1. To safeguard equality in the learning process that would ensure an individual may maximise their potential by eliminating sources of disruption to that process.

2. Attainment outcomes are influenced by many factors that often are sourced out with the immediate learning environment.

3. However there is a major structural influence from within the immediate learning environment, namely the assessment process itself.

4. Assessment of an individual’s academic abilities is an obligatory process to determine the levels of attainment.

5. The assessment process is determined by the educational institution

6. However there are wide discrepancies between and within institutions in ensuring the process is fair and equal

7. Hidden biases can be introduced in the assessment process that are not readily identifiable, in particular marking bias

8. The impact on the individual can be profound especially in the early years of the learning process where assessments are periodically carried out

9. This can arrest the academic development of the individual with profound consequences on their life outcomes including career prospects, social mobility, health outcomes amongst many others

10. The current system based on individual institutions adopting their own standards is inadequate, that in many cases prove to be poor.

11. Current voluntary adoption of equality of standards of assessment is not working as hidden biases are not easily identifiable and can all too readily be rejected without evidence which cannot be easily delivered due to the hidden nature of biases

12. The regulation of equality of assessments is poor or non-existent
13. To ensure the process is harmonised and inequalities are eliminated to properly and accurately ensure the correct assessment is carried out throughout all educational institutions, a process of robust blind marking is required that is placed on a statutory footing.

14. Blind marking is a standard that is adopted in many (mostly higher education) but not all institutions and where it has been adopted the robustness of the standard is questionable.

15. The student can be identified where the standard is weak and proper safeguards to this standard are required, that can introduce hidden biases.

16. All institutions ought to be enabled and legally obliged to adopt a system of blind assessments from primary, secondary and further and higher education institutions where assessments are carried out.

17. There will be instances where such a formula would not be practical such as the performing arts, however in such instances the onus would be on the institution to demonstrate a fair, equal and unbiased process of assessment.

18. To date no other Nation State has such a legal requirement to the standards proposed.

19. This would be an opportunity for Scotland to become a world leader in education by adopting statutory blind marking enabling every individual regardless of background to excel and maximise their potential.

20. The positive economic and social impact to Scotland would be incalculable.

21. In conclusion statutory blind marking of all assessments at all levels carried out by all educational establishments is required to eliminate a primary source of inequality that would facilitate the elimination of inequalities of outcome in attainment levels establishing a fairer society rooted in social and educational justice.