

## SQA EQUALITY IMPACT ASSESSMENT

Please read the [Equality and Human Rights Commission Guidance on assessing impact](#).

### 1. Name of policy/procedure/proposal/project/decision\*

\*Referred to as 'policy' hereafter.

<b>POLICY NAME</b>	<b>Retention of candidate assessment evidence for SQA centres</b>
<b>COMPLETED BY</b>	Eleanor Boyd
<b>HEAD OF SERVICE</b>	Martyn Ware
<b>DATE</b>	22 September 2021
<b>SIGNATURE</b>	
<b>NEXT SCHEDULED REVIEW DATE</b>	September 2024

### 2. Name of policy/procedure/proposal/project/decision

Retention of candidate assessment evidence for SQA centres

### 3. What is main purpose of the policy

A policy on the retention of candidate assessment evidence for SQA centres is required to:

- ◆ Ensure that evidence of appropriate assessment at the correct SCQF level is available for external verification
- ◆ To maintain national standards

The policy applies to SQA centres that offer SQA qualifications and/or SQA accredited qualifications and/or regulated qualifications.

### 4. What information, and evidence, is being used to evaluate the impact of this policy on people who share protected characteristics?

This policy has undergone a minor review and no major changes have been made. The policy is for centres to ensure that assessment evidence is retained and does not impact on people who share protected characteristics. Discussions with colleagues in Operations has taken place regarding the content and no concerns regarding the impact of this policy on people who share protected characteristics have been raised.

## PUBLIC SECTOR EQUALITY DUTY

SQA is required to have 'due regard' to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

This section provides the opportunity to capture how the policy will contribute towards the three aims of the general equality duty, and to consider if there is anything more we need to do to meet our responsibilities.

**5. How might this policy impact on people who share protected characteristics? Please consider positive or negative impacts. (At the beginning of the process, you may want to record perceived impact — ongoing monitoring of the policy will allow you to measure the actual impact of the policy).** Please copy this symbol into the applicable boxes: ✓

Protected Characteristic	Neutral impact	Positive impact	Negative impact	Please provide more information
Age	X			This policy concerns the retention of candidate assessment evidence by centres. There are no barriers or disadvantage to learners on account of age.
Disability	X			This policy concerns the retention of candidate assessment evidence by centres. There are no barriers or disadvantage to learners on account of disability.
Marriage/civil partnership	X			This policy concerns the retention of candidate assessment evidence by centres. There are no barriers or disadvantage to learners on account of marital or civil partnership status.
Race	X			This policy concerns the retention of candidate assessment evidence by centres. There are no barriers or disadvantage to learners on account of race.
Religion/belief/non-belief	X			This policy concerns the retention of candidate assessment evidence by centres. There are no barriers or disadvantage to learners on account of religion or belief.
Sexual orientation	X			This policy concerns the retention of candidate assessment evidence by centres. There are no barriers or disadvantage to learners on account of sexual orientation.
Gender re-assignment (gender identity and transgender)	X			This policy concerns the retention of candidate assessment evidence by centres. There are no

General Equality Duty: eliminate discrimination, advance equality; foster good relations

				barriers or disadvantage to learners on account of Gender reassignment.
Pregnancy/maternity	X			This policy concerns the retention of candidate assessment evidence by centres. There are no barriers or disadvantage to learners on account of pregnancy or maternity status.
Sex	X			This policy concerns the retention of candidate assessment evidence by centres. There are no barriers or disadvantage to learners on account of their sex.
Care experience (where relevant)	X			This policy concerns the retention of candidate assessment evidence by centres. There are no barriers or disadvantage to learners who are care experienced.

General Equality Duty: eliminate discrimination, advance equality; foster good relations

**6. What arrangements could be implemented to reduce or mitigate any potential adverse or negative impacts identified above?**

N/A

**7. If you are proceeding with a decision that may have a negative impact despite the mitigatory arrangements identified in Step 5, are you satisfied that this is objectively justified, ie a proportionate means of achieving a legitimate aim? Please provide explanatory details.**

N/A

**8. Could this policy be revised or changed to better meet the general equality duty?**

N/A

**9. Has there been consultation/is consultation planned with people who will be affected by this policy/procedure/project/decision? Please detail below how this has affected your decision making.**

No

**10. How will this policy be monitored and evaluated?**

Assessment evidence must be made available to the External Verifier and SQA on request. The policy also requires centres to store evidence securely.

## ACTION PLAN

Ref:	Action:	Owners:	Dates:
	<b>No actions identified</b>		

## APPROVAL AND PUBLICATION

Completed equality impact assessments will be published on SQA's website. As such, they must:

- ◆ be discussed and approved
- ◆ be sent electronically to [equality@sqa.org.uk](mailto:equality@sqa.org.uk)
- ◆ have actions identified, recorded and monitored as part of SQA's equality action plan

Signed: *Martyn Ware*

Date: 22 September 2021

General Equality Duty: eliminate discrimination, advance equality; foster good relations

## SUMMARY OF THE PUBLIC SECTOR EQUALITY DUTY (PSED) OF THE EQUALITY ACT 2010

Components	Due regard
A public authority must, in the exercise of its functions, have <b>due regard</b> to the need to:	Having due regard specifically involves taking steps to:
a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act ( <b>Fairness</b> )	
b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it ( <b>Opportunity</b> )	a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic* b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of the persons who do not share it c) Encourage persons who share a relevant protected characteristic to participate in public life or any other activity in which participation by such persons is disproportionately low
c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it ( <b>Respect</b> )	a) Tackle prejudice b) Promote understanding

**\*Due regard comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. In short, the more relevant a policy, procedure or practice is to equality and people, then the greater the regard that should be paid.**

The protected characteristics are:

- ◆ Age
- ◆ Marriage and Civil Partnership\*\*
- ◆ Religion or Belief
- ◆ Disability
- ◆ Pregnancy and Maternity
- ◆ Sex
- ◆ Gender Reassignment
- ◆ Race
- ◆ Sexual Orientation

**\*\*Although Marriage and Civil Partnership applies to section a) in employment only, this will be considered for all stakeholders.**