking EOC impact assessments	Dec-07	Alison Livesey (Head of Policy Support)	Equality training strategy developed as part of wider learning and development strategy	Aug-07	Training roll-out planned for November 07
		Set up a Curriculum Division panel to assess all new and future programmes of work for impact on gender equality	Jan-08	Alison Livesey (Head of Policy Support)	Initial recruitment to take place September 07	Sep-07	Work programme to be agreed December 07

CURRICULUM GENDER EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Equalities, Diversity and Inclusion	To work with stakeholder groups to develop appropriate CPD, advice and guidance that positively supports gender equality	Work with gender equalities stakeholder groups to develop best practice	Sep-08	Alison Livesey (Head of Policy Support)	Meetings with key stakeholders planned for November 07	Sep-07	Detailed work programme to be developed December 07

NATIONAL ASSESSMENT AGENCY GENDER EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	Assess policies for NCT development, delivery and administration	31-Dec-08	Penelope Lee	List of consultants drafted	August	Format of event to be agreed December 07
	Consultative events will take place for NCT development to establish greater understanding of male and female preferences and gender issues in different settings					
	Consultative events will take place for NCT delivery and administration to establish greater understanding of male and female preferences and gender issues in different settings	31-Dec-08	Eve Parmiter	List of consultants drafted	August	Format of event to be agreed December 07

NATIONAL ASSESSMENT AGENCY GENDER EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	Review current test development specifications and ensure current practice of requiring the TDA to ensure equal numbers of girls and boys are included in trialling/pre-testing is adequate	30-Jun-08	Penelope Lee	Specification for review project drafted	August	Specification to be agreed December 07

NATIONAL ASSESSMENT AGENCY GENDER EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	Conduct a research project to analyse existing pre-test reports and past test papers by gender and report any differences/trends in performance and pupil interest in tasks to help eliminate bias/ensure current reporting arrangements are adequate	30-Jun-08	Penelope Lee	Specification for project drafted. Initial research into possible consultants for project	August	1. Completion and sign off of specification (December 07) 2. Consultant criteria drafted and approved (December 07) 3. Consultant recruited (January 08) 4. Research period and report writing (February-April 08) 5. NAA analysis of report (April-June 08) NB Links to be made with analysis being
	Review membership of review panels to ensure there is fair gender representation	31 Nov 2008	Penelope Lee	List of members collated	Nov	

NATIONAL ASSESSMENT AGENCY GENDER EQUALITY ACTION PLAN						
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<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Ensure key stage 3 ICT tasks are not gender biased	Analyse trial data by gender as well as feedback from pupils and teachers to help eliminate bias	26 October 2007 - 1st batch March 2008 - 2nd batch June 2008 - 3rd batch October 2008 - 4th batch	Sue Walton	Field trial data and feedback analysed by gender and no gender bias found in first batch of tasks although data sample size too small to produce statistical evidence.	5-Oct-07	Analyse data and feedback from batch 2 field trials by March 2008 to help eliminate gender bias
	Independent teacher and NAA review of materials involved in consideration of whether stimuli are biased towards girls or boys.	July 2007 - 1st batch October 2007 - 2nd batch January 2008 - 3rd batch March/April 2008 - 4th batch	Sue Walton	Specific questions on inclusion including potential gender bias in the tasks and support materials were raised at four separate task review groups in July. Groups felt there was no potential gender bias in the batch 1 tasks	9 Jul 2007	Review gender bias batch 2 tasks in December 2007

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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure there is no gender bias in key stage 3 ICT review panels and task trialling	Review membership of review panels to ensure there is fair gender representation	31 Jul 2007	Sue Walton	Composition of pool of teachers for review panels under constant review. There is some gender bias in ICT departments in schools; however, the July 2007 key stage 3 ICT teacher review group comprised of a 50-50 gender split	3 Jul 2007	Ensure review panel membership and attendance is reviewed again before next review meetings in December 2007
	The task-development specification to include a requirement on the TDA to ensure equal numbers of girls and boys are included in trialling	End of Jul 2008	Sue Walton	Discussions initiated with TDA to produce a supplement to the task-development specification. Annex approved October 2007	20 Jun 2007	Supplement produced in draft form. Final version to be signed off by end of December 2007

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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Ensure there is no gender bias in key stage 3 ICT task materials and publications	Support materials, website and other communications include exemplification of boys and girls using ICT	End December 2007	Sue Walton	Review of website being undertaken over summer 2007, support materials being reviewed internally and at independent review panels		Review support materials for second batch of tasks by March 2008. Review feedback from schools' questionnaire by March 2008 to

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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
IEA consultation	Consult with members and potential user groups about issues relating to gender in connection to various IEA projects including Make the Grade magazine, IEA website, IT services, products and services to members, events, and internal communications and use	Sep-07	Graham Herbert	Consultation survey developed	Jul-07	1. Issue survey 2. Collate feedback 3. Feedback forwarded to organisers 4. Incorporate suggestions: completion 01/09/07; this will be incorporated by October 2007. Survey results were very positive. Actions: 1. To add to all new project briefs a reminder about inclusion of ethnicity and gender issues. 2. Be inclusive of all ethnic backgrounds in imaging on publications and website. 3 Create balance of gender in all publications and on the website

NATIONAL ASSESSMENT AGENCY GENDER EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	Ensure that there is no gender bias in the national curriculum assessment policy documents for key stages 2 and 3	Review NCA policy documents, obtaining external advice where necessary.	End April 2008	Tamsin Barton			

QUALIFICATIONS AND SKILLS GENDER EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Divisional Programme Office	Ensure compliance with corporate and divisional policies and qualification review / development in relation to gender duty requirements	Ensure Qualifications & Skills Division is in a position to carry out screening of new and existing policies and identify priorities and areas for impact assessments	Mar-08	Yasir Mirza (Compliance Manager)	All Qualification & Skills Division staff completed introductory equalities training, and selected staff completed equalities impact assessment training. Consequently staff are able to make an informed decision in relation to qualification revision, qualification development, and in the organisational management of Qualifications & Skills Division	Dec-07	Review effectiveness of the general equalities and impact assessment training programmes with Legal & Corporate Affairs. Produce a toolkit and an additional training programme to further embed diversity and inclusion into the Qualifications & Skills Division work streams. March 08

QUALIFICATIONS AND SKILLS GENDER EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Divisional Programme Office		Ensure development teams report on gender duty-proofing activities for new/revised qualifications including action plans and contingencies for outstanding barriers and areas for improvement	Ongoing	Yasir Mirza (Compliance Manager)	Quarterly reporting process set up and agreed with Legal & Corporate Affairs	Ongoing	Review progress via the Qualifications & Skills Management Board on a quarterly basis
		Ensure Qualifications & Skills Division is supported in the development and embedding of D&I into individual programme strands	Ongoing	Yasir Mirza (Compliance Manager)	The Equality Working Group has been established and is being used as a forum to push the D&I agenda including the process for consulting with gender balanced representative groups and other key stakeholders	Ongoing	Continual support for the division in conducting and monitoring the progress of the impact assessment process. Review April 08

QUALIFICATIONS AND SKILLS GENDER EQUALITY ACTION PLAN							
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Functional Skills	To design Functional Skills qualifications to ensure they promote gender equality	Work with stakeholder groups to develop appropriate materials and guidance. Pilot evaluation to include gender equality research and analysis and recommendations for full qualifications in 2010	Sep-10	Jill Stokoe (Strategic Manager Functional Skills and Employability)	Phase 1 of Functional Skills qualification pilots started.	Jul-07	Commission 11 independent research reports on the Functional Skills pilots. Part of these reports will address issues relating to participation, access and inclusion for all learners. There will be monitoring reports at various stages of pilots. First report due March/April 2008

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Diploma	Ensure that Diploma developments take full account of gender duty requirements in all activities	Work with triple lock partners and other internal and external stakeholders to ensure the Diploma qualification development process and curriculum guidance material promote compliance with gender duty requirements	Phased approach, as per Phases 1-3 timelines	Vanaraji Bishop (Policy Strategic Manger)/Sandra Stalker (Strategic Manager Post 14 Curriculum)	Lines of Learning statement and criteria templates contain an equality statement that needs compliance when developing qualifications. Completed for Phases 1 & 2	Jul-07	Conduct impact assessments for Diploma policies - to be completed by June 08.

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Diploma		Design criteria and accreditation processes to ensure Diploma conforms to gender duty requirements.	Phased approach, as per Phases 1-3 timelines	Vanaraji Bishop (Policy Strategic Manger)/Sandra Stalker (Strategic Manager Post 14 Curriculum)	Lines of Learning criteria contains a D&I statement. The gender duty requirements have been taken into account during the accreditation process of the Diploma qualifications as with all accredited qualifications. Completed for	July 07	Produce impact assessment reports - to be completed by July 08. Develop and update policy as appropriate - to be completed by August 2008. Develop and update action plan as appropriate - to be completed by August 2008
		Develop a strategy to evaluate compliance with gender duty requirements in the Diplomas	Ongoing process of policy development	Vanaraji Bishop (Policy Strategic Manager)	A paper outlining the process which ensures that gender duty requirements are embedded in all criteria activity has been completed for approval by the Executive board	Sep-07	

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Post-14 Qualifications	GCSE & A level review: Work with stakeholder groups to develop appropriate continuing professional development, advice and guidance that positively promotes gender equality	Continue with the programme of reform and the development of more accessible qualifications, such as GCSE Science for the 21st Century	Dec-08	David MacKay (Manger GCE)/ Mary Griffin (Manager GCSE)	The GCSE consultation asks specific questions on gender equality. GCE developers have been required to use the regulators' publication 'fair access by design', which gives guidance on producing assessments that promote all aspects of equality including gender	Jul-07	Produce impact assessment reports September 08 Publish impact assessment reports Dec-08 Pass onto Regulations & Standards Division

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14-19 Curriculum	Economic well-being programme of study: Work with stakeholder groups to develop appropriate continuing professional development, advice and guidance that positively promotes gender equality	Ensure the new programme of study is gender compliant by consulting with relevant groups during the formal consultation	Apr-08	Gary Forrest (Skills for Employment)	Consultation complete. Materials redrafted to reflect the results of consultation and made available on the website	Sep-07	Develop two pieces of guidance on the revised website for work-related learning and experiences of work, both with equalities issues embedded. April 08
	Ensure compliance with gender equality in 14-19 monitoring activities	Set some equality-focused questions to form one of the purposes for 14-19 conferences for local authorities and Learning & Skills Council	Mar-08		The three conferences set up. The report produced and circulated to internal stakeholders	Sep-07	Have equality issues embedded into the purpose and scope of future 14-19 conferences for local authorities and the Learning & Skills Council March 08

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
14-19 Curriculum	Ensure compliance with gender equality in 14-19 monitoring activities	Set some equality-focused questions to form one of the purposes for Post-16 Focus Group	Mar-08				Write up findings, taking forward issues to be filtered through to the Diploma Curriculum Guidance for Phase 2 March 08
	Diploma Curriculum Programmes - Phase 2	Consult with gender equality groups during consultation events	Mar-08				
	Diploma Curriculum Programmes - Phase 3	Consult with gender equality groups during consultation events	Dec-08	Sandra Stalker (Strategic Manager Post 14 Curriculum)			Gender equality issue to be embedded in consultation events December 08

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14-19 Curriculum	<p>Key Stage 4 Engagement Programme: Work with stakeholder groups to develop appropriate continuing professional development, advice and guidance that positively promotes gender equality</p>	<p>Two key principles of the programme are that it will meet the needs, aspirations and interests of individuals through personalised learning offering them a positive learning opportunity, and that equal opportunities must be adhered to. It is important to avoid stereotyping, particularly in respect of gender. Guidance / case studies being produced for programme practitioners, including sections on student selection</p>	<p>Revise guidance July 08</p>		<p>Edited version of guidance approved and signed off by QCA editors. Schedule of guidance produced and distributed to relevant stakeholders, and case studies published on the website</p>	<p>Sep-07</p>	<p>Revise guidance using case studies to develop. The revised guidance to be disseminated to external stakeholders such as local authorities, schools, and training providers. July 08</p>

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Foundation Learning Tier	Ensure that the Foundation Learning Tier development takes full account of gender equality issues in all aspects of work	Accredit new qualifications into the Qualifications & Credit Framework at Entry and Level 1 to support delivery of progression pathways. Work with awarding bodies to agree qualification strategies for Entry and Level 1 provision	Revisions to Functional Learning Tier qualifications strategy to include D&I issues - December 07	Dylan White (Strategic Manager, Foundation Learning Tier)	Programme Board agreed principles for delivering progression pathways, provider requirements and focus of new qualifications	Oct-07	Qualifications accredited by May 08. Qualification strategies agreed with awarding bodies by summer 08

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Foundation Learning Tier	Ensure that the Foundation Learning Tier development takes full account of gender equality issues in all aspects of work	Consult with 14-16 providers on principles and focus for Entry level 14-19 qualifications development	Consideration of D&I issues in guidance and support to providers (work to be contracted) - December 07	Dylan White (Strategic Manager, Foundation Learning Tier)	Initial set of providers identified - September 07	Sep-07	Publication of guidance for providers on meeting needs of Entry level learners 14-19, publication of final report from consultation - August 08. Development of new qualifications August 08 onwards
Qualifications & Credit Framework	Delivery and evaluation: An evaluation strategy is being established that will include gender equality baselining activities	Review feedback from trial projects with evaluator in terms of the gender duty (Price Waterhouse Cooper)	Jul-08	Liliana Julien (Strategic Manager Trials and Pilots)	Liaising with Price Waterhouse Cooper to ensure they are able to feed back regarding any equality issues arising from reports/discussions	Ongoing	Continue to liaise with Price Waterhouse Cooper until end of contract (July 08)

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Qualifications & Credit Framework	Delivery and evaluation: Qualifications & Credit Framework, finalise the means of recording and giving credit to non-traditional, non-formal learning	Mar-08	Nick Juba (Strategic Manager Frameworks, Credit and Qualifications)	Impact assessment training completed, and ministerial response received	Dec-07	Rewrite guidance based on ministerial feedback by March 2008
	Delivery and evaluation: Work with stakeholder groups to develop appropriate gender equality sensitive support materials and guidance	Mar-08	Nick Juba (Strategic Manager Frameworks, Credit and Qualifications)	Impact assessment training completed		
	Delivery and evaluation: Review all current literature to ensure that it is inclusive and non-discriminatory	Mar-08	Nick Juba (Strategic Manager Frameworks, Credit and Qualifications)	Impact assessment training completed, and ministerial response received		

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Qualifications & Credit Framework	Communications and stakeholder engagement: Work with stakeholder groups to develop appropriate communications, materials and events that are inclusive, non-discriminatory, and that positively promote gender equality	Capacity-building and engagement strategies (materials/events/co mmunications) will promote awareness of gender duty requirements	Mar-08	Nick Juba (Strategic Manager Frameworks, Credit and Qualifications)	Taking account of equalities in this area of work	Ongoing	
Sector Qualifications Reform	Ensure that Sector Qualifications Reform Team takes full account of gender duty requirements in all activities	Develop a strategy to evaluate compliance with gender duty requirements in reformed Vocational Qualifications	Ongoing process of policy development July 2008	Mark Novels (Vocational Qualifications Strategy Manager)	A consultant with diversity and inclusion expertise has been contracted to analyse Sector Qualifications Reform Team's business plan, all		

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Sector Qualifications Reform	Embed gender duty requirements within Vocational Qualifications reform policy and apply consistently in all areas of reform work	Ongoing process of policy development	Mark Novels (Vocational Qualifications Strategy Manager)	ongoing project initiation documents and the project initiation document template to identify areas that require amendments or actions for Sector Qualifications Reform Team to effectively address the requirements of disability, gender and race duties.	Nov-07	D&I-related issues to be accounted for in project initiation document planning and development for 2008/9, risk and issues planning as well as communication strategy.
	Gather examples of good practice to develop policy on how to embed gender duty requirements in all activities of the Sector Qualifications Team	Ongoing process of policy development	Mark Novels (Vocational Qualifications Strategy Manager)	The consultant has produced good practice guidance for Sector Qualifications Reform Team in relation to the requirements of disability, gender and race duties based on evidence		
	Work with stakeholders as appropriate to promote gender equality throughout the process of qualifications development	Ongoing process of policy development	Mark Novels (Vocational Qualifications Strategy Manager)			

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Research & Evaluation	Ensure that all divisional research and evaluation work is compliant with gender duty requirements	Set up Data Policy, Practice and Collection Group, and ensure that data connected to gender equality issues is discussed and embedded into the policy process	Ongoing	Kate Westmacott (Research Manager)	Hold monthly meetings	Dec-07	Review policy group and ensure gender equality is embedded within the meetings. July 08

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Research & Evaluation		Research & Evaluation Team to rewrite and update QCA's research code of practice in line with gender equality requirements	Jul-08	Kate Westmacott (Research Manager)	Draft of new code of practice completed. Final decision made on changes to code of practice and signed off	Dec-07	Review the impact of the code of practice to ensure gender equality issues are continually embedded in the guidance. July 08
		Research & Evaluation team to update QCA's internal research methods booklets to ensure best practice in terms of gender duty requirements	Jul-08	Lisa Unwin (Research Manager)	Identify consultant specialising in research methods to update booklets	Jan-08	Review use of booklets. July 08

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<p>Skills for Life (English for speakers of other languages & Key & Basic Skills)</p>	<p>To work with key stakeholders including test developers to ensure Skills for Life, Key Skills and English for speakers of other languages materials and guidance are appropriate to meet the needs of the gender duty requirements</p>	<p>Ongoing process of policy review 2010</p>	<p>Paul Sowerbutts (Technical K/B Skills Manager)</p>	<p>Minority groups learner needs specified and defined in guidance</p>	<p>Jul-07</p>	<p>Ongoing review of learner needs 2010</p>
Footnote						
<p>The scope of the QSD Equalities Action Plan does not cover:</p> <ul style="list-style-type: none"> - Communications as it is assumed that this will be covered in the Corporate Communications Equalities Action Plan - Secondary Curriculum Review as it is assumed that this will be covered in the Curriculum Equalities Action Plan - Minerva as it is assumed that this will be covered in the Strategic Resource Management Equalities Action Plan - Centre Support as it is assumed that this will be covered in the National Assessment Agency Equalities Action Plan - Northern Ireland as it is assumed that this will be covered by separate legislation 						

REGULATIONS AND STANDARDS GENDER EQUALITY ACTION PLAN						
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Embed good practice in managing gender equality horizontally and vertically across RSD	New Diversity & Inclusion (D&I) Manager post. At least one frontline D&I champion for each department in the division. Gender issues a regular item on the agenda of the divisional management team.	Apr-08	RSD divisional managers	D&I Manager appointed to new post February 07. D&I Manager attends divisional management with D&I items regularly as of April 07. Divisional management approved D&I champions role July 07. Appointed all D&I champions July 07. A second D&I champion for each team appointed to act as a delegate August 07. Job Description for D&I project manager post drafted October 07	07: July, Aug, Oct	Heads of teams to incorporate gender equality into budget planning for 2008/9 September-December 07. Appoint D&I support post (Di Barber, Peter Rimmer) carried forward to October 07. Review membership of the D&I champions group to ensure opportunities for all interested to apply, aiming for diverse representation within the group itself March 2008 (divisional managers). Heads of teams to incorporate gender equality into business planning for 2009/10 April 08

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Review interpretation of NCA common criterion for 'minimising bias' in the NCA Regulatory Framework	2007/8 plan in place for April 07 and updated with progress reports at divisional management team meetings quarterly thereafter. Reviewed annually in March	Annually and quarterly	RSD DMT and D&I champions	2007/8 plan in place for April 07. Additional review of gender equality plan carried out with Heads of Team July/August 07. Commented on corporate Equal Opportunities Policy 17 September (Di Barber, divisional managers, D&I champions). No additional invitees supplied to Legal & Corporate for invitee list of Single Equality Scheme launch as awarding bodies representatives were already on the list (September 07)	07: April, July/Aug, Sept	Quarterly reviews by divisional management team begin January 08

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<p>Impact assess regulatory criteria and codes to ensure they promote gender equality and the elimination of discrimination to awarding bodies (ABs), and build a sustainable approach to gender equality management by ABs.</p>	<p>Impact assess statutory regulations and codes (Links to 6. Data Flow)</p>	<p>Sept 07- Sept 08</p>	<p>RSD Policy & Regulation - Gill Sellix, Di Barber and Michelle Alpren; heads of teams; Monitoring & Assessment - Keith Watkins and Sue Robinson; awarding bodies' performance - Pauline Sparkes & John Lavery</p>	<p>Di Barber/Gill Sellix meeting to plan out review July 07. Regulators of external qualifications in England, Wales and Scotland meeting August 07. Draft D&I regulations paper to Alan Greig July 07. Gender equality focus within the overall review of regulatory criteria and codes highlighted to other regulators of external qualifications in Wales and Northern Ireland August 07. Initial impact assessment and drafted new D&I principles for regulatory</p>	<p>07: July, Aug, Sept, Oct, Nov</p>	<p>Review the checklist used to monitor AB performance against regulatory framework to ensure it contains gender equality criteria and make the necessary changes (John Lavery) c/f to November 07 from October. Consult with ABs, and with learners or their representatives, on specific gender issues (Gill Sellix and Di Barber) November 07 - February 08 for new principles to go live August 08</p>

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					(continued...) criteria and codes including data and data system requirements reference Item 6. (Di Barber to Gill Sellix) September 07. Initial consultation with awarding bodies on draft principles at Awarding Body Conference 31 October 07. Consulted internally and with other regulators to agree a draft of the new D&I principles before these go out for consultation (Di Barber) November 07 (carried forward from October).		

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Gather new impact assessment material through customer query/complaint reports, and use the findings to review and reshape future plan	Customer complaints/queries information disaggregated by AB and gender issue. Suggested report structures for each team to use in analysis of gender issues with regard to AB or qualification performance	Apr-08	RSD Information & Investigations - John Barwick	Planning meeting with Di Barber June 07. New equal opportunities monitoring fields identified from the corporate HR fields, including gender November 07	07: June, Nov	Undertake analysis and set up new fields and reporting structure for 2008/9 (Di Barber) January-March 08

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<p>Ensure national curriculum assessment (NCA) common criterion 'minimising bias' harmonises with gender equality sections of the overarching Statutory Regulation of External Qualifications and that National Assessment Agency (NAA) aims for centres to have a single source of information on access arrangements for qualifications and assessment</p>	<p>Map out and evaluate stakeholders, priorities and research findings and plan way forward for 2008/9. (Links to 3. Impact assess regulatory framework)</p>	<p>Apr-08</p>	<p>RSD Monitoring & Comparability - Keith Watkins</p>	<p>Jacky Burnett, Curriculum Assessment, sponsored research by Nick Peacey into minimising bias in terms of access arrangements offered by National Assessment Agency to candidates taking NCA June 07. Keith Watkins took over from Jacky Burnett in July 07 and met with Di Barber August 07 to plan out next steps - priorities agreed are translation, modified tests and access arrangements. Input to conclusions drawn from Nick Peacey research (Di Barber et al) August 08</p>	<p>07: June Aug</p>	<p>Keith Watkins to arrange a planning meeting with Di Barber September/October 08. Input to content of NCA seminar February 08 (Di Barber) October-December 08</p>

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Develop a process that ensures ABs have robust systems in place to gather, evaluate and act on data disaggregated by gender in terms of success in gaining their qualifications, and that this data is available to QCA to analyse by question, question paper and qualification specification	Require ABs to establish systems that gather data on gender that allows them to compare question/qualification achievement between women and men, and allows QCA to compare AB performance by question, question paper, specification and as individual ABs	Apr-08	RSD AB Performance - John Lavery; Policy & Regulation - Di Barber	Lohan Wolf/Kevin O'Sullivan/Di Barber meeting to map data and data sets including ABs, QCA, Department for Children, Schools & Families (DCSF) and centres August 07. Pauline Sparkes/John Lavery/Di Barber meeting to map out processes August 07. Delivered consultative/persuasive workshop on data gathering within new draft D&I principles at the Awarding Body Conference 31 October 07 (Di Barber), links to 3.	07: Jul, Aug, Oct	Define the outputs QCA needs to analyse AB and qualification specification performance, and related data sets/gaps (Di Barber) Jan 08. Identify research needed for 2008/9 business plan (Di Barber/Alan Greig/Paul Newton/Lohan Wolf) Feb 08. Build need for processes to collect, analyse and act on issues arising from gender data into the monitoring programme for ABs (John Lavery) Jan-March 08.

REGULATIONS AND STANDARDS GENDER EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
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<p>Ensure RSD supports gender equality impact assessment of new qualification and assessment criteria undertaken by colleagues in QSD, Curriculum and NAA</p>	<p>Legal & Corporate Division (LCD) training and tools for impact assessment cascaded across division for use when qualification and assessment criteria come up for review or are developed for new qualifications/ assessments</p>	<p>Apr-08</p>	<p>RSD Policy & Regulation - Di Barber working with DMT, Michelle Alpren in RSD, and QSD and Curriculum colleagues</p>	<p>Disseminated Fair Access by Design (on QCA website) guide to gender equality in the development of assessment methods and principles to colleagues involved in criteria development via DISG & RSD DMT March 07. Provided Sourcebook on Diversity to colleagues involved in criteria development March 07. Meeting with Sector Skills Development Agency and Yasir Mizra, QSD to agree consistent messages re gender equality in</p>	<p>07: Feb, Mar, Oct</p>	<p>Di Barber reviews ways forward on impact assessment with divisional managers and D&I champions and colleagues working on criteria development December 07. Cascade new impact assessment across division January-March 08 (Di Barber, divisional managers, D&I champions)</p>

REGULATIONS AND STANDARDS GENDER EQUALITY ACTION PLAN							
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					(continued...) regulatory framework September 07 postponed pending new D&I principles 2008/9, see 3. Corporate impact assessment training for Policy & Regulations October 07		

REGULATIONS AND STANDARDS GENDER EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Make gender equality a condition of accreditation for ABs proposing qualification specifications	Gender equality criterion for new qualification specifications in place October 07	Oct-07	RSD Policy & Recognition - Di Barber; Recognition - Reg Lambert/Nicola Tarrier; Monitoring & Comparability - Sue Robinson	Criterion on ensuring gender equality and consultation with candidates or their representatives drafted and agreed with regulators of external qualifications in Wales and Northern Ireland July 07. Letter sent notifying ABs (Nicola Terrier) Sept 07. Response to AB query on new criterion made, by letter, from the regulators of external qualifications in England (QCA), Wales (DCELLS) and Northern Ireland (CCEA) November 07.	07: April, July, Nov	Communication internally of the new question on WBA (Reg Lambert) c/f to December 07 from August. Institute new criterion (Sue McGlynn) October 07. Plan to extend to AB recognition in 2008/9, to ensure newly recognised ABs and ABs already recognised as having the right to accredit qualifications are required to demonstrate that they have systems in place that will support the equality criterion for accreditation (Di Barber/Sue McGlynn) November-December 07

REGULATIONS AND STANDARDS GENDER EQUALITY ACTION PLAN						
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<p>Regularly investigate how qualification specifications and exam questions compare with each other in terms of gender equality.</p>	<p>Investigate gaps in data flow in 2007/08 and address these through the regulatory framework (see 6. Improve data flow) so that comparisons can be made 2008/09 onwards.</p>	<p>April 08; April 09</p>	<p>RSD Monitoring & Comparability - Angus Alton & Nicole Poole; Research - Paul Newton</p>	<p>Planning meeting with Di Barber Feb 07. Progress meeting with Di Barber Aug 07 (Gender in general qualifications the priority issue which will be investigated with a comparability study)</p>	<p>07: Feb, Aug</p>	<p>Gender Comparability report (Angus Alton) Dec 07. Develop research proposal for 2008/9 literature review to scope out the relative success of girls and boys at different types of questions (Di Barber/Paul Newton/Angus Alton - NB Jeannette Elwood's book review on IQ testing) Dec 07-Jan 08. Build follow-up on gender issues into 2009/10 business plan (Angus Alton/Dennis Opposs)</p>

REGULATIONS AND STANDARDS GENDER EQUALITY ACTION PLAN						
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<p>Ensure gender equality content on the RSD section of QCA's website is up to date. Send out regular messages about what RSD is doing to progress gender equality</p>	<p>QCA web content explains awarding bodies' responsibilities and key messages with regard to gender equality. Gender specialists are updated at least yearly on progress on their concerns</p>	<p>May-07</p>	<p>RSD Information & Investigations - John Barwick</p>	<p>Meeting with Di Barber to plan review of QCA website content May 07. New page on 'Access to qualifications' added to QCA website (Di Barber & Claire Thompson) November 07</p>	<p>07: May, Nov</p>	<p>Review of new website material carried forward to January-March 08 (Di Barber)</p>
<p>Inform internal and external stakeholders on gender equality trends relevant to criteria development and steer the wider debate on these issues</p>	<p>Steer the debate on balancing equality/fairness with integrity of the qualification/assessment</p>	<p>Mar 08</p>	<p>RSD Policy & Regulation - Di Barber</p>	<p>Internal seminar and presentation 'Treating people differently to treat them fairly' March 07</p>	<p>07: Mar</p>	<p>Review potential impact of gender equality duty and present bullet points on ways forward to Alan Grieg for DCSF 11-19 Access Steering Group and Regulators' Access Arrangements Group meetings (Di Barber) October-December 07</p>

STRATEGIC RESOURCE MANAGEMENT GENDER EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources	Impact assessment of relocation policy	Gender monitoring of staff surveys regarding relocation policy for impact on gender equality	30-Apr-08	A Fergusson, HR Business Partner	No action taken as training has not yet taken place		EIA to be undertaken following training by 30 April 08
		Development of transitional recruitment policy and impact assessment of this	30-Apr-08	A Fergusson, HR Business Partner	Transitional recruitment policy written, waiting to be impact assessed following EIA training		EIA to be undertaken following training by December 2008
	Pay audit	Review of data gathered through pay audit	31-Dec-07	P Clark, Reward Manager	Pay audit completed, information being reviewed		Pay audit information to be reviewed and discussed with TUS by 31 December 2007
		Consult with unions on proposed actions	31-Dec-07	P Clark, Reward Manager	Ongoing review of equal pay issues with PCS commenced June 2007		Consultation with TUS and agreed action plan by 31 December 2007
		Develop action plan to address concerns raised through the audit	31-Dec-07	P Clark, Reward Manager	Review pay audit report action plan and tailor to QCA needs to address concerns highlighted		Action plan and concerns to be addressed by 31 December 2007

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Human Resources	Recruitment and retention	Introduce childcare vouchers	30-Apr-08	S Lanigan, Shared Services Manager	No action taken as yet, new Shared Services Centre Manager commenced August 07 with this remit		Review of flexible benefits to be undertaken, including the introduction of childcare vouchers by June 08
		Review flexible working policy	Ongoing	V Kirley, Organisational Change Manager	New policy consulted and implemented. Needs to be EIA		EIA to be undertaken following training by 01 April 2008

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Human Resources	Impact assessment	Impact assessment of all HR policies and practices in order that they are compliant	Dec-08	D Gamble, Head of HR	No action taken as training has not yet taken place		EIA to be undertaken following training by Dec 2008
		Review of maternity policy	Apr-07	D Noronha/P Clarke	New policy consulted and implemented. Needs to be EIA	May-07	EIA to be undertaken following training by 30 Apr 08
		New Ways of Working Group to review flexible working practices	Ongoing	V Kirley, Organisational Change Manager	NWOW group set up and meets regularly to discuss. Pilots being rolled out throughout organisation, to be reviewed in three months		NWOW group/ Relocation project board to review pilots and feedback to organisation. April 08

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Human Resources	Training	Develop training specification appropriate for QCA	Jun-07	A George/S Louffi D&I Programme Manager	Meetings held with SL to discuss training requirements for organisation for equalities. Programme devised and being rolled out		QCA Executive has made an undertaking to support all staff in being trained in general equalities by end April 2008. Equalities incorporated into induction programme
		Integrate learner management systems with employee records	Apr-08	A George/ P Clarke/ P Rimmer, HR Business Partner	To investigate current payroll system's capabilities in storing L&D information		To investigate current capabilities, implement system December 08
		Train staff on gender equality duties	Sep-07	S Louffi D&I Programme Manager	General equalities training currently being rolled out across organisation, including gender equalities		QCA Executive has made an undertaking to support all staff in being trained in general equalities by end April 2008. Equalities to be incorporated into induction programme

STRATEGIC RESOURCE MANAGEMENT GENDER EQUALITY ACTION PLAN						
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Policy development	Development of transsexual policy	Jun-07	Denise Noronha, HR Business partner	Information gathered from EOC, the Gender Trust, policy to be written		Policy will need to be consulted on and EIA before roll-out. December 08
	Monitoring					
	Gather data on staff turnover by gender	Sep-07	D Noronha, HR Business Partner	Meeting held to discuss MI required for all equalities duties July 07		Process to be drawn up on MI to be produced for HR MR to own and implement. Information to be provided to internal stakeholders on quarterly basis April 08
Human Resources	Conduct an organisation-wide transgender survey of staff	Dec-08	D Noronha, HR Business Partner	Devise a survey to go to all staff, results collated will be anonymous		Dec-08
	Set up consultation processes for gender equality issues consultation	Jun-07	D Gamble, Head of HR	Process needs to be drawn up to consult on all equalities issues. To be discussed with TU at next consultation meeting on 23 July		Process to be drawn up and agreed with staff and TU. Wider groups to be contacted on all equalities strands. Process in place by April 08

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ITS		Redevelopment of QCA's intranet, Qudos, in line with best practice, policies, technologies and processes, eg compliant with world standards such W3 and E-Gif	Sep-07	Gavin Edwards Knowledge Services Analyst	Awaiting migration of content into new shell	Ongoing	Engage and consult with D&I panels to gauge feedback and opinion regarding accessibility and ease of use
		Feed into consultation exercise	Oct-07	S Ghobadi, Information Governance, Programme Leader	Present revamped Qudos to D&I panel, feed back the outcome of the policy screening to D&I panel		Capture comments & feedback from the D&I Panel, the consultation exercise and feedback to ITS management team and staff. October 07
		Raise equalities awareness across ITS management team and staff	Jul-07	S Ghobadi, Information Governance, Programme Leader	All ITS management team to receive impact assessment training, including key members of staff	Oct-07	Training to be scheduled and coordinated across ITS. October 07

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ITS	Screen all policies and practices in line with consultation exercise	Dec-08	S Ghobadi, Information Governance, Programme Leader	ITS management team to prioritise and impact assess all ITS policies		Training to be completed by end October 2007, following which all policies to be impact assessed, reviewed, communicated and consultation sought from the DISG by December 2008
	Incorporate GES into Information Governance framework, eg annual review of policies and procedures to assess possible impact upon equalities plans and duties	Dec-08	S Ghobadi, Information Governance, Programme Leader	Incorporate feedback received via consultation with the D&I panel	Review annually	Monitor ITS policies for adverse impact to GES

STRATEGIC RESOURCE MANAGEMENT GENDER EQUALITY ACTION PLAN							
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Strategic Systems Group (SSG)		All staff including contractors to attend equalities training	Apr-08	Director of Strategic Systems	Training in progress		Ensure training is completed by April 08
		Equalities impact assessment of policies	Apr-08	Director of Strategic Systems	No action taken as not all staff have received training		EIA to be undertaken following training by December 2008
		Ensure when commercial agreements are awarded that they comply with QCA equalities principles	Ongoing	Director of Strategic Systems	No action taken as not all staff have received training	Ongoing	This will be an ongoing process once equalities impact assessment training has been rolled out across the team
Commercial		All staff including contractors to attend equalities training	Apr-08	R Pollom	Training in progress		Ensure training is completed by April 08
		Equalities impact assessment of policies	Apr-08	R Pollom	No action taken as not all staff have received training		EIA to be undertaken following training by December 2008

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Commercial		Ensure when commercial agreements are awarded that they comply with QCA equalities principles	Ongoing	R Pollom	No action taken as not all staff have received training	Ongoing	This will be an ongoing process once equalities impact assessment training has been rolled out across the team
		Review all Finance policies to identify any impact upon equalities duties	Apr-08	Darryl Nunn, Head of Finance	Prioritise policies prior to impact assessing		Ensure staff have received training. April 08
Finance		Impact assess all Finance policies	Apr-08	Darryl Nunn, Head of Finance	Relevant staff to receive impact assessment training		Ensure relevant staff have been trained to undertake EIA. April 08
		Review of tender compliance policy	30-Apr-08	N Penn, Head of Procurement	Draft guidelines produced for procurement staff to enable compliance assessment of tenders		Review of supplier base and compliance with procurement procedures (ongoing), training of procurement staff - December 08
Procurement							

STRATEGIC RESOURCE MANAGEMENT GENDER EQUALITY ACTION PLAN						
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Procurement	Review tender documents and ITT template	30-Apr-08	N Penn, Head of Procurement	Template to include compliance clauses		Review of ITT template to ensure ongoing compliance - April 08
	Review of contract terms and conditions	30-Apr-08	N Penn, Head of Procurement	Working with Legal to ensure contract terms and conditions are compliant with legislation	Ongoing	Ongoing review of legal templates
	Equalities impact assess all procurement policies	31-Dec-08	N Penn, Head of Procurement	Training being rolled out across organisation		All procurement policies and procedures to be impact assessed across all equalities duties by end December 2008
	All staff, including consultants, to receive general equalities training	30-Apr-08	N Penn, Head of Procurement	Training being rolled out across organisation	Sep 07 ongoing	All staff to be trained in general equalities by end April 08.

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Procurement		Review of where and how QCA advertises tenders outside EU regulations	30-Apr-08	N Penn, Head of Procurement	Review of where and how QCA advertises tenders outside EU regulations		Formulating process of how and where to advertise compliant tenders including information to be included in notice. December 07
		Roll out training for relevant staff on QCA's procurement policies and procedures	31-Dec-08	N Penn, Head of Procurement	Ongoing training of procurement policies and procedures to divisions/teams and individuals	Ongoing	Review of level and frequency of training including induction of new staff by April 08.

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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Facilities	All staff to undertake general equalities training	Jan-08	A Jordon, Facilities	Management team have been trained		Arrange training for remainder of staff April 08
	All staff to undertake impact assessment training	Apr-08	Tom Sidaway, Relocation Project Manager/A Jordon, Facilities	Training to be arranged		Impact assessments to be carried out of all policies and procedures once training is undertaken April 08
	Impact assessment of all Facilities policies. Including health and safety, catering and building security	Dec-08	A Jordon, Facilities	To be undertaken once training has taken place		Draw up a plan prioritising the policies to be impact assessed
	Consultation exercise with QCA employees regarding Facilities policies	Jun-08	A Jordon, Facilities	None		Consult with users and receive their input on policies
All new policies for Coventry base to be impact assessed and consultation exercise to feed into this process		Dec-08	A Jordon, Facilities	None		Above consultation will inform process, and help formulate new policies

COMMUNICATIONS AND MARKETING GENDER EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Review and monitoring of imagery guidelines	Review of imagery guidelines with input from staff advisory group	Ongoing	Head of Communications	Relevant Communications and Marketing staff use customer intelligence and other information on an ongoing basis to inform and update imagery guidelines	Ongoing	Relevant Communications and Marketing staff use customer intelligence and other information on an ongoing basis to inform and update imagery guidelines
Review and update of 'Guide to inclusive language'	Review and update of 'Guide to inclusive language'	Ongoing	Head of Communications	This information is reviewed and updated on an ongoing basis	Ongoing	This information is reviewed and updated on an ongoing basis
Review of complaints categories	Review of categories used to log complaints to ensure gender equality issue related complaints are picked up and stored	Jan-08	Customer Relations Manager	Complaints are being regularly monitored for equality issues. Monthly reporting is also in place	Ongoing	Changes to be made in QCA's Customer Relationship Management (CRM) system to capture new categories by end January 08

COMMUNICATIONS AND MARKETING GENDER EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Impact assessment	Review of existing and proposed C&M policies for adverse impact on gender equality	Dec-08	Customer Relations Manager	Impact assessment on QCA's communications activities with external audiences conducted in Northern Ireland in 2005	2005	Staff training required for key managers on conducting impact assessments by January 08
Training	Staff training on importance and benefits of promoting gender equality	Jan-08	Customer Relations Manager	QCA's Diversity and Inclusion Manager has set up a general equalities training package for all staff	Jun-07	Date for training of Communications and Marketing Division to be agreed by end of September 07
	All new staff in the Communications and Marketing Division to have a training session on equality issues as they relate specifically to the external communications of the division	Ongoing	Head of Communications	Some training is already in place, but this is to be formalised	Ongoing	Formal training agenda to be prepared by end of January 08

COMMUNICATIONS AND MARKETING GENDER EQUALITY ACTION PLAN						
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Promotion of D&I materials	Explore and adopt additional ways to promote D&I materials	Ongoing	Head of Communications	Promotion of materials is already taking place	Ongoing	Seek expert advice on best ways to promote D&I materials by end January 08

CURRICULUM DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Development and Implementation	To enable schools to develop a curriculum that meets the needs of all of their learners	Contact all co-development networks and schools to identify those using curriculum change to address the needs of disabled learners	Mar-08	Margaret Wright (Programme Manager)	Entry in Curriculum Division strategic plan	Dec-07	Carry out analysis of disability-focused exemplars and produce 'How to' guide for other schools - by March 08
		Identify appropriate case studies on disability access and positive actions for the 'innovation gallery' programme	Jun-08	Alison Willmott (Programme Adviser)	Entry in Curriculum Division strategic plan	Mar-08	Build in programme for regular entries and update - by June 08
		Involve mainstream schools with learners with disabilities in the development and trialling of toolkit materials	Jun-08	Lucy Smith (Programme Adviser)	Entry in Curriculum Division strategic plan	Mar-08	Materials provided in toolkit to be evaluated for impact - by June 08

CURRICULUM DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Development and Implementation	To enable schools to develop a curriculum that meets the needs of all of their learners	Publish case studies that specifically identify schools that provide improved access or are developing their curriculum to give greater access and support for disabled pupils	Sep-08	Lucy Smith/Liz Craft (Programme Advisers)	Entry in Curriculum Division strategic plan	Sep-08	Instigate regular update programme for website and publication and build in programme for regular entries and update - by September 08
	To evaluate the impact of new secondary curriculum approaches across co-development network to better meet needs of all learners	Review curriculum materials in print and online for new secondary curriculum to ensure accessibility for all users in line with DDA requirements	Nov-07	Margaret Wright/Paul Wright (Programme Managers)	Ensure and record compliance during process	Jun-07	Publish on Goldfinch website and ensure continuing compliance of new materials as appropriate, Nov 07
		Conduct a review of the programmes of study to identify areas liable to be implemented with bias from a disability perspective	Apr-08	Paul Wright (Programme Manager)	Expertise engaged upon analysis of programmes of study	Jun-07	(i). Produced school guidance on disability equality practice (April 08)(ii). Website icon alerts reader to potential problems (April 08)

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Development and Implementation	To disseminate information about disability issues within curriculum and assessment	Select positive images that challenge disability stereotypes for use in QCA presentations, case studies, publications and websites	Dec-08	Gareth Mills (Head of Development and Implementation)	Started to identify schools with good practice in addressing disability issues	Sep-07	Examples added to the website every four months starting February 08
		Conference presentations to include reference to disability issues where appropriate	Dec-07	Lucy Smith (Programme Adviser)	Action identified to divisional strategic plan (August 07) Commission analysis of disability research and statistics (December 07)	Aug-Dec 07	Analysis of presentation materials and evaluations of conferences/seminars to include disability issues to create statistical evidence base about the impact of materials

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Development and Implementation	To ensure that disabled stakeholders are involved in the production of inclusive advice to ministers on the revised secondary curriculum	Consult disability representatives and disabled people through the partnerships programme January 2007 to September 2008	Jan 07 - Sep 08	Ros Hicks (Programme Adviser)	Representatives from children's and young peoples' organisations invited to review toolkit and comment on planned work	Sep-07	Amend toolkit in light of suggestions - by September 08
		Draft materials on inclusion to include advice to teachers on ensuring participation of disabled learners in all activities and implementing the curriculum for those pupils who have special educational needs	Dec-07	Crichton Casbon (Programme Manager)	Case studies developed outlining best practice	Sep-07	Case studies to be published online via Project Goldfinch - December 07

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Development and Implementation	To ensure that disabled stakeholders are involved in the production of inclusive advice to ministers on the revised secondary curriculum	Consult with specialist providers and disability organisations with regard to inclusion issues	Nov-07	Crichton Casbon (Programme Manager)	Access and inclusion conference held as part of the secondary review consultation	Feb-07	Specific actions developed in Secondary Curriculum Review - November 07
		Consult with disabled pupils and include specific disability organisations	Nov-07	Crichton Casbon (Programme Manager)	Conferences held with young learners present and consulted	Jun-07	(i) Specific actions developed into Secondary Curriculum Review - November 07 (ii) Further routine prompt in consultations built into Curriculum Division strategic plan - November 07
		Consider outcomes of consultations for trialling of secondary curriculum materials before finalisation	Nov-07	Crichton Casbon (Programme Manager)	Process for identifying materials agreed	Jun-07	Agree and implement editing protocols - November 07

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Standards and Assessment Policy	To ensure that resources addressing disability bias are incorporated into test supporting materials and that data from pilots and trials contributes to effective test strategy	Analyse outcomes of the first use of single-level tests in the Department for Children, Schools and Families 'Making Good Progress' pilot in December 2007 for evidence of disability bias in terms of test entries and test results	Mar-08	Steve Anwyll (Programme Manager)	National Assessment Agency, Regulation and Standards & Curriculum Division engaged in producing analysis instrument	Sep-07	Analysis of feedback provided for test developers and to pilot local authorities and schools for action in the June 2008 test window
		Additional evidence on participation in e-assessment by disabled pupils to be incorporated into the evaluation	Mar-08	Steve Anwyll (Programme Manager)	National Assessment Agency, Regulation and Standards & Curriculum Division engaged in producing analysis instrument	Sep-07	Analysis of feedback provided for test developers and to pilot local authorities and schools for action in the June 2008 test window

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Standards and Assessment Policy	To ensure assessments do not exclude or discriminate against learners on disability grounds	Ensure that disabled learners are adequately represented by schools contributing to the QCA pilots and programmes	Jan-08	Paul Wright (Programme Manager)	Recruitment of representative schools and samples ongoing throughout Autumn 07	Sep-07	
		Ensure that assessment materials are appropriate for learners with disabilities	Aug-08	Paul Wright (Programme Manager)	Identification of representative schools ongoing	Sep-07	Recruitment of schools and piloting of materials to commence in Spring 08
		Ensure that 'Assessing pupils' progress' support and guidance materials are appropriate for use in all schools, and for all learners	Jul-08	Steve Anwyl (Programme Manager)	Key stage 2 and 3 materials produced	Sep-07	Key stage 1, Speaking and Listening and Science materials to be completed by Jul 08

CURRICULUM DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Standards and Assessment Policy	To ensure that Curriculum Division evidence-gathering strategy allows for the investigation of disability equality issues	Prepare new strategy ready for implementation including the systematic collection of data about the experience of disabled learners	Nov-07	Mark Orrow-Whiting (Programme Manager)	New Evidence Panel to include representation from disability groups	Sep-07	Ensure and record compliance during process
	To ensure that Curriculum Division publications promote disability equality by equally representing a diverse range of disability stakeholders	The needs of parents and carers of disabled pupils are considered when producing the 'Making the most of...' and 'Handy guide' publications	Jan-08	Mark Orrow Whiting (Programme Manager)	In developing specification, disability issues pertaining to disabled parents and parents of disabled children were carefully considered	Jul-07	Road testing of materials by key disability stakeholders December 07

CURRICULUM DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Standards and Assessment Policy		QCA engages with a broad and representative stakeholder sample in pilot evaluation of published materials	Apr-08	Mark Orrow Whiting (Programme Manager)	In developing specification, disability issues were carefully considered	Jul-07	Ensure that final products include voice of disability stakeholders December 07
	To establish arrangements for securing the views of disabled people as parents and in the wider community	Establish contact and build relationships with organisations for disabled people	Feb-08	Ros Hicks (Programme Adviser)	Groups invited to consultation meeting and contacts included in toolkit	May-07	Establish engagement arrangements through organisations of disabled people throughout 2007/8.
Standards and Assessment Policy	To establish arrangements for securing the views of disabled people as parents and in the wider community	Develop divisional toolkit for engagement with children and young people for use by advisers in their work to include specific guidance on involving disabled children and young people	Jan-08	Ros Hicks (Programme Adviser)	Toolkit contains specific guidance on the recruitment of staff to work with disabled children and young people	Jul-07	Include specification for consultant to develop work with parents. Invite organisations to review toolkit

CURRICULUM DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Standards and Assessment Policy		Establish forum arrangements for children and young people including disabled children and young people	Feb-08	Ros Hicks (Programme Adviser)	Planning meeting held with young people's groups	Jul-07	Engage with a range of special schools to look at how they can develop 'pupil voice' by February 08
	To secure working relationships with organisations operating at a national level to influence dialogue about curriculum reform and disability	Participate in General Teaching Council for England (GTCE) Equality Network to discuss and share information regarding disability equality policy and its implications	Feb-08	John Crookes (Head of Partnerships and Evidence)	Summary report produced, identifying future actions with strategic partners	Dec-07	Feedback offered to divisional D&I group by February 08
		Establish and disseminate list of key organisations and contact details with interest in disability and curriculum and assessment	Jan-08	Mark Chater (Programme Adviser)	Establish relationship with key organisations and agree working relationship	Jul-07	Review list of organisations as part of annual review of the scheme by January 08

CURRICULUM DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Equalities, Diversity and Inclusion	To publish data for the statutory collection of P scales data from all maintained schools	Consult teachers of disabled people along with disability groups. Statutory consultation to end December 2007	Mar-08	John Brown (Programme Adviser) with NAA	Address consultation. Complete advice to DCSF	Jan-08	Produce advice for schools in conjunction with NAA by March 08
	To provide guidance on curriculum planning for people with learning difficulties	To produce web-based audio-visual materials and text for use in schools and colleges	May-08	John Brown (Programme Adviser) with NAA	Components of the website produced as first draft	Jun-07	To complete production and disseminate materials - Jan-May 08
	To work with stakeholder groups to develop appropriate CPD, advice and guidance that positively supports disability equality	Work with disability equalities stakeholder groups to develop best practice	Sep-08	Alison Livesey (Head of Policy Support)	First meeting with DRC planned for November 07	Sep-07	Detailed work programme to be developed November 07
Equalities, Diversity and Inclusion							

CURRICULUM DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Equalities, Diversity and Inclusion	To work with stakeholder groups to develop appropriate CPD, advice and guidance that positively supports disability equality	Work with disability equalities stakeholder groups to develop best practice	Sep-08	Alison Livesey (Head of Policy Support)	First meeting with DRC planned for November 07	Sep-07	Detailed work programme to be developed November 07
	To ensure compliance with corporate and divisional policies and qualification review / development in relation to DDA requirements	Ensure that all future recruitment and assessment processes are evaluated for equalities impact to include associates	Nov-07	Annette Godwin (Head of Programme Support)	Draft evaluation protocol developed	Oct-07	Implementation of recruitment evaluation by November 07
		Issues of disability equality are embedded into equalities training for Curriculum Division staff and associates	Mar-08	Alison Livesey (Head of Policy Support)	Initial plan on integrating equalities training into divisional induction completed	Aug-07	Wider equality training plan to be developed and implemented by March 08

CURRICULUM DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Equalities, Diversity and Inclusion	To ensure compliance with corporate and divisional policies and qualification and development in relation to DDA requirements	Provide training for all programme managers, divisional management team members and programme delivery managers in undertaking impact assessment work with regard to DDA	Aug-08	Alison Livesey (Head of Policy Support)	Equality training strategy developed as part of wider learning and development strategy	Dec-07	Training roll-out planned for Nov 07
		Set up a regular senior management team review to assess all new and future programmes of work for impact on disability equality	Jan-08	Alison Livesey (Head of Policy Support)	Initial recruitment to take place September 07	Sep-07	Work programme to be agreed December 07

NATIONAL ASSESSMENT AGENCY DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action Taken	Further action required and deadline
	Ensure test development (TD) processes are DDA compliant, ie comply with the spirit of the act and the duties arising from it	Review and document current status of TD processes including any instances where test development processes are non-DDA compliant	End April 2009	Andy Allcorn			
		Impact assess test development processes	End May 2009	Andy Allcorn			
		Complete follow-up action to review processes if necessary post impact assessment. Feed into policy review with Standards in Assessment Team.	31-Dec-09	Andy Allcorn			

NATIONAL ASSESSMENT AGENCY DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action Taken	Further action required and deadline
	Ensure national curriculum test access arrangements are DDA compliant, ie comply with the spirit of the act and the duties arising from it	Formal review of each access arrangement policy annually, ensuring consultation with those representing pupils with disability as well as those with disability	2008 policies to be reviewed by April 2007	Tamsin Barton	Policy document reviewed by Shaw Trust, who concluded that access arrangement policies met needs of pupils with disabilities	End of July 07	
	Ensure national curriculum test (NCT) policy document is DDA compliant, ie complies with the spirit of the act and the duties arising from it	Impact assess access NCT policy document Complete follow-up action to review policies if necessary post impact assessment.	End April 2009 End April 2010	Tamsin Barton Tamsin Barton			
	Ensure that processes are in place to provide communication materials and publications in modified forms	SEE COMMS ACTION PLAN - QCA Creative Services Team will manage this process by exception on case-by-case basis					

NATIONAL ASSESSMENT AGENCY DISABILITY EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action Taken	Further action required and deadline
Coordinate national expertise and debate on future methods of assessment through the Institute of Educational Assessors	Consult with members and potential user groups about issues relating to accessibility		G Herbert	A survey of all members who registered as disabled was carried out and their comments recorded	The survey was issued in February 2007	The results showed 100% accessibility of all our services
	Review service provision, such as website, product and services and communications materials		G Herbert	Members responded to the survey	Closed Feb 2007	Results showed 100% accessibility
	Impact assess services	As necessary, when new issues come up	G Herbert		Ongoing	
	Complete follow-up action to review policies if necessary post-impact assessment	End of Feb 2008	G Herbert			

NATIONAL ASSESSMENT AGENCY DISABILITY EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action Taken	Further action required and deadline
Coordinate national expertise and debate on future methods of assessment through the Institute of Educational Assessors	Monitor services provision in conjunction with third party suppliers		G Herbert	All project briefs now have a section on accessibility issues	Implemented March 2007	Ongoing
Ensure disability access compliance within key stage 3 ICT tasks	Review potentially non-compliant elements regarding accessibility and key stage 3 ICT task software	31-Jul-07	Sue Walton	RNIB carried out an audit on 2007 pilot summative test and familiarisation materials to assess accessibility in accordance with ISO 9241-171 Ergonomics of Human-System Interaction - Guidance on Software Accessibility (in draft)	25-Jun-07	RNIB audit reviewed and actions taken to correct inconsistencies in shortcut keys and to produce a non-toolkit version of the data-handling tasks

NATIONAL ASSESSMENT AGENCY DISABILITY EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action Taken	Further action required and deadline
Ensure disability access compliance within key stage 3 ICT tasks	Independent teacher and NAA review of materials involved in consideration of whether tasks are accessible and inclusive	31-Jul-07	Sue Walton	Specific questions on inclusion including accessibility to the tasks and support materials raised at four separate task review groups in July, and amendments made as appropriate	09-Jul-07	Task accessibility reviewed by independent experts at review panels held in October 2007 and comments taken on board. Ensure third batch of tasks is reviewed by March 2008
Ensure that key stage 3 ICT review panels and task trialling involve disabled representatives and users	Review memberships of review panels and ensure access and inclusion experts are included	31-Jul-07	Sue Walton	Composition of pool of teachers for review panels under constant review. Teacher review group for July 07 consisted of teachers with expertise in visual impairment, hearing impairment and EAL issues	03-Jul-07	Teacher review group for July 07 consisted of teachers with expertise in visual impairment and EAL issues. Ensure teacher review group for review of third batch of tasks includes experts in disability access issues by February 2008

NATIONAL ASSESSMENT AGENCY DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action Taken	Further action required and deadline
	Ensure that key stage 3 ICT review panels and task trialling involve disabled representatives and users	The task-development specification to include a requirement on the TDA to ensure disabled users are included in trialling	End of Jul 2008	Sue Walton	Discussions initiated with TDA to produce a supplement to the task-development specification. Annex to be approved by October 2007	20-Jun-07	Supplement produced in draft form. Final version to be signed off by end of December 2007
	Ensure all key stage 3 ICT task communication materials and publications are accessible and inclusive	Review key stage 3 ICT support materials to ensure they are accessible and inclusive	End December 2007	Sue Walton	Review of non-toolkit version of tasks in Microsoft Office format undertaken by visual impairment expert in September 2007 to ensure they are accessible for pupils with visual impairment	Sep-07	

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Divisional Programme Office	Ensure compliance with corporate and divisional policies and qualification review / development in relation to the disability duty requirements	Ensure Qualifications & Skills Division is in a position to carry out screening of new and existing policies and identify priorities and areas for impact assessments	Mar-08	Yasir Mirza (Compliance Manager)	All Qualifications & Skills Division staff completed introductory equalities training, and selected staff completed equalities impact assessment training. Consequently staff are able to make an informed decision in relation to qualification revision, qualification development, and in the organisational management of Qualifications & Skills Division	Dec-07	Review effectiveness of the general equalities and impact assessment training programmes with Legal & Corporate Affairs. Produce a toolkit and an additional training programme to further embed diversity and inclusion into the Qualifications & Skills Division work streams. March 08

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Divisional Programme Office	Ensure compliance with corporate and divisional policies and qualification review / development in relation to the disability duty requirements	Ensure development teams report on disability duty-proofing activities for new/revised qualifications including action plans and contingencies for outstanding barriers and areas for improvement	Ongoing	Yasir Mirza (Compliance Manager)	Quarterly reporting process set up and agreed with Legal & Corporate Affairs	Ongoing	Review progress via the Qualifications & Skills Management Board on a quarterly basis
		Ensure Qualifications & Skills Division is supported in the development and embedding of D&I into individual programme strands	Ongoing	Yasir Mirza (Compliance Manager)	The Equality Working Group has been established and is being used as a forum to push the D&I agenda, including the process for consulting with disabled people's representative groups and other key stakeholders	Ongoing	Continual support for the division in conducting and monitoring the progress of the impact assessment process. Review April 08

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Functional Skills	Ensure compliance between Functional Skills standards and the disability duty requirements	Ensure development teams report on disability duty-proofing activities for new/revised qualification criteria/standards including action plans/contingencies for outstanding barriers	Ongoing	Jill Stokoe (Strategic Manager Functional Skills and Employability)	Awarding bodies (ABs) have been advised of disability duty compliance and QCA's legal obligation to reject materials that do not comply with the disability duty requirements. A comprehensive evaluation of Access and disability duty requirements is being incorporated into the pilot. Report on compliance of materials completed in September 07	Regular reporting by ABs - every six months. First report due March/April 2008	Evaluation of pilot and disability duty requirements - compliance - Ongoing.
		Functional Skills in English, mathematics and information communication technology due for accreditation	Jul-08	Jill Stokoe (Strategic Manager Functional Skills and Employability)	Functional Skills pilot to ensure criteria are disability duty compliant is up and running	1-Sep-07	Review guidance for disability duty compliance July 08

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Diploma	Work with triple lock partners and other internal and external stakeholders to ensure the Diploma qualification-development process and curriculum guidance material promote compliance with disability duty requirements	Phased approach, as per Phases 1-3 timelines	Vanaraji Bishop (Policy Strategic Manger)/Sandra Stalker (Strategic Manager Post 14 Curriculum)	Lines of Learning Statement and Criteria templates contain an equality and diversity statement that needs compliance when developing qualifications. Completed for Phases 1 & 2	July 07	Conduct impact assessments for Diploma policies - to be completed by June 08. Produce impact assessment reports - to be completed by July 08. Develop and update policy as appropriate - to be completed by August 2008. Develop and update action plan as appropriate - to be completed by August 2008.
	Design criteria and accreditation processes to ensure Diplomas conform to disability duty requirements.	Phased approach, as per Phases 1-3 timelines	Vanaraji Bishop (Policy Strategic Manger)/Sandra Stalker (Strategic Manager Post 14 Curriculum)	Qualifications & Skills Division conducted a joint D&I consultation with Regulation & Standards Division to consult on the Diploma Operating Rules in June 2007. The aim of the consultation was to	July 07	

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	Diploma				ensure that QCA received comprehensive feedback from disabled learners and their representatives in relation to the suitability of the Diploma Operating Rules and the Diploma Phase 2 Lines of Learning Criteria. Lines of Learning statement. The disability duty will be taken into account during the accreditation process of the Diploma qualifications as with all accredited qualifications		

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	Develop a strategy to evaluate compliance with disability duty requirements in the Diplomas	Ongoing process of policy development	Vanaraji Bishop (Policy Strategic Manger)/Sandra Stalker (Strategic Manager Post 14 Curriculum)	A paper outlining the process that ensures that the disability duty is embedded in all criteria activity has been completed for approval by the Executive board	Sept 07	

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Post-14 Qualifications	Ensure compliance between post-14 qualifications and disability duty requirements	GCSE criteria review - identification of barriers and justification for their existence where necessary	Dec-08	Mary Griffin (Programme Leader: GCSE)	Specific questions addressing disability duty issues are contained in the consultation questionnaire, including questions on barriers and justification	Jun-07	Produce impact assessment reports September 08 Publish impact assessment reports December 08
		disability duty experts and individuals to be actively involved in the GCSE criteria review	Jul-08	Mary Griffin (Programme Leader: GCSE)	Disabled People's Advisory Panel gave feedback on the criteria review.	Oct-07	Secure disability experts for the next stage of the GCSE review July 08
14-19 Curriculum	Ensure compliance with regard to work on the economic well-being programme of study	Draft content complete for consultation	Apr-08	Gary Forrest (Skills for Employment)	Formal consultation taken place on the QCA website. Materials redrafted to reflect results of the consultation and made available on the website	Sep-07	Develop two pieces of guidance on the revised website for work-related learning and experiences of work, both with equalities issues embedded April 08

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
14-19 Curriculum	Ensure compliance with disability duty in 14-19 monitoring activities	Hold a special schools focus group and set some disability duty focused questions to form one of the purposes Hold a disability duty focus group and set some disability duty focused questions to form one of the purposes	Jul-08 Jun-08	Sandra Stalker (Strategic Manager Post 14 Curriculum) Sandra Stalker (Strategic Manager Post 14 Curriculum)	Results from the focus group produced and distributed to internal stakeholders. These were used to inform the 14-19 monitoring programme.	Sep-07	Repeat process of holding a special schools focus group July 08 Results and report to be published on website by June 2008

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
14-19 Curriculum	Ensure compliance with disability duty in work-related learning and enterprise monitoring activities	Representatives of special schools sit on the work-related practitioners' group. Set disability duty focused questions	Ongoing	Gary Forrest (Skills for Employment)	Meeting took place on 26 June 07	Jun-07	Regular meetings set up to cover key disability issues July 08
	Ensure compliance with disability duty in Diploma Curriculum Programmes - Phase 2	Consult with disability groups during consultation events	Mar-08	Sandra Stalker (Strategic Manager Post 14 Curriculum)			Write up findings, taking forward issues to be filtered through to the Diploma Curriculum Guidance for Phase 2 March 08
	Ensure compliance with disability duty in Diploma Curriculum Programmes - Phase 3	Consult with disability groups during consultation events	Dec-08	Sandra Stalker (Strategic Manager Post 14 Curriculum)			Disability equality issues to be embedded in consultation events December 08

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Foundation Learning Tier	Ensure that the Foundation Learning Tier development takes full account of disability equality issues in all aspects of work.	Accredit new qualifications into the Qualifications & Credit Framework at Entry and Level 1 to support delivery of progression pathways. Work with awarding bodies to agree qualification strategies for Entry and Level 1 provision	Revisions to Foundation Learning Tier qualifications strategy to include Diversity & Inclusion issues - Dec 07	Dylan White (Strategic Manager, Foundation Learning Tier)	Programme Board agreed principles for delivering progression pathways, provider requirements and focus of new qualifications	Oct-07	Qualifications accredited by May 08. Qualification strategies agreed with awarding bodies by Summer 08

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Foundation Learning Tier	Ensure that the Foundation Learning Tier development takes full account of disability equality issues in all aspects of work	Consult with 14-16 providers on principles and focus for Entry level 14-19 qualifications development	Consideration of D&I issues in guidance and support to providers (work to be contracted) - December 07	Dylan White (Strategic Manager, Foundation Learning Tier)	Initial set of providers identified - September 07	Sep-07	Publication of guidance for providers on meeting needs of Entry level learners 14-19, publication of final report from consultation - August 08. Development of new qualifications August 08 onwards
		Trial new units at Entry 1, to meet needs of learners with special educational needs, learning difficulties or disabilities	Draft common units in Entry 1 accredited by November 07. Trial underway from October 07	Dylan White (Strategic Manager, Foundation Learning Tier)	Draft units written, awarding body trial proposals received, providers support programme in development	Sep-07	Trial completed by Aug 08

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Qualifications & Credit Framework	Review Qualifications & Credit Framework units developed during trials to ensure suitability for disabled people	Mar-08	Nick Juba (Strategic Manager Frameworks, Credit and Qualifications)	Impact assessment training completed, and ministerial response received	Dec-07	Equality impact as part of evaluation. Rewrite guidance based on ministerial feedback by March 2008
	Guidance/advice produced and taken account of when developing Review Qualifications & Credit Framework materials and guidelines	Mar-08	Nick Juba (Strategic Manager Frameworks, Credit and Qualifications)	Impact assessment training completed		
	Review all current materials in terms of the disability duty	Mar-08	Nick Juba (Strategic Frameworks, Credit and Qualifications)	Impact assessment training completed, and ministerial response received		

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Qualifications & Credit Framework	Capacity building and engagement strategies (materials/events/communications) will promote awareness of the disability duty	Ongoing	Nick Juba (Strategic Manager Frameworks, Credit and Qualifications)	Communications made aware of disability duty requirements	Ongoing	Ensure disability equality issues are taken into account in all areas of capacity building and engagement strategies work
	Review feedback for trial projects with evaluator in terms of disability duty (Price Waterhouse Cooper)	Jul-08	Liliana Julien (Strategic Manager - Trials and Pilots)	Liaised with Price Waterhouse Cooper to ensure they are able to feed back regarding any equality issues arising from reports	Jun-07	August 07-July 08 Price Waterhouse Cooper to report to Qualifications & Credit Framework team regarding comments from trialists relating to equality and diversity

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Sector Qualifications Reform	Ensure that Sector Qualifications Reform Team takes full account of disability duty requirements in all activities	Work with partners to ensure criteria, guidance and support materials for development of all Sector Qualifications Reform components promote compliance with disability duty requirements. For example, provide Sector Skills Council with advice and guidance to promote disability duty requirements in Sector Qualification Strategies and action plans	Phased approach as per Strand 1 timelines	Mark Novels (Vocational Qualifications Strategy Manager)	A consultant with diversity and inclusion expertise has been contracted to analyse Sector Qualifications Reform Team's business plan, all ongoing project initiation documents and the project initiation document template to identify areas that require amendments or actions for Sector Qualifications Reform Team to effectively address the requirements of disability, gender and race duties. The consultant has produced good practice guidance for Sector Qualifications Reform Team in relation to the requirements of disability, gender and race duties based on evidence from other public bodies	Nov-07	D&I-related issues to be accounted for in project initiation document planning and development for 2008/9, risk and issues planning as well as communication strategy. Output: Project initiation documents for 2008 that are all D&I mainstreamed. D&I embedded in the communications strategy and Sector Qualifications Reform Team business plan by March 2008

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Sector Qualifications Reform		Develop a strategy to evaluate compliance with disability duty requirements in the reformed Vocational Qualifications.	On-going process of policy development	Mark Novels (Vocational Qualifications Strategy Manager)	Sector Qualifications Reform Team has also attended a half-day workshop with a consultant, the Qualifications & Skills Division Compliance Manager and the Sector Qualifications Reform Team project leads to discuss key issues/themes concerning the work of Sector Qualifications Reform Team. Project leads have amended their projects to meet relevant actions		
Sector Qualifications Reform		Embed disability duty requirements within Vocational Qualifications reform policy and apply consistently in all areas of reform work	Ongoing process of policy development	Mark Novels (Vocational Qualifications Strategy Manager)			
Sector Qualifications Reform		Gather examples of good practice to develop policy on how to embed disability duty requirements in all activities of the Sector Qualifications Reform Team	Ongoing process of policy development	Mark Novels (Vocational Qualifications Strategy Manager)			

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Research & Evaluation	Ensure that all divisional research and evaluation work is compliant with disability duty requirements	Set up Data Policy, Practice and Collection Group, and ensure that data connected to disability equality issues is discussed and embedded into the policy process	Ongoing	Kate Westmacott (Research Manager)	Hold monthly meetings	Dec-07	Review policy group and ensure disability equality is embedded within the meetings. July 08

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Research & Evaluation		Research & Evaluation Team to rewrite and update QCA's research code of practice in line with disability equality requirements	Jul-08	Kate Westmacott (Research Manager)	Draft of new code of practice completed. Final decision made on changes to code of practice and signed off	Dec-07	Review the impact of the code of practice to ensure disability equality issues are continually embedded in the guidance. July 08
		Research & Evaluation team to update the internal QCA research methods booklets to ensure best practice in terms of disability duty requirements	Jul-08	Lisa Unwin (Research Manager)	Identify consultant specialising in research methods to update booklets	Jan-08	Review use of booklets. July 08

QUALIFICATIONS AND SKILLS DISABILITY EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Skills for Life (English for speakers of other languages & Key & Basic Skills)	To work with key stakeholders including test developers to ensure Skills for Life, Key Skills and English for speakers of other languages materials and guidance are appropriate to meet the needs of the disability duty requirements	Ongoing process of policy review 2010	Paul Sowerbutts (Technical K/B Skills Manager)	Minority groups learner needs specified and defined in guidance	Jul-07	Ongoing review of learner needs 2010
Footnote						
The scope of the QSD Equalities Action Plan does not cover: Communications as it assumed that this will be covered in the Corporate Communication Equalities Action Plan Secondary Curriculum Review as it is assumed that this will be covered in the Curriculum Equalities Action Plan Minerva as it is assumed that this will be covered in the SRM action plans Centre Support as it is assumed that this will be covered in the National Assessment Agency Equalities Action Plan Northern Ireland as it is assumed that this will be covered by separate legislation						

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Embed good practice in managing disability equality horizontally and vertically across RSD</p>	<p>New Diversity & Inclusion (D&I) Manager post. At least one frontline D&I champion for each department in the division. Disability issues a regular item on the agenda of the divisional management team</p>	<p>Apr-08</p>	<p>RSD divisional managers</p>	<p>D&I Manager appointed to new post February 07. D&I Manager attends divisional management with D&I items regularly as of April 07. Divisional management approved D&I champions role July 07. Appointed all D&I champions, heads of teams and D&I Manager commented on draft HR EO Policy September 07. A second D&I Champion for each team appointed, to act as a delegate August 07. Job description for D&I Project Manager post drafted October 07.</p>	<p>07: Jul, Aug, Sept, Oct</p>	<p>Heads of teams to incorporate disability equality into budget planning for 2008/9 (September-December 07). Appoint D&I support post (Di Barber, Peter Rimmer) carried forward to October 07. Review membership of the D&I champions group to ensure opportunities for all interested to apply, and aim for diverse representation within the group itself March 2008 (Divisional managers). Heads of teams to incorporate equality into business planning for 2009/10 (April 08).</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Review interpretation of NCA common criterion for 'minimising bias' in the NCA Regulatory Framework</p>	<p>2007/8 plan in place for April 07 and updated with progress reports at divisional management team meetings quarterly thereafter. Reviewed annually in March</p>	<p>Annually and quarterly</p>	<p>RSD divisional management and D&I champions</p>	<p>2007/8 plan in place for April 07. Additional review of Disability Equality Plan carried out with heads of teams July/August 07. No additional invitees supplied to Legal & Corporate for invitee list of Single Equality Scheme launch as awarding body representatives were already on the list (September 07).</p>	<p>07: Apr, Jul, Aug, Sept</p>	<p>Quarterly reviews by divisional management team begin January 08</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
<p>Impact assess regulatory criteria and codes to ensure they promote disability equality and the elimination of discrimination to awarding bodies (AB), and build a sustainable approach to disability equality management by ABs.</p>	<p>Impact assess statutory regulations and codes (Links to 6. Data Flow)</p>	<p>Sept 07-Sept 08</p>	<p>RSD Policy & Regulation - Gill Sellix, Di Barber and Michelle Alprent; heads of teams; Monitoring & Assessment - Keith Watkins and Sue Robinson; AB performance - Pauline Sparkes and John Lavery</p>	<p>Di Barber/Gill Sellix meeting to plan out review July 07. Regulators of external qualifications in England, Wales and Scotland meeting August 07. Draft D&I regulations paper to Alan Greig July 07. Disability equality focus within the overall review of regulatory criteria and codes highlighted to other regulators of external qualifications in Wales and Northern Ireland August 07. Initial impact assessment and drafted new D&I principles for regulatory criteria and codes including data and data system requirements reference Item 6. (Di Barber to Gill Sellix) September 07.</p>	<p>07: July, Aug, Sept, Oct, Nov</p>	<p>Review the checklist used to monitor AB performance against regulatory framework to ensure it contains disability equality criteria and make the necessary changes (John Lavery) c/f to November 07 from October. Consult with ABs and disabled learners or their representatives on new D&I principles (Gill Sellix & Di Barber) November 07 - February 08</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
					(continued...) Initial consultation with ABs on draft principles at Awarding Body Conference 31 October 07. Consulted internally and with other regulators to agree a draft of the new D&I principles before these go out for consultation (Di Barber) November 07 (carried forward from Oct)		
	Gather new impact assessment material through customer query/complaint reports, and use the findings to review and reshape future plan.	Customer complaints/queries information disaggregated by ABs and disability issue. Suggested report structures for each team to use in analysis of disability issues	Apr-08	RSD Information & Investigations - John Barwick	Planning meeting with Di Barber June 07. New equal opportunities monitoring fields identified from the corporate HR fields, including disability November 07	07: Jun, Nov	Undertake analysis and set up new fields and reporting structure for 2008/9 (Di Barber) January to March 08

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
<p>Ensure national curriculum assessment (NCA) common criterion 'minimising bias' harmonises with disability equality sections of the overarching Statutory Regulation of External Qualifications and that National Assessment Agency (NAA) aims for centres to have a single source of information on access arrangements for qualifications and assessment</p>	<p>Map out and evaluate stakeholders, priorities and research findings and plan way forward for 2008/9. (Links to 3. Impact assess regulatory framework)</p>	<p>Apr-08</p>	<p>RSD Monitoring & Comparability - Keith Watkins</p>	<p>Jacky Burnett, Curriculum Assessment, sponsored research by Nick Peacey into minimising bias in terms of access arrangements offered by National Assessment Agency to candidates taking NCA June 07. Keith Watkins took over from Jacky Burnett in July 07 and met with Di Barber August 07 to plan out next steps - priorities agreed are translation, modified tests and access arrangements. Input to conclusions drawn from Nick Peacey research (Di Barber et al) August 08</p>	<p>07: June, Aug</p>	<p>Keith Watkins to arrange a planning meeting with Di Barber c/f to December 07 from October. Input to content of NCA seminar February 08 (Di Barber) October to December 08.</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Require ABs to establish systems that gather data on disability, which allow them to compare question/qualification achievement between disabled and non-disabled candidates, and allows QCA to compare AB performance by question, question paper, specification and as individual ABs</p>	Apr-08	RSD AB Performance - John Lavery; Policy & Regulation - Di Barber	Lohan Wolf/Kevin O'Sullivan/Di Barber meeting to map data and data sets including ABs, QCA, Department for Children, Schools & Families (DCSF) and centres August 07. Pauline Sparkes/John Lavery/Di Barber meeting to map out processes August 07. Delivered consultative/persuasive workshop on data gathering within new draft D&I principles at the Awarding Body Conference 31 October 07 (Di Barber), links to 3.	07. Jul, Aug, Oct	Define the outputs QCA needs to analyse AB and qualification specification performance, and related data sets/gaps (Di Barber) January 08. Identify any research needed for 2008/9 Business Plan (Di Barber/Alan Greig/Paul Newton/Lohan Wolf) February 08. Build the need for robust processes to collect, analyse and act on issues arising from disability data into the monitoring programme for ABs (John Lavery) January to March 08.

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Ensure Regulations & Standards Division supports DDA impact assessment of new qualification and assessment criteria undertaken by colleagues in QSD, Curriculum and NAA</p>	<p>New A level criteria, Diploma Phase 1 & 2 Lines of Learning and Functional Skills assessment principles DDA- proofed March- August 07. Legal & Corporate Division (LCD) training and tools for impact assessment cascaded across division for use when qualification and assessment criteria come up for review or are developed for new qualifications/ assessments</p>	<p>DDA- proofing in place by March 07 to ensure A levels, Diploma Phase 2 and Functional Skills covered when they are reviewed March- August 07. LCD version in place by end 2007/8</p>	<p>RSD Policy & Regulation - Di Barber working with DMT, Michelle Alpren in RSD, and QSD and Curriculum colleagues</p>	<p>Disseminated Fair Access by Design (on QCA website) guide to disability equality in the development of assessment methods and principles, and Disability Process Plan for impact assessment of qualification/assessment criteria, to colleagues involved in criteria development via DISG & RSD DMT March 07. Provided Sourcebook on Diversity to colleagues involved in criteria development March 07. Disability equality advice on findings of A level consultation</p>	<p>07: Feb, March, April, May, June, July, Aug, Sept</p>	<p>Di Barber reviews ways forward on impact assessment with divisional managers and D&I champions and colleagues working on criteria development December 07. Cascade new impact assessment across Division January- March 08 (Di Barber, divisional managers, D&I champions)</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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					<p>(continued...) March and April 07, Key Skills March 07, Diploma operating rules April 07, GCSE English May 07. Disability equality advice for Diploma Lines of Learning and project management of consultation June and July 07 and SQR June 07. RSD e-assessment policy for ABs includes macro and micro disability access April 07. Disability equality advice for Functional Skills assessment principles July 07. Presentation to Diploma partners (sector skills councils) on disability equality</p>		

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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					(continued...) lessons learnt Aug 07. Meeting with Sector Skills Development Agency and Yasir Mizra, QSD, to agree consistent messages re disability equality in regulatory framework September 07 postponed pending new D&I Principles 2008/9, see 3. Corporate impact assessment training for Policy & Regulations October 07.		

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Make disability equality a condition of accreditation for ABs proposing qualification specifications</p>	<p>Disability equality criterion for new qualification specifications in place for the start of 2007/08. (Links to No 6. Improve data flow)</p>	<p>Apr-07</p>	<p>RSD Policy & Recognition - Di Barber; Recognition - Reg Lambert/ Nicola TARRIER; Monitoring & Comparability - Sue Robinson</p>	<p>Criterion on ensuring disability equality added for April 07. New action to extend criterion on ensuring disability equality to a requirement that ABs confirm they have consulted with disabled candidates or their representatives, when they submit a qualification specification to the Web-Based Accreditation system used by QCA to approve new qualifications - new criterion drafted and agreed with regulators of external qualifications in Wales (DCELLS)</p>	<p>07: April, July, Sept, Nov</p>	<p>Plan to extend to AB recognition in 2008/9, to ensure newly recognised ABs and ABs already recognised as having the right to accredited qualifications are required to demonstrate that they have systems in place that will support the disability equality criterion for accreditation (Di Barber/Sue McGlynn) November-December 07</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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					(continued...) and Northern Ireland (CCEA) July 07. Letter sent notifying ABs of the new criterion (Nicola Terrier) September 07. Response to AB query on new criterion made, by letter, from the regulators of external qualifications in England (QCA), Wales and Northern Ireland		

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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<p>Ensure that ABs continue to make appropriate reasonable adjustments available to disabled candidates working with Disability Rights Commission (DRC), government, disabled people or their representatives</p>	<p>Joint Council for Qualifications (JCQ) Access Arrangements 2007/8, Federation of Awarding Bodies (FAB) Good Practice Guide 2007/8, NAA Access Arrangements and Diploma Access Arrangements make provision for disabled candidates in line with the regulatory framework. JCQ rules include reasonable adjustments for disabled people</p>	<p>Ensure that arrangements for the academic year 2007/8 are made public with sufficient notice.</p>	<p>RSD Policy & Regulations - Di Barber</p>	<p>Initiated discussions on timeframe/process for commenting on Access Arrangements with JCQ Feb 07. Negotiated an oral communicator partnership pilot between awarding bodies, disability groups and regulators of external qualifications February-August 07. Position of regulators of external qualifications on oral communicators/exemptions published on QCA website March 07. Participated in DCSF consultation on exemptions March and April 07. Assisted DCSF</p>	<p>07: Feb, March, April, June, July, Aug, Nov</p>	<p>Project manage Composite Quals Access Arrangements operating group August 07-January 08. Facilitate consultation of the group with disability specialists and organisations. Diploma Access Arrangements to be published early spring 08. Chartered Institute of Educational Assessors Oral Language Modifier training package April 08 (Andrew Boyle).</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

	1 Stated divisional equality scheme aim	2 Specific action	3 Specific action deadline	4 Person responsible for ensuring action taken	5 Action taken	6 Date action taken	7 Further action required and deadline
					<p>(continued...) in drafting regulations confirming legality of exemptions April-June 07. Access Arrangements meeting with JCQ on consulting with disability groups June 07. Meetings with NAA (Ozlem Adiyaman), QSD (Paul Sowerbutts, Anne Connor, Sue Georgious) to ensure consistent messages given re access of disabled people to Basic & Key Skills and in Functional Skills pilot June-November 07. Meetings to develop terms of reference for Diploma Access Arrangements with JCQ & FAB June & August 07, and widened the focus of this group to include</p>		

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
					(continued...) composite qualifications in general, inviting DCELLS and WJEC to join Nov 07.		

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
<p>Ensure that ABs continue to make appropriate reasonable adjustments available to disabled candidates working with DRG, government, disabled people or their representatives in line with the regulatory framework</p>	<p>(including exemptions & oral language modifiers with proviso that both are reviewed with disability groups for 2008/9 Access Arrangements and do not undermine the integrity of the assessment)</p>	<p>Ensure that arrangements for the academic year 2007/8 are made public with sufficient notice</p>	<p>RSD Policy & Regulations - Di Barber</p>	<p>Addressed issue of reasonable adjustments in Key Skills, separate reasonable adjustments for disabled people, oral language modifiers and exemptions in JCQ Access Arrangements with other regulators of external qualifications (in Wales and Northern Ireland) July 07. JCQ Access Arrangements agreed between JCQ and the regulators of external qualifications in England, Wales & Northern Ireland July 07. NAA notified of agreement and proposal made for harmonising approach Aug 07. Advice to Eire</p>	<p>07: Feb, March, April, June, July, Aug, Sept, Oct, Nov</p>	<p>Communication plan on exemptions and other access issues with DCSF, CCEA and DCELLS (Di Barber) November 07. Follow-up with FAB and NAA to ensure their operating rules are consistent with those discussed with JCQ (Di Barber) September 07-January 08. Project manage Diploma Access Arrangements operating group (Di Barber) August 07-January 08, to be published early spring 08. Publish oral language modifier research reports carried forward</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
					<p>(continued...) regulatory authority of external qualifications provided October 07. Chartered Institute of Educational Assessors Oral Language Modifier training package drafted October 07. Response to issues on exemptions raised by JCQ - letter from regulators of external qualifications in England and Wales to CEO of unitary awarding bodies for general qualifications October 07. Meetings with JCQ, ABs, DCSF and DCELLS/CCEA on exemptions September-November 07.</p>		<p>(continued...) to November 07 (Di Barber). Chartered Institute of Educational Assessors Oral Language Modifier training package April 08 (Di Barber)</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Review unitary ABs' arrangements for approving access arrangements for external qualifications</p>	<p>Produce report on JCQ GCE/GCSE access arrangements with recommendations</p>	<p>Dec-07</p>	<p>RSD Monitoring & Comparability - Sarah Mitchell, Monitoring</p>	<p>Report objectives drafted April 07. Meeting with Di Barber for D&I input May 07. Agreed the collection of data on disabled people applying for access arrangements approved by centres with Philip Neil, NAA July 07. Desk-based research and visits to awarding bodies and data analysed summer 2007 (Sarah Mitchell). D&I input to forward-looking aspects of report summer 2007 (Di Barber)</p>	<p>07: April, May, July, Aug</p>	<p>Report published by December 2007 (Sarah Mitchell)</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
<p>Regularly investigate how qualification specifications and exam questions compare with each other in terms of disability equality</p>	<p>Investigate gaps in data flow in 2007/8 and address these through the regulatory framework (see 6. Improve data flow) so that comparisons can be made 2008/9 onwards</p>	<p>April 08; April 09</p>	<p>RSD Monitoring & Comparability - Angus Alton and Nicole Poole; Research - Paul Newton</p>	<p>Planning meeting with Di Barber February 07. Progress meeting with Di Barber August 07</p>	<p>07: Feb, Aug</p>	<p>Develop research proposal for 2008/9 literature review to scope out disability equality issues in terms of the relative success of disabled people at different types of questions (Di Barber/Paul Newton/Angus Alton - NB Jeannette Elwood's book review on IQ testing) December 07-January 08. Build follow-up on disability issues into 2009/10 business plan (Angus Alton/Dennis Opposs)</p>

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	QCA web content explains awarding bodies' responsibilities and key messages with regard to disability equality. Disability groups consulted are updated at least once a year on progress on their concerns	May-07	RSD Information & Investigations - John Barwick	Oral communicator and exemption statement March 07 http://www.qca.org.uk/qca_7795.aspx . Meeting with Di Barber to plan review of QCA website content May 07. Oral communicators retitled oral language modifiers July 07. New page on 'Access to qualifications' added to QCA website (Di Barber and Claire Thompson) November 07	07: Mar, July, Nov	Statement of position on these and component exemptions/certificate indications carried forward to November 07 pending negotiations with ABS as is the commensurate letter to MPs and disability groups updating them on progress by the regulators of external qualifications in England, Wales and Northern Ireland. Review of new material carried forward to January-March 08 (Di Barber)

REGULATIONS AND STANDARDS DISABILITY EQUALITY PLAN

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Inform internal and external stakeholders on D&I trends relevant to criteria development and steer the wider debate on these issues</p>	<p>Steer the debate on balancing equality/fairness with integrity of the qualification/assessment</p>	<p>Mar 08</p>	<p>RSD Policy & Regulation - Di Barber</p>	<p>Internal seminar and presentation 'Treating people differently to treat them fairly' March 07. Presentation by Alan Greig on implications of DDA to DCSF 11-19 Access Steering Group July 07. Reviewed potential impact of DDA and equality duties on disability and present bullet points on ways forward to Alan Grieg for DCSF 11-19 Access Steering Group and Regulators' Access Arrangements Group meetings (Di Barber) October 07. Awarding body conference 31 October 07 as per 6.</p>	<p>07: Mar, July, Oct</p>	<p>National curriculum seminar Feb 08 as per 3.</p>

STRATEGIC RESOURCE MANAGEMENT DISABILITY EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Human Resources	Consultation	Set consultation dates for coming year	D Noronha, HR Business Partner	No action taken as yet		Process needs to be drawn up to consult on all policies issues 30 April 2008
		Determine barriers to equality for disabled people through consultation	D Noronha, HR Business Partner	No action taken as yet		Process needs to be drawn up to consult on all policies issues 30 April 2008
	Impact assessment	Impact assessment of policies in following areas: recruitment and selection, bullying/harassment, performance management, diversity and inclusion, learning and development	D Noronha, HR Business Partner	No action taken as yet		EIA to be undertaken following training by December 2008
		Impact assessment of all current policies including training courses, recruitment and selection and general HR practices	D Noronha, HR Business Partner	No action taken as yet		EIA to be undertaken following training by December 2008

STRATEGIC RESOURCE MANAGEMENT DISABILITY EQUALITY ACTION PLAN							
	1	2	3	4	5	6	7
	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources		Develop Qudos diversity and inclusion (D&I) site	1-Apr-07	S Loutfi, D&I Programme Manager	Site up and running from June 2007	1-Jun-07	
	Training	Set up training for all staff on disability equality issues	Jun-07	S Loutfi, D&I Programme Manager/L & D Team	General equalities training currently being rolled out across organisation.		QCA Executive has made an undertaking to support all staff in being trained in general equalities by end April 2008. Equalities to be incorporated into induction programme

STRATEGIC RESOURCE MANAGEMENT DISABILITY EQUALITY ACTION PLAN							
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Human Resources		Management training on D&I issues	Jun-07	S Loutfi, D&I Programme Manager/L & D Team	Format and content agreed - equality questions to be drawn up	Jun-07	Programme to be drawn up by December 08
		Corporate induction training review to include D&I training	Apr-07	S Loutfi, D&I Programme Manager/L & D Team	Equalities duties incorporated in corporate induction from August 2007. All new staff to attend general duties training	Ongoing	General duties training currently rolling out to organisation, expected to be completed by Sep 07. Online induction programme currently being investigated. Corporate induction to include equalities presentation from Aug 07

STRATEGIC RESOURCE MANAGEMENT DISABILITY EQUALITY ACTION PLAN							
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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources		Incorporate assessment of needs into local responsibilities	Apr-07	D Gamble, head of HR	Needs assessment to be identified through EIA. Training to be given on 30 August 2007	Training held 30.08.07	EIA to inform assessment needs process.

STRATEGIC RESOURCE MANAGEMENT DISABILITY EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources	Relocation	May-09	S Tymoszuk, Project Coordinator	Three staff groups have been set up; they include a representative from each division. Providing a presentation to the Disabled People's Advisory Panel 27/07/07. Providing information session for all staff 11 July 2007. Complete a random pulse survey every quarter to a sample of 100 staff that records disability statistics.	Jul-07	Continual over the next three years. May 09
	Recruitment		David Gamble, Head of HR	No action taken as training has not yet taken place	Sep-07	EIA to be undertaken following training by December 08

STRATEGIC RESOURCE MANAGEMENT DISABILITY EQUALITY ACTION PLAN						
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Human Resources	Promote and advertise flexible working	Dec-07	V Kirley, Organisational Change Manager	Conducting pilots on flexible working. Promoting flexible working on QUDOS, notice boards etc	Pilot completed August 2007	Regular newsletters, final evaluation December 2007
	Ensure preferred agencies and providers are signed up to QCA's Disability Equality Scheme.	Dec-07	D Noronha, HR Business Partner	All QCA preferred agencies made aware of DES	Ongoing	
	Review performance of preferred agencies and providers against QCA's DES	3 monthly	D Noronha, HR Business Partner	No progress made, MI information from preferred supplier currently being reviewed. New tender being drawn up	Ongoing	New suppliers to be made aware of monitoring requirement
	Consultation with preferred suppliers on website content especially for disabled people's recruitment	Jan-07	D Noronha, HR Business Partner	Eden Brown consulted on wording of information to candidates, which has been duly changed. QCA will review on ongoing basis		Disabled groups' sites to be investigated and contacted with a view to advertising all vacancies. April 08

STRATEGIC RESOURCE MANAGEMENT DISABILITY EQUALITY ACTION PLAN						
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Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Human Resources	Procurement of additional specialist recruitment agencies and charities	Dec-07	B Batchelor, Resourcing Manager	Recruitment tender process being drawn up. Specialist agencies to be contacted	Ongoing	New contracts to be awarded by December H72007
	Review recruitment policy - to ensure automatic shortlisting of disabled skilled candidates	Jan-07	B Batchelor / D Noronha	No progress made, two ticks employer status to be investigated and progressed		Two ticks employer status to be implemented Apr 08
	Undertake staff survey to ascertain range of staff diversity data	Apr-07	D Gamble / A Leathley	Pulse survey undertaken in run up to relocation. Ensure monitoring information is collected		Ensure monitoring information is accurate Apr 08
	Annual diversity and inclusion monitoring	Sep-07	D Noronha, HR Business Partner	Monitoring meeting held, requirements discussed in relation to duties. Further meeting took place 9.07.07	Sep 07 ongoing	Information to be published on a yearly basis with comparisons made to previous' years monitoring (showing changes in data).

STRATEGIC RESOURCE MANAGEMENT DISABILITY EQUALITY ACTION PLAN							
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Human Resources		Discuss issues arising from analysis of this data with disabled consultation group	Apr-08	D Noronha, HR Business Partner			Process to be devised and implemented April 08
Procurement		Review of tender compliance policy	30-Apr-08	N Penn, Head of Procurement	Draft guidelines produced for procurement staff to enable compliant assessment of tenders		Review of supplier base and compliance with procurement procedures - ongoing. Training of procurement staff - December 08
		Review tender documents and ITT template	30-Apr-08	N Penn, Head of Procurement	Template to include compliance clauses		Review of ITT template to ensure ongoing compliance - April 08
		Review of contract terms and conditions	30-Apr-08	N Penn, Head of Procurement	Working with Legal to ensure contract terms and conditions are compliant with legislation	Ongoing	Ongoing review of legal templates

STRATEGIC RESOURCE MANAGEMENT DISABILITY EQUALITY ACTION PLAN						
1	2	3	4	5	6	7
<i>Stated divisional equality scheme aim</i>	<i>Specific action</i>	<i>Specific action deadline</i>	<i>Person responsible for ensuring action taken</i>	<i>Action taken</i>	<i>Date action taken</i>	<i>Further action required and deadline</i>
Procurement	Equalities impact assess all procurement policies	31-Dec-08	N Penn, Head of Procurement	Training being rolled out across organisation		All procurement policies and procedures to be impact assessed across all equalities duties by end December 2008
	All staff, including consultants, to receive general equalities training	30-Apr-08	N Penn, Head of Procurement	Training being rolled out across organisation		All staff to be trained in general equalities by end April 08
	Review of where and how QCA advertises tenders outside EU regulations	30-Apr-08	N Penn, Head of Procurement	Review of where and how QCA advertises tenders outside EU regulations		Formulating process of how and where to advertise compliant tenders, including information to be included in notice
	Roll out training for relevant staff on QCA's procurement policies and procedures	31-Dec-08	N Penn, Head of Procurement	Ongoing training of procurement policies and procedures to divisions/teams and individuals	Ongoing	Review of level and frequency of training including induction of new staff by April 08

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ITS	Redevelopment of QCA's intranet, Qudos, in line with best practice, policies, technologies and processes, eg compliant with world standards such as W3 and E-Gif.	Sep-07	Gavin Edwards, Knowledge Services Analyst	Awaiting migration of content into new shell	Sep-07	Engage and consult with D&I panels to gauge feedback and opinion regarding accessibility and ease of use
	Feed into consultation exercise	Oct-07	S Ghobadi, Information Governance, Programme Leader	Present revamped Qudos to Disabled People's Advisory Panel, feed back the outcome of the policy screening to Disabled People's Advisory Panel	Ongoing	Capture comments and feedback from the D&I Strategy Group, the consultation exercise and feedback to ITS management team and staff. October 07

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ITS	Raise DES awareness across ITS management team and staff	Jul-07	S Ghobadi, Information Governance, Programme Leader	All ITS management team to receive impact assessment, including key members of staff	Oct-07	Training to be scheduled and coordinated across ITS, October 07
	Screen all policies and practices in line with consultation exercise	Dec-08	S Ghobadi, Information Governance, Programme Leader	ITS management team to prioritise and impact assess all ITS policies	Due to staff availability training is scheduled for completion by end of December 2007	All policies to be impact assessed, reviewed, communicated and consultation sought from the D&I Strategy Group by December 2008
	Incorporate DES into information governance framework, eg Standards and Controls Action Plan	Dec-08	S Ghobadi, Information Governance, Programme Leader	Incorporate DES monitoring into information governance framework	According to business needs	Monitor ITS policies for adverse impact on DES

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Facilities	Accessibility audit to be conducted on 83 Piccadilly	Aug-07	A Jordon, Facilities	Audit completed by JWM for accessibility issues and DDA compliance. Report to be submitted to QCA and actions progressed		Meeting to be held with JWM by end December 2007 setting clear action plan for recommendations for current building. To be implemented by April 08
	All staff to undertake general equalities training	Jan-08	A Jordon, Facilities	Management team have been trained	Aug-07	Arrange training for remainder of staff
	All staff to undertake impact assessment training	Apr-08	Tom Sidaway, Relocation Project Manager	Training to be arranged	All staff trained 2 November 2007	Impact assessments to be carried out of all policies and procedures once training is undertaken - April 08
	Impact assessment of all Facilities policies, including health and safety, catering and building security	Dec-08	A Jordon, Facilities	To be undertaken once training has taken place	No action taken as yet	Draw up a plan prioritising the policies to be impact assessed

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Coventry New Build	QCA to make a condition of the building tender that the new facility will be DDA compliant. Donaldson's have been retained on this basis	Sep-07	A Jordon, Facilities	Land for new building secured. Detailed plans for new building design and implementation being drawn up	Due to be undertaken by December 2007	Audit of plans to be conducted by Donaldson's or suitably qualified organisation. Audit to be conducted by June 2008

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Facilities	Investigate with Donaldson's what work has been done to ensure DDA compliancy and what stage is appropriate for conducting a compliancy audit. Review any negative impact of audit, recognising any recommendations will not delay signing the lease of the new building	Sep-07	A Jordon, Facilities	Land for new building secured. Detailed plans for new building design and implementation being drawn up	To be undertaken by end of 2007	Accessibility audit to be conducted by Donaldson's or suitably qualified organisation. Audit to be conducted by June 2008
	Accessibility audit to be conducted on temporary accommodation at Spring Place, Coventry	Apr-08	A Jordon, Facilities	Temporary building secured to aid the transition of the business from London to Coventry, fully functional from September 07		Apr-08

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Facilities	Consultation exercise with QCA employees regarding Facilities policies	Jun-08	A Jordon, Facilities	None	None	Consult with users and receive their input on policies
	All new policies for Coventry base to be impact assessed, and consultation exercise to feed into this process	Dec-08	A Jordon, Facilities	None	None	Above consultation will inform process, and help formulate new policies

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Strategic Systems Group (SSG)	All staff, including contractors, to attend equalities	Dec-07	Director of Strategic Systems	Training in progress		Ensure training is completed by December 2007
	Ensure when commercial agreements are awarded that they comply with QCA equalities principles	Ongoing	Director of Strategic Systems	No action taken as not all staff have received training	Ongoing	This will be an ongoing process once equalities impact assessment training has been rolled out across the team
	Impact assessment of policies	Dec-08	Director of Strategic Systems	No action taken as not all staff have received training		EIA to be undertaken following training by December 2008
	All staff, including contractors, to attend equalities training	Dec-07	R Pollom	Training in progress		Ensure training is completed by December 2007
Commercial	Ensure when commercial agreements are awarded that they comply with QCA equalities principles	Ongoing	R Pollom	No action taken as not all staff have received training	Ongoing	This will be an ongoing process once equalities impact assessment training has been rolled out across the team

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	Stated <i>divisional</i> equality scheme aim	Specific action	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
Commercial		Impact assessment of policies	R Pollom	No action taken as not all staff have received training		EIA to be undertaken following training by December 2008
		Review all Finance policies to identify any impact upon equalities duties	Darryl Nunn, Head of Finance	Prioritise policies prior to impact assessing		Ensure staff have received training April 08
Finance		Impact assess all Finance policies	Darryl Nunn, Head of Finance	Relevant staff to receive impact assessment training		Ensure relevant staff have been trained to undertake EIA April 08

COMMUNICATIONS AND MARKETING DISABILITY EQUALITY ACTION PLAN

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	Impact assessment of accessibility policy	Focus group with disabled people on accessibility policy	Dec-08	Customer Relations Manager	Disabled People's Advisory Panel established	Apr-07	Disabled People's Advisory Panel to advise on most effective way to recruit and run focus group by end January 08
	Review of imagery guidelines	Focus group with disabled people on imagery guidelines	Dec-08	Customer Relations Manager	Disabled People's Advisory Panel set up	Apr-07	Disabled People's Advisory Panel to advise on most effective way to recruit and run focus group by end January 08
	Review of complaints categories	Review of categories used to log complaints to ensure disability equality issue-related complaints are picked up and stored	Jan-08	Customer Relations Manager	Complaints are being regularly monitored for equality issues. Monthly reporting is also in place	Ongoing	Technical changes to be made in QCA's Customer Relationship Management (CRM) system to capture new categories by end January 08

COMMUNICATIONS AND MARKETING DISABILITY EQUALITY ACTION PLAN

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	Review of 'Guide to inclusive language'	Focus group with disabled people on inclusive language guide	Dec-08	Customer Relations Manager	Disabled People's Advisory Panel set up.	1-Apr-07	Disabled People's Advisory Panel to advise on most effective way to recruit and run focus group by end January 08
	Ensure that relevant images of disabled people are available for use and used appropriately	Ensure that relevant images of disabled people are available for use and used appropriately	Ongoing	Head of Communications	QCA's image library and use of images is reviewed on an ongoing basis	Ongoing	QCA's image library and use of images is reviewed on an ongoing basis
		Focus group with disabled people on use of images of disabled people	Dec-08	Customer Relations Manager	Disables People's Advisory Panel established	Apr-07	Disabled People's Advisory Panel to advise on most effective way to recruit and run focus group by end January 08
	Training	Ensure all staff are trained in importance of considering use of illustrations to explain text for those with learning difficulties	Jul-08	Customer Relations Manager	Investigation of suitable trainer has been undertaken	Jun-07	Training arrangements to be confirmed by January 08

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		Communications and Marketing Division staff training on importance and benefits of promoting disability equality	Jan-08	Customer Relations Manager	QCA's Diversity and Inclusion Manager has set up a general equalities training package for all staff	Jun-07	Keep training records up to date to ensure all staff undertake equalities training
		All new staff in the Communications and Marketing Division to have a training session on equality issues as they relate specifically to the external communications of the division	Ongoing	Head of Communications	Some training is already in place, but this is to be formalised	Ongoing	Formal training materials to be prepared by end of January 08
	Promotion of diversity and inclusion (D&I) materials	Explore and adopt additional ways of promoting D&I materials	Ongoing	Head of Communications	Promotion of materials is already taking place	Ongoing	Seek expert advice on best ways to promote D&I materials by end January 08. Also, ask Disabled People's Advisory Panel for advice by end of January 08

COMMUNICATIONS AND MARKETING DISABILITY EQUALITY ACTION PLAN

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	Stated divisional equality scheme aim	Specific action	Specific action deadline	Person responsible for ensuring action taken	Action taken	Date action taken	Further action required and deadline
	<p>Impact assessment of Communications and Marketing policies and practices for adverse effect on disability equality</p>	<p>Conduct impact assessment of Communications and Marketing policies and practices for adverse effect on disability equality</p>	<p>Dec-08</p>	<p>Customer Relations Manager</p>	<p>Impact assessment on QCA's communications activities with external audiences conducted in Northern Ireland in 05</p>	<p>2005</p>	<p>Staff training required for key managers to conduct impact assessments by end January 08</p>

If you require any of our documents in an alternative format or have any queries relating to our Diversity and Inclusion work please contact us at:

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ISBN 1-85838-987-9
Order ref QCA/07/3418