

Equality Impact Assessment (supporting guidance available)

Action Plan

This section is completed at the end of the Equality Impact Assessment. Due to the importance of embedding equality in SQA through our actions the Action Plan will be the focus and record of ongoing actions.

Agreed Schedule Review Date	December 2024	Additional Schedule Review Date	
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Explain how you will monitor and record the actual impact on equality groups, including how the evidence can be revisited to measure the actual impact.

Required Actions	Owner	Date	Comment & Review
Actions taken to monitor the implementation of policy and the impact on equality groups (evidence and consultation)			[ONGOING RECORD]
Engagement activity to ensure policy remains fit for purpose, including equality considerations.	Policy & Research Manager		

Identified Actions	General Equality Duty	Owner	Date	Comment & Review
No identified actions.	N/A	N/A	N/A	N/A

Policy Aims

Name of Policy or practice	Recognition of Prior Learning
New Policy or Revision	Revised
Name of Policy Owner	Policy and Research Manager

Date Policy Owner Confirmed Completion	February 2023
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What is the rationale for this policy or practice?

The policy is for centres to ensure that, where the recognition of prior learning is used, the value and credibility of SQA Units is maintained.

The policy is to allow delivering centres to consider a learner’s prior learning, and if they have shown the knowledge / skills / understanding set out in the standards of qualification they are undertaking, in a previous qualification, they can be given credit for that if they meet the criteria set out in the policy.

SQA recognises that learners develop knowledge and skills through experience and achievements. This includes knowledge and skills acquired through formal, non-formal and informal learning contexts.

SQA must, however, ensure that the assessment of our qualifications is valued and credible with users, partner organisations and the wider community. This policy is required to ensure that, where the recognition of prior learning is used, the value and credibility of SQA units is maintained.

The application of the policy at subject level would be where there potentially could be any implications for equality groups.

What evidence is there to support the implementation or development of this policy or practice?

Operations Colleagues would raise any issues that arise during the operationalisation of the policy. Discussions with colleagues in Operations have taken place regarding the content and no concerns regarding the impact of this policy on people with protected characteristics have been raised.

The assessment of prior learning should be subject to the same internal verification by Centres as other methods of assessment. SQA adopts the same approach to quality assurance as any other method of assessment. Appeals from learners follow the same process applicable to standard assessment of the Unit(s) or Group Award and/or Centre type concerned.

Centres are not required to record where Recognition of Prior Learning is applied, so information on its use is not available to SQA. Therefore, we are unable to see if there are any impacts in the application of the policy.

SQA does not collect information from centres as to their awareness of Recognition of Prior Learning. Guidance is provided to centres via the SQA website.

What are the aims of this policy or practice?

The policy is for centres to ensure that, where the recognition of prior learning is used, the value and credibility of SQA Units is maintained.

How is the content of these aims relevant to equality groups?

The policy allows all learners to be given credit for their prior learning and if they have shown the knowledge / skills / understanding set out in the standards of qualification they are undertaking, in a previous qualification, they can be given credit for that if they meet the criteria set out in the policy. This policy can be utilised by all learners regardless of protected characteristics.

Evidence, Consultation and Engagement

What stakeholders have you engaged with in the development of this policy or practice?
We have engaged with internal staff at SQA across the Qualification Directorate on the review of this policy and no changes have been made as a result.

What evidence about equality groups do you have to support this assessment?	
Age	SQA do not collect this data on learners. SQA are engage with Scot Gov to gain access to the Scottish Pupil's Census, to allow us to better evidence impacts.
Disability	SQA do not collect this data on learners. SQA are engage with Scot Gov to gain access to the Scottish Pupil's Census, to allow us to better evidence impacts.
Race	SQA do not collect this data on learners. SQA are engage with Scot Gov to gain access to the Scottish Pupil's Census, to allow us to better evidence impacts.
Religion or Belief	SQA do not collect this data on learners. SQA are engage with Scot Gov to gain access to the Scottish Pupil's Census, to allow us to better evidence impacts.
Sex	SQA do not collect this data on learners. SQA are engage with Scot Gov to gain access to the Scottish Pupil's Census, to allow us to better evidence impacts.
Sexual Orientation	SQA do not collect this data on learners. SQA are engage with Scot Gov to gain access to the Scottish Pupil's Census, to allow us to better evidence impacts.
Gender Re-assignment (Gender identity and transgender)	SQA do not collect this data on learners. SQA are engage with Scot Gov to gain access to the Scottish Pupil's Census, to allow us to better evidence impacts.
Marriage/Civil Partnership	SQA do not collect this data on learners. SQA are engage with Scot Gov to gain access to the Scottish Pupil's Census, to allow us to better evidence impacts.
Pregnancy / Maternity	SQA do not collect this data on learners. SQA are engage with Scot Gov to gain access to the Scottish Pupil's Census, to allow us to better evidence impacts.
Care experience (where relevant)	SQA do not collect this data on learners. SQA are engage with Scot Gov to gain access to the Scottish Pupil's Census, to allow us to better evidence impacts.

Impact and Opportunities for Action

The impact that a policy or practice has on an equality group may be different and this requires to be recorded. The impact may not always be negative. Actions are taken to address any differential impact, and include actions to mitigate against any negative impact, to advance equality and to foster good relations between groups.

Each section contains questions for each equality group. These questions are here to support consideration; however, you can provide further detail. Focus initially on the equality groups that would be affected by this policy. If you do not consider that certain equality groups would be affected by this policy, you may leave these sections.

Protected Characteristic	General Equality Duty
Age	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	The policy allows learners to have prior learning recognised. However, it should be acknowledged that evidence to support prior learning decisions needs to ensure the currency of the learner's knowledge, skills, and achievement within the context of the Unit(s) being assessed. SQA does not set a general time limit for the currency of evidence of prior learning or experience. Currency is likely to differ depending on the sector. Positive impact identified.
	Advance equality of opportunity
	No impact identified.
	Foster good relations No impact identified.
Protected Characteristic	General Equality Duty
Disability	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy allows all learners to have the opportunity to use their previous certificated learning, if related and appropriate, for credit in their current course. This is at the discretion of the delivering centre. There is no evidence to support our understanding of the impact on learners on account of disability.

	Advance equality of opportunity
	No impact identified.
	Foster good relations
	No impact identified.
Protected Characteristic	General Equality Duty
Race	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy allows all learners to have the opportunity to use their previous certificated learning, if related and appropriate, for credit in their current course. This is at the discretion of the delivering centre. There is no evidence to support our understanding of the impact on learners on account of race.
	Advance equality of opportunity
	No impact identified.
	Foster good relations
	No impact identified.
Protected Characteristic	General Equality Duty
Religion or Belief	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy allows all learners to have the opportunity to use their previous certificated learning, if related and appropriate, for credit in their current course. This is at the discretion of the delivering centre. There is no evidence to support our understanding of the impact on learners on account of religion or belief.
	Advance equality of opportunity
	No impact identified.
	Foster good relations

	No impact identified.
Protected Characteristic	General Equality Duty
Sex	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy allows all learners to have the opportunity to use their previous certificated learning, if related and appropriate, for credit in their current course. This is at the discretion of the delivering centre. There is no evidence to support our understanding of the impact on learners on account of sex.
	Advance equality of opportunity
	No impact identified.
	Foster good relations
	No impact identified.
Protected Characteristic	General Equality Duty
Sexual Orientation	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy allows all learners to have the opportunity to use their previous certificated learning, if related and appropriate, for credit in their current course. This is at the discretion of the delivering centre. There is no evidence to support our understanding of the impact on learners on account of sexual orientation.
	Advance equality of opportunity
	No impact identified.
	Foster good relations
	No impact identified.
Protected Characteristic	General Equality Duty

Gender Re-assignment (Gender identity and transgender)	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy allows all learners to have the opportunity to use their previous certificated learning, if related and appropriate, for credit in their current course. This is at the discretion of the delivering centre. There is no evidence to support our understanding of the impact on learners on account of gender re-assignment.
	Advance equality of opportunity
	No impact identified.
	Foster good relations
No impact identified.	
Protected Characteristic	General Equality Duty
Marriage/Civil Partnership	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy allows all learners to have the opportunity to use their previous certificated learning, if related and appropriate, for credit in their current course. This is at the discretion of the delivering centre. There is no evidence to support our understanding of the impact on learners on account of marriage/ civil partnership.
	Advance equality of opportunity
	No impact identified.
	Foster good relations
No impact identified.	
Protected Characteristic	General Equality Duty
Pregnancy / Maternity	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy allows all learners to have the opportunity to use their previous certificated learning, if related and appropriate, for credit in their current course. This is at the discretion of the delivering centre. There is no evidence to support our understanding of the impact on learners on account of pregnancy/maternity.

	Advance equality of opportunity
	No impact identified.
	Foster good relations
	No impact identified.
Considered by SQA	General Equality Duty
Care experience (where relevant)	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy allows all learners to have the opportunity to use their previous certificated learning, if related and appropriate, for credit in their current course. This is at the discretion of the delivering centre. There is no evidence to support our understanding of the impact on learners on account of care experience.
	Advance equality of opportunity
	No impact identified.
	Foster good relations
	No impact identified.

Rationale

If you are proceeding with a decision that may have a negative impact and are not putting in place actions to mitigate against this, please explain how this is objectively justified.
No negative impacts were identified through this EqIA.