

# ANNUAL EQUALITY REPORT



1 APRIL 2016 TO 31 AUGUST 2017

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# Introduction

Qualifications Wales regulates qualifications, other than degrees, in Wales. We were established in August 2015 through the Qualifications Wales Act, and assumed our duties and powers in September of that year.

We regulate qualifications that are developed and delivered by the awarding bodies that we recognise. When recognised, an awarding body must comply with the rules that we set.

We are an independent statutory body, funded by Welsh Government. This means that we make our own decisions about qualifications and provide independent expert advice to others. It also means that we oversee the awarding of qualifications to ensure that standards are maintained, independent of influence from others.

We are accountable to the people of Wales through the National Assembly for Wales. We report to the Assembly every year on how we have fulfilled our functions, and how we plan to carry them out in the future.

Working with a wide range of stakeholders, we monitor the compliance of awarding bodies, review existing qualifications, set approval criteria for new qualifications and oversee the qualifications system. Through this work, we ensure that learners, teachers and the public in Wales can have confidence in both qualifications and the qualifications system.

Qualifications Wales is required by law, under the Equalities Act 2010 and Wales 2011 Regulations, to report its activity against its Equality Objectives on an annual basis. This report covers the period 1 April 2016 to 31 August 2017 and is the first Annual Equality Report from Qualifications Wales.

# Developing our Strategic Equality Plan

Our Principal Aims place learners at the heart of what we do, and this includes learners of all types. We address equality in our regulatory work at key points in the qualifications cycle.

When we were established, our regulatory functions were transferred from Welsh Government. To maintain continuity for those we regulate, we adopted Welsh Government's regulatory framework. In doing so, we adopted aspects which deliver against the equalities duties.

We adopted the 'Fair Access by Design' guidance for awarding bodies, which was produced by Welsh Government and CCEA, the regulator in Northern Ireland. This contains a checklist to help awarding bodies to consider how to reduce bias and promote equality.

We also adopted Welsh Government's Conditions of Recognition (the requirements we place on awarding bodies). These rules require that learners with specific needs receive reasonable adjustments; we monitor compliance on an annual basis.

We continue to provide support to exam officers in schools through our Centre Support Team. They visit schools, colleges and work-based learning providers, including special schools and prison referral units, and provide training and guidance on examination issues, including access arrangements. They also provide feedback to us about what is happening on the ground.

Our approach to establishing this first Strategic Equalities Plan was therefore to consider what else we could do by looking at the different ways in which we impact people, and any further opportunities to better meet our equalities duties.

As a new organisation, our initial priorities had a corporate focus. It was important to ensure that our premises, equipment and operating practices were compliant and met the needs of all staff and visitors. We also set out to better understand the diversity of our staff and Board members.

We decided that one of our objectives should be to engage effectively with groups representing people with different protected characteristics. We have engaged with representative groups through our consultations and our engagement activities relating to specific policies or qualifications approval criteria. We look forward to further engagement in the coming year.

This report provides information about our staff and Board members and an update on our progress against our objectives for the period April 2016 to August 2017.

# Our staff profile

Qualifications Wales is an organisation of fewer than 100 staff. We recruit based on merit, and ensure that our recruitment panels have gender balance. All recruitment in this year has been advertised externally on our website, as well as via other role-relevant channels. We advertise our roles as being open to flexibility, and we offer to consider alternative working patterns (for example, part-time working and job sharing). We also operate an approach that guarantees an interview to a candidate who declares a disability and meets the minimum score for consideration at interview.

We have transparent pay scales, and staff with satisfactory performance move up the pay scales automatically with an annual increment. Changes to these scales are agreed through a collective bargaining process involving a recognised Trade Union.

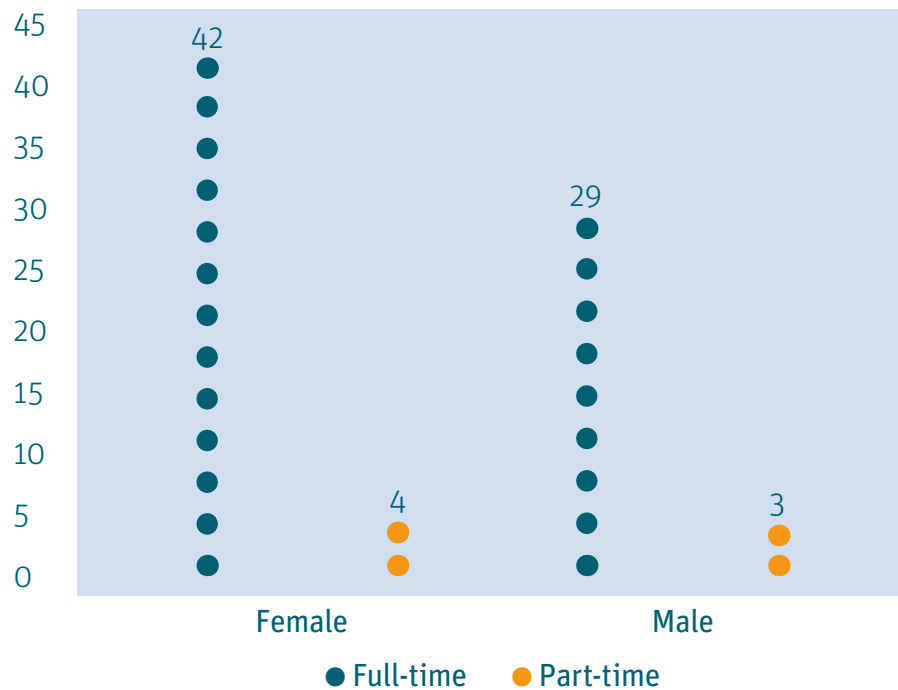
Our staff are asked to respond to an equalities questionnaire to enable us to report on

our employee population in relation to the protected characteristics. We seek to capture data about race, faith or belief, sexual orientation, age, marriage and civil partnership, disability, and being transgender; we also hold information about pregnancy and maternity conditions.

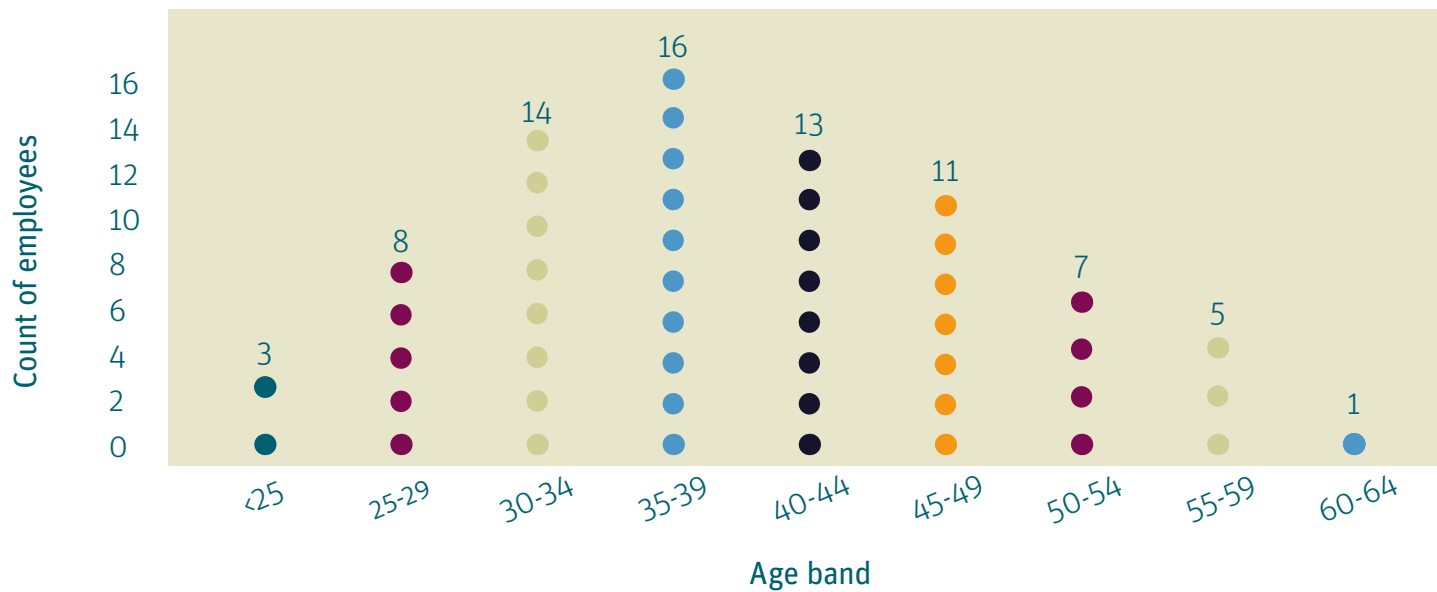
Due to our size, we have a number of instances where the proportions of staff with a protected characteristic are too small to report. We do not report where there are five or less responses to ensure we protect staff members' confidentiality and anonymity. We also have some employees who have chosen not to respond to some or all of the questions.

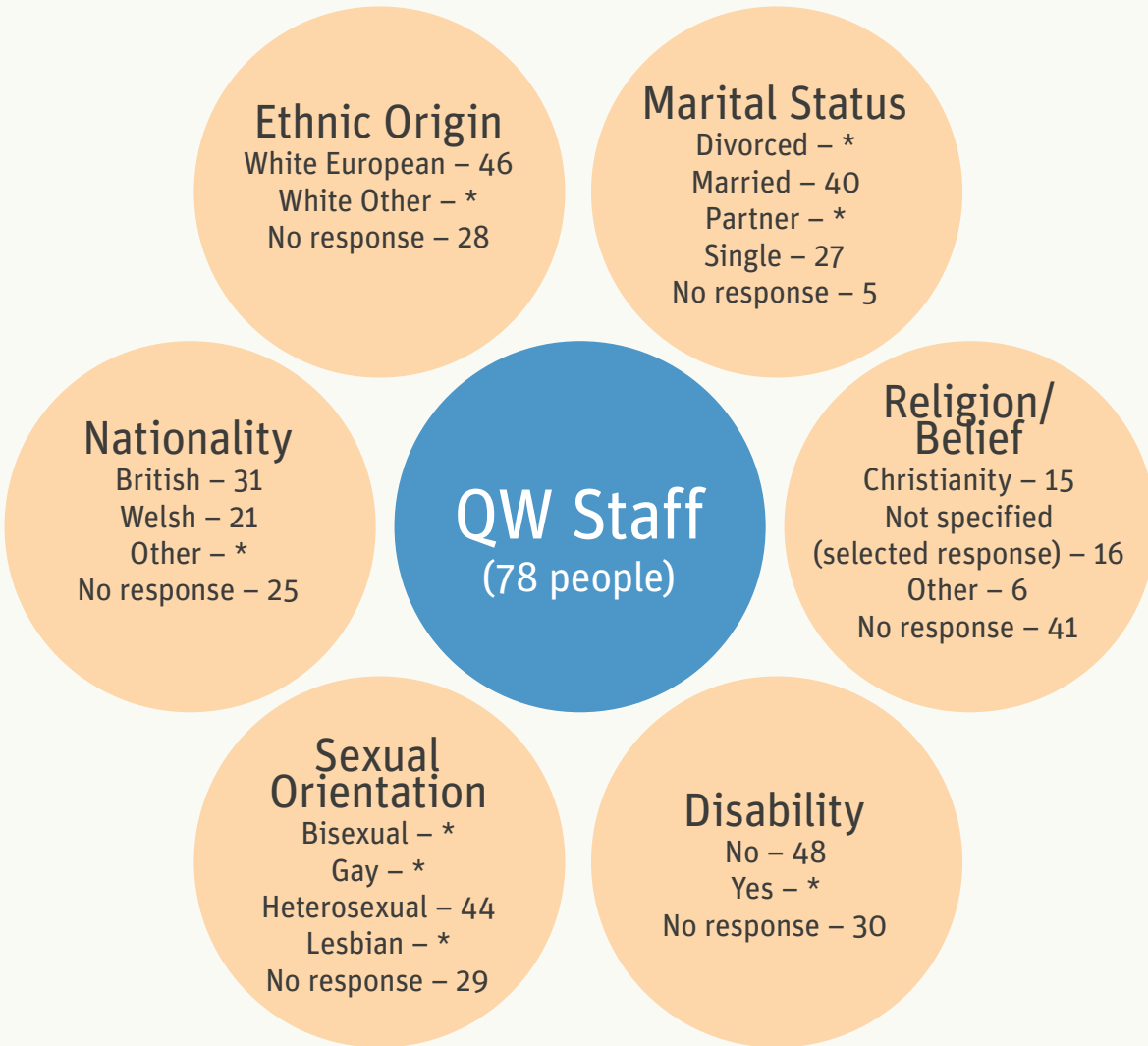
The following tables outline our employee composition as at 31 August 2017, by band, gender, age, contract type (full-time hours are 37 hours per week, part-time contracts are those agreed with hours less than 37). Further equality data is produced in relation to gender and pay and published in our [Annual Accounts](#).

### Gender and contract type



### Age





\*Indicates where the number of staff is 5 or fewer



# Reflections on the profile of our staff

Our age distribution is relatively balanced, and does not give us cause for concern.

Our workforce has a greater proportion of female employees and we recognise that we have low ethnic diversity. These factors reflect the teaching workforce from which we draw our greatest proportion of applicants. However, our office location has a higher than average ethnic diversity and over the next year and beyond, we will actively seek opportunities to increase interest in working for us from a wider and more ethnically diverse population.

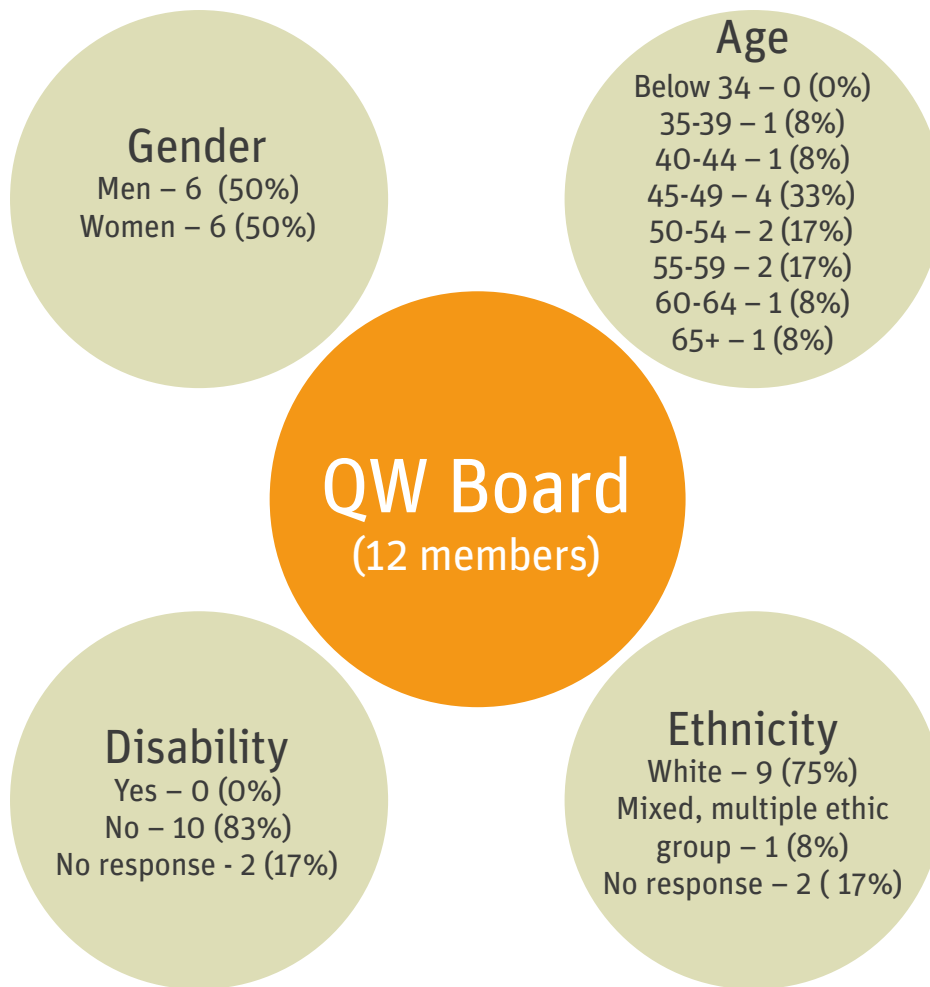
# Our Board profile

Qualifications Wales has a skills-based Board, which is made up of the Chair, Chief Executive and between eight and ten members. With the exception of the CEO, all members are appointed by the Cabinet Secretary for Education through the Public Appointments Process (Wales).

The role of the Board is to:

- Provide effective leadership for Qualifications Wales: defining and developing strategic direction, and setting objectives;
- Provide effective leadership for the operation of the organisation: holding the Chief Executive to account for ensuring that Qualifications Wales' activities are conducted efficiently and effectively;
- Monitor performance to ensure that Qualifications Wales fully meets its aims, objectives and performance targets; and
- Promote high standards of public finance: upholding the principles of regularity, propriety and value for money.

At the end of the reporting period, our Board was fully populated with 12 members; an overview of their equality profile is shown below. We have chosen to publish data in relation to gender, age, ethnicity and disability which can be seen below. We have not published data in other categories due to the low number of responses in each category.



The full data tables can be seen in appendix 1.  
More information about the [Qualifications Wales Board](#) can be seen here.

# Reflections on the profile of our Board

Our Board has an equal gender representation, which is reflective of the demographic of Wales. Our age distribution is well-balanced, we have no Board members under the age of 35 and one over the age of 65. We recognise there are no declared disabilities within the Board and limited ethnic diversity. However, we recognise that the skill requirement will be the predominant factor in appointments made through Welsh Government's Public Appointments System. Our Board appointments are paid, which does, in our opinion, help encourage a wider range of applicants.

# Engaging with learners and stakeholders

Qualifications Wales actively seeks engagement from a variety of stakeholders through various methods. These include public consultation, stakeholder engagement events, sector reviews, surveys and other feedback mechanisms. These ensure a variety of views are obtained and considered within discussions and decisions.

We engage with learners and stakeholders in various ways, to ensure that we are aware of their views and can consider them within our work. We want to hear the voices of all groups with an interest in our work. Below are some examples of how we engage:



We consider our engagement approach when planning and conducting research and set out to engage with people from a variety of groups. For example, we included a service user on the stakeholder reference group for our review of qualifications in the Health and Social Care sector.

# Regulatory approach, awarding body monitoring and Centre Support Team

## Regulatory Approach

Our Conditions of Recognition require that adequate access arrangements are made available to learners.

Awarding bodies must make reasonable adjustments for learners with disabilities and learners who are disadvantaged at the time of the exam, for example, through injury or illness. These adjustments are known as 'access arrangements'. Access arrangements might include the provision of a modified paper (such as larger font sizes) or extra time for the exam. Access arrangements are agreed before the exam is sat.

If a learner has been absent from an exam due to illness, injury or bereavement, or if their performance in an exam has been impacted by illness, injury or bereavement, special consideration can be requested by the school or college for the learner. The awarding body, where applicable, will estimate a mark for the learner or adjust the mark given to the learner.

We monitor awarding bodies for compliance with this condition and currently, Ofqual, on our behalf and that of CCEA (the regulator in Northern Ireland), publish statistical releases on access arrangements and special consideration requests for GCSEs and A levels. The releases include separate data tables for England, Wales and Northern Ireland.

In relation to the development of qualifications, we encourage awarding bodies to have regard to the 'Fair Access by Design' guidance produced by Welsh Government and CCEA when considering how to make the design of qualifications fair for all learners.

<sup>1</sup>The Equality Act 2010 defines disability.

## Awarding body monitoring

A core part of our regulatory role is the monitoring of awarding bodies and their activities.

Statements of Compliance are a key monitoring tool to support our intelligence-led and risk-based approach to regulation. We use the information and evidence collected from Statements of Compliance annually, alongside other information and evidence, to monitor awarding bodies' compliance with our Conditions of Recognition. Examples of where we consider equality matters through this work include:

- Condition D2** – Accessibility of qualifications
- Condition D5** – Compliance of qualifications with regulatory documents
- Condition E1** – Qualifications having an objective and support
- Condition E10** – Recognition of Prior Learning
- Condition G2** – Language of the assessment
- Condition G6** – Arrangements for reasonable adjustments

In the period of this report there were no matters of non-compliance directly relating to equality that were identified during our monitoring.

## Centre Support Team

Our regionally-based Centre Support Team develop and maintain close relationships with examination officers, teachers and headteachers in centres (schools, colleges, special schools, pupil referral units and other centres) that deliver the qualifications we regulate. They visit centres and communicate directly with staff involved in handling access arrangements. They also deliver access arrangement training sessions to centres.

# Our Strategic Equality Plan and objectives 2016-18

The Qualifications Wales Board approved our first Strategic Equality Plan in April 2016; it was published in June 2016.

The purpose of our Equality Objectives is to strengthen our performance of the public sector equality duty and ensure we make progress in advancing equality and inclusion for protected groups in Wales.

We have identified objectives which will help us better meet our duties and grouped these under six main headings:

1. Our people
2. Our working environment
3. How we engage
4. Our regulatory activity
5. Our expenditure
6. Our performance

The information in the remainder of this report provides an update about our work for the period April 2016 to 31 August 2017.



# Review of progress against the 2016-18 objectives

In the following pages, we provide an update of our progress against our Equality Objectives for the period April 2016 to August 2017.

## Our people

We aspire to embed equality in our culture and approach, to respect, value and represent the protected characteristics.

Objective	Purpose – Outcomes	How?
<b>Objective 1: Training</b>	All staff and Board members are aware of our duties and how this impacts their own roles and are able to consider issues and make recommendations/take action.	<ul style="list-style-type: none"><li>• Our staff and Board members will be trained in equality issues and we will incorporate equalities into our induction programme.</li></ul>
<b>Review of our work for 'Our people' (objective 1)</b> <p>We have delivered training to 93.5% of our staff and 100% of our Board. The training will be reviewed and delivered every three years.</p> <p>Staff also attend specific additional training where required, for example, our Centre Support Team attend an annual update session with Communicate-Ed in relation to learner access requirements for examinations. We have a member of staff currently undertaking a qualification: Certificate of Higher Education in Special Educational Needs.</p> <p>A number of our staff undertook facilitator training designed to maximise engagement from all members of any group they are facilitating.</p>		

Objective	Purpose – Outcomes	How?
<b>Objective 2: Recruitment</b>	As an equal opportunities employer, we will embed equality into our recruitment processes and raise staff awareness so that these processes are not impacted by unconscious bias.	<ul style="list-style-type: none"> <li>• We will review how jobs are advertised and discuss any improvements with groups promoting social inclusiveness;</li> <li>• We will review our person specifications to ensure we are encouraging applications from people with protected characteristics.</li> </ul>
<p><b>Review of our work for ‘Our people’ (objective 2)</b></p> <p>We started our review of where and how we advertise our roles and have engaged with some networks (particularly in relation to the Welsh language, such as Golwg and Safle Swyddi) that can help us promote our roles to targeted groups. Many of our posts attract interest from the teaching profession so we have actively considered our recruitment processes to support teachers to apply.</p> <p>We have applied an approach to our recruitment process which means that we offer a guaranteed interview for anyone with a declared disability who meets our minimum score for consideration at interview.</p> <p>We review our minimum requirements each time we recruit, and as a result, have moved some qualifications requirements from essential to desirable to enable a wider field to be considered. We have more work to do in this area and will continue this in 2017-18 as originally planned.</p>		

Objective	Purpose – Outcomes	How?
<b>Objective 3: Our culture</b>	We will ensure that our culture, values and staff policies support our approach to equalities for all and that we maintain our approach and remain up-to-date with best practice.	<ul style="list-style-type: none"> <li>• Our values and HR policies will embed ‘due regard to equality for all’ as expected behaviours from all our staff.</li> </ul>
<p><b>Review of our work for ‘Our people’ (objective 3)</b></p> <p>We conducted our first staff survey in 2016-17. In the survey, we included questions about equality and wellbeing, including how staff feel they are treated, work-life balance, harassment and bullying. The survey results for 2016-17 included a 76% engagement rate, with responses to the questions on the inclusion and fair treatment strand being 82% positive.</p> <p>We introduced our corporate values in September 2015 and refreshed these in November 2017. One of these values “thoughtful” – encourages staff to consider the impact they have on others around them. In our 2017 staff survey, we maintained our 76% engagement index and saw a 7% increase in Inclusion and Fair Treatment to 89%, with 96% of employees stating that they felt respected by the people that they worked with, and 89% believing that they are treated fairly. Ninety-three percent (+13) felt that as an organisation, QW respects individual differences.</p> <p>All of our HR policies undergo an equality impact assessment and we have applied our philosophy of being people-centred and family-friendly into our policy development and implementation.</p>		

# Our working environment

The facilities that we provide to staff and visitors can be used effectively and respect the needs of people in protected groups.

Objective	Purpose – Outcomes	How?
<b>Objective 4: Accessible office facilities</b>	We will establish and then maintain, an accessible and effective building that meets the needs of all building users, including staff and visitors, taking into account any special requirements.	<ul style="list-style-type: none"> <li>• We will monitor how well our facilities arrangements meet the needs of all users;</li> <li>• We will ensure that the induction and visitor booking processes identify any special requirements, such as induction loops;</li> <li>• We will regularly discuss the facilities with our staff to identify emerging needs;</li> <li>• We will continue to operate IT ‘evergreen’ cloud-based office software that ensures we have the latest (and thereby most accessible) versions, and use Skype to facilitate home working.</li> </ul>
<p><b>Review of our work for ‘Our working environment’ (objective 4)</b></p> <p>We asked our staff about their working environment in our staff survey; 88% responded saying they were satisfied with their working environment.</p> <p>Our processes for visitors help our staff to identify any particular needs visitors may have, such as disabled car parking, induction loops, sign language support and dietary requirements.</p> <p>We engage with our staff regularly about any changes needed to the office and have made adjustments, adding additional desks, creating a quiet working space, providing desks with double monitors and purchasing specific equipment such as foot rests and lumbar support equipment.</p> <p>We have continued to maintain up-to-date IT equipment and software, ensuring staff can work efficiently and from any location. Our staff survey returned a 99% satisfaction rate with our IT support and arrangements.</p> <p>We also provide free access to an Employee Assistance Support Helpline, where staff can receive confidential advice on a range of issues.</p>		

Objective	Purpose – Outcomes	How?
<b>Objective 5: Flexible working</b>	Our people policies and IT provisions are flexible and allow line managers to make adjustments for different staff needs while maintaining overall consistent fair treatment.	<ul style="list-style-type: none"> <li>• We will engage with staff and unions to understand any issues, and take these into consideration as we develop our people policies;</li> <li>• We will consider all cases for flexible working and reasonable adjustment in an open, fair and transparent manner;</li> <li>• We will monitor and review our digital ways of working and strive to strike the right balance between enabling flexibility and choice against the need for governance and information security;</li> <li>• Our five-year IT strategy will focus on increasing maturity and leveraging technology to enhance flexibility.</li> </ul>
<p><b>Review of our work for ‘Our working environment’ (objective 5)</b></p> <p>We have a Partnership Forum with our Union that meets quarterly. Here we discuss issues that impact upon our people and our workplace and how we can continuously improve. We also engage our Union as we develop our people policies.</p> <p>We have considered all requests for flexible working fairly and consistently, and have supported several of them. We are continually monitoring our digital ways of working, ensuring the appropriate balance with security and governance.</p> <p>We operate a system based on limited policy rules, with relevant guidance to promote trust in our staff. We have reviewed our IT strategy during the year and are now on our third iteration, reflecting on-going developments.</p>		

# How we engage

We seek to understand the differing needs and the barriers that those with protected characteristics in our stakeholder groups face. Where we engage with external stakeholders, the manner in which we do so will be straightforward, accessible and inclusive.

Objective	Purpose – Outcomes	How?
<p><b>Objective 6: Research and consultation</b></p>	<p>Our research will be informed by different perspectives. Where we consult with learners and the general public we will do so in ways that encourage a wide variety of people to respond.</p>	<ul style="list-style-type: none"> <li>• We will provide staff with guidance and training in relation to setting up external stakeholder consultation groups and seeking appropriate engagement with protected groups;</li> <li>• We will seek to establish links with groups that promote social inclusiveness to improve our access and engagement of ‘hard to reach’ groups of learners or from across the general public.</li> </ul>
<p><b>Review of our work for ‘How we engage’ (objective 6)</b></p> <p>We provided facilitation training to staff internally and supported some members of staff to attend external training, for example ‘writing an engagement strategy’.</p> <p>We have a policy to make reasonable adjustments to our research processes to enable learners and other stakeholders to be involved in our research. We also have a guidance document for when we undertake consultations, which includes guidance on equality issues.</p>		

Objective	Purpose – Outcomes	How?
<b>Objective 7: Better understanding</b>	We will better understand people with different protected characteristics and the impact our work may have.	<ul style="list-style-type: none"> <li>• Our work will be informed by assessment of the impact of what we do on protected groups;</li> <li>• We will engage with groups that promote social inclusiveness to explore and better understand their issues and will use their input to further improve our performance;</li> <li>• We will review what we learn and consider what aspects should or can be addressed through our work.</li> </ul>
<p><b>Review of our work for ‘How we engage’ (objective 7)</b> In 2018, we will be starting work on engaging with groups that promote social inclusiveness.</p>		

Objective	Purpose – Outcomes	How?
<p><b>Objective 8: Communication</b></p>	<p>We publish information in an accessible format.</p>	<ul style="list-style-type: none"> <li>• We will maintain a website to at least AA Accessibility classification standard;</li> <li>• We will establish accessible publication and correspondence templates;</li> <li>• We will review our channels of communication to ensure they keep pace with technological developments and that they are accessible to all;</li> <li>• We will identify an independent company to carry out website accessibility user testing on our behalf;</li> <li>• We will ensure that the media, stakeholders and the general public are able to access information in English or Welsh according to their language of choice.</li> </ul>
<p><b>Review of our work for ‘How we engage’ (objective 8)</b></p> <p>Our website is fully bilingual and meets the AA Accessibility classification standard. We have developed and actively use accessible communication and publication templates. We have started a review of our corporate style to ensure that our font and style choice is user friendly and that our images are inclusive.</p> <p>We have agreed our communications strategy and are developing our social media platforms to ensure they are relevant and promote accessibility. We are testing some software for users with a disability which we intend to make available if our testing is successful.</p> <p>We are currently refreshing our website and as part of this work have conducted some user testing to ensure the new website is accessible for a variety of users.</p>		



Objective	Purpose – Outcomes	How?
<p><b>Objective 9: Events</b></p>	<p>Where we use external facilities or host events, we will ensure that these are accessible to all.</p>	<ul style="list-style-type: none"> <li>• We will establish a process to ensure our events and off-site meetings are accessible, and that we identify any specific needs of all participants in advance;</li> <li>• We will maintain a database of locations for meetings and events that have facilities for those with specific needs.</li> </ul>
<p><b>Review of our work for ‘How we engage’ (objective 9)</b>                      We only use venues that are fully accessible to everyone, and have a process to check for any specific needs in advance of events or meetings. We have developed a database of facilities in various locations that we have checked are suitable for our use.</p>		

# Our regulatory activity

We will base our decisions, policies and processes on data and evidence – including, where appropriate, equality impact assessments. We will also use our regulatory powers to champion equalities.

Objective	Purpose – Outcomes	How?
<b>Objective 10: Qualifications criteria, approval and monitoring</b>	Our Conditions of Recognition, and where appropriate specific qualifications conditions, will require awarding bodies to maintain fair access and minimise unconscious bias. All awarding bodies will be asked to confirm to us annually via the Statement of Compliance that they have met conditions relating to equalities legislation and access arrangements for the qualifications that they offer.	<ul style="list-style-type: none"><li>• We will review all applications for recognition as an awarding body against criteria relating to equalities legislation;</li><li>• We will take appropriate action where non-compliance is identified at an awarding body through Statements of Compliance or other monitoring activities;</li><li>• We will provide staff with qualifications assessment training covering validity and reliability issues to better enable them to identify any unconscious discrimination in question development;</li><li>• We will adopt the ‘Fair Access by Design’ guidance and ensure accessibility is considered by all staff and expert panels when reviewing qualifications;</li><li>• Where we identify any systemic equality issues outside our own remit we will report these to the appropriate bodies and provide advice.</li></ul>

**Review of our work for 'Our regulatory activity' (objective 10)**

Any applications for recognition of awarding body status are assessed against criteria relating to equalities legislation, in the 2016-17 period we received two applications.

There have been no matters of non-compliance in relation to equality from awarding bodies in 2016-17.

Qualifications assessment training was delivered in May 2017 for relevant staff.

We have adopted the 'Fair Access by Design' guidelines for use by all staff and expert panels when reviewing qualifications. We encourage awarding bodies to have regard to this guidance when developing qualifications. Welsh Government is in the process of designating us as the Appropriate Regulator under the Equalities legislation, responsible for setting the rules for access arrangements in examinations.

We have not identified any systematic equality issues outside of our remit.

Objective	Purpose – Outcomes	How?
<p><b>Objective 11: Access arrangements</b></p>	<p>We will keep an oversight of how awarding bodies make reasonable adjustment for disabled learners and how these are implemented within centres.</p>	<ul style="list-style-type: none"> <li>• We will participate as active members of the ‘Access Consultation Forum’ organised on a three-country basis;</li> <li>• We will periodically review ‘Fair Access by Design’, making adjustments as required.</li> </ul>
<p><b>Review of our work for ‘Our regulatory activity’ (objective 11)</b>            We have been active members of the ‘Access Consultation Forum’, which includes the qualifications regulators from England, Northern Ireland and Wales throughout the reporting period. This group considers equality matters.</p> <p>Our Centre Support Team provides advice to exams officers and centres in relation to access arrangements and reasonable adjustments, and have attended annual training provided by Communcate-Ed in relation to Joint Council for Qualifications’ requirements for access arrangements.</p>		

# Our expenditure

Our expenditure decisions will identify and, where appropriate, address equalities issues, and our approach to procurement and grants will be inclusive.

Objective	Purpose – Outcomes	How?
<b>Objective 12: Grants</b>	When taking the decision to award a grant, we will have regard to whether the grant terms need to include considerations relevant to the general equality duty.	<ul style="list-style-type: none"><li>• We will finalise our grant award procedure and conditions and provide staff with guidance.</li></ul>
<b>Review of our work for 'Our expenditure' (objective 12)</b> We have finalised our grant award procedures and conditions, and these have been published on our website. Our grant conditions have specific clauses that require grant applicants to apply an equalities policy. We provide guidance to our staff involved in the grant process on an individual basis as required.		

Objective	Purpose – Outcomes	How?
<p><b>Objective 13: Procurement</b></p>	<p>Our procurement processes will have regard to equalities considerations during the formation of the specification, evaluation and contract conditions.</p>	<ul style="list-style-type: none"> <li>• We will publish our procurement policy, making clear how it supports our equalities objectives;</li> <li>• We will ensure that our procurement process provides assurance that we have complied with equalities legislation.</li> </ul>
<p><b>Review of our work for ‘Our expenditure’ (objective 13)</b>            We have published our procurement policy and delivered awareness sessions to our staff. Our policy includes a specific section about equality and diversity; this year, we included a Community Benefits approach within our Health and Social Care commissioning, and we specified the adoption of the Living Wage in our facilities management tenders.</p>		

# Our performance

We will monitor our own performance by regular scrutiny of our performance against our Strategic Equality Plan.

Objective	Purpose – Outcomes	How?
<p><b>Objective 14: Equality impact assessments</b></p>	<p>We will identify equalities issues in decision-making processes and, where appropriate, conduct an Equality Impact Assessment.</p> <p>In developing and reviewing our regulatory policies, practices and procedures, we will consider the potential impact on people with protected characteristics and make best use of the evidence available to us.</p>	<ul style="list-style-type: none"> <li>• We will agree an organisational approach to Equality Impact Assessments and embed this within our culture and the way we work, in both our corporate and regulatory activities.</li> <li>• In developing regulatory policy, we will consider equalities issues in our Regulatory Impact Assessments. Where appropriate, we will carry out an Equality Impact Assessment, reviewing potential adverse or negative impacts and reducing such impacts, where possible.</li> </ul>
<p><b>Review of our work for ‘Our performance’ (objective 14)</b>            We have agreed our Regulatory Impact Assessment (RiA) template, and delivered training to relevant staff to provide awareness and support to use the RiA template. The template is available to all staff.</p>		

Objective	Purpose – Outcomes	How?
<b>Objective 15: Scrutiny and monitoring</b>	We will use our Board and Committee governance structures to provide challenge, monitoring and scrutiny of our equalities performance.	<ul style="list-style-type: none"> <li>• We will agree our equalities objectives with our Board and report our performance to our Board annually;</li> <li>• We will encourage our internal auditors to incorporate questions on how we consider equalities and well-being issues as part of their audit monitoring of our work.</li> </ul>
<p><b>Review of our work for ‘Our performance’ (objective 15)</b>  Our Equality Objectives and plan were agreed by the Board in April 2016, we reported the 2016-17 performance against these objectives to the Board on 25 October 2017.</p> <p>We will work with our internal auditors to incorporate questions about our equalities and wellbeing work into our internal audit programme.</p>		



Objective	Purpose – Outcomes	How?
<b>Objective 16: Staff monitoring</b>	We will review our staff data regularly, seeking to maintain a balanced and inclusive workforce where people are rewarded consistently and fairly on the basis of skills and experience.	<ul style="list-style-type: none"> <li>• We will maintain data on equal pay, gender balance, age profile, and disabilities and identify any anomalies or issues that need to be addressed;</li> <li>• We will benchmark ourselves against other Welsh Government sponsored bodies.</li> </ul>
<p><b>Review of our work for ‘Our performance’ (objective 16)</b>            We have collected relevant data including gender pay and published this in our Annual Accounts. We will review and monitor this annually. We have not as yet benchmarked ourselves against other bodies and relevant data, but we will do this in 2018.</p>		

# Looking to the future

Our next Equality Report will report on our work for the period September 2017 to August 2018 and will be published during the Autumn of 2018.

During the first half of 2018, we will be reviewing our objectives and considering our priorities for September 2018 onwards.

## Contact us

If you have any queries, or would like to discuss this report or any aspect of our equality work, please do not hesitate to contact the Head of Corporate Governance on [corporategovernance@qualificationswales.org](mailto:corporategovernance@qualificationswales.org) or 01633 373 222.

## Appendix 1 - Board Equality Data (as at 31 August 2017)

### Gender

Female	6
Male	6
No response	0
Total	12

### Ethnic Origin

White	9
Mixed. Multiple ethnic groups	1
No response	2
Total	12

### Age

Under 25	0
16-24	0
25-29	0
30-34	0
35-39	1
40-44	1
45-49	4
50-54	2
55-59	2
60-64	1
65+	1
No response	0
Total	12

### Disability

No	10
Yes	0
No response	2
Total	12

## Appendix 2 - Staff Equality Data (as at 31 August 2017)

### Ethnic Origin

White European	46
White Other	*
No response	28

### Marital Status

Divorced	*
Married	40
Partner	*
Single	27
No response	5

### Nationality

British	31
Welsh	21
Other	*
No response	25

### Sexual Orientation

Bisexual	*
Gay	*
Heterosexual	44
Lesbian	*
No response	29

### Religion/Belief

Christianity	15
Not specified (selected response)	16
Other	6
No response	41

### Disability

No	48
Yes	*
No response	30

\*Indicates where the number of staff is 5 or less