

# 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	September 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 <b>monitor the implementation of policy and the impact on equality groups</b> (evidence and consultation)			[ONGOING RECORD]
[LIST]			
Update EqIA with evidence about SQA's learners from the Pupil Census	Policy and Research Manager	August 2023	

Identified Actions	General Equality Duty	Owner	Date	Comment & Review
[LIST]	[CROSS REFERENCE]			

## Policy Aims

<b>Name of Policy or practice</b>	Retention of candidate assessment evidence for SQA centres
<b>New Policy or Revision</b>	Revision
<b>Name of Policy Owner</b>	Policy and Research Manager
<b>Date Policy Owner Confirmed Completion</b>	22 September 2022

<b>What is the rationale for this policy or practice?</b>
<p>A policy on the retention of candidate assessment evidence for SQA centres is required to:</p> <ul style="list-style-type: none"> <li>◆ Ensure that evidence of appropriate assessment at the correct SCQF level is available for external verification.</li> <li>◆ To maintain national standards.</li> </ul> <p>The policy applies to SQA centres that offer SQA qualifications and/or SQA accredited qualifications and/or regulated qualifications.</p>
<b>What evidence is there to support the implementation or development of this policy or practice?</b>
<p>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. The policy describes an internal administrative process in relation to evidence which centres must adhere to. 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.</p>
<b>What are the aims of this policy or practice?</b>
<p>The policy is for centres to ensure that assessment evidence is retained. Centres must store candidate assessment evidence securely, in line with the officially notified dates. The retention time for candidate assessment evidence varies by qualification type, evidence type and circumstances – this <a href="#">information is available on SQA's website</a>. If evidence is bulky or ephemeral, centres must keep the physical evidence of the identified verification sample. Centres may dispose of other physical evidence but must keep records of candidate assessment evidence in paper, electronic, visual, or audio format. The assessor and internal verifier must clearly highlight and confirm any specific requirements. The candidate, assessor and internal verifier must all authenticate all records of candidate assessment evidence.</p> <p>Art and Design portfolios must be available to candidates if they require them for art school entry procedures or individual exhibitions.</p>
<b>How is the content of these aims relevant to equality groups?</b>
<p>The policy is for use in centres to ensure that candidate evidence is retained for the correct amount of time. This policy is for all SQA learners who produce evidence for assessments, this includes all candidates who align to any of the protected characteristics.</p>

## Evidence, Consultation and Engagement

<b>What stakeholders have you engaged with in the development of this policy or practice?</b>
We held discussions with colleagues in Operations Directorate at SQA regarding the content. As a result, Minor amendments to the policy. No consultation with centres / learners. This is a quality assurance policy which describes that centres must retain evidence for external verification purposes.

<b>What evidence about equality groups do you have to support this assessment?</b>	
<b>Age</b>	<p>The policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to.</p> <p>SQA do not currently hold this data on our learners but are working towards access via the Pupil Census. The EqIA will be updated to reflect this data once it has been obtained.</p>
<b>Disability</b>	<p>The policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to.</p> <p>SQA do not currently hold this data on our learners but are working towards access via the Pupil Census. The EqIA will be updated to reflect this data once it has been obtained.</p>
<b>Race</b>	<p>The policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to.</p> <p>SQA do not currently hold this data on our learners but are working towards access via the Pupil Census. The EqIA will be updated to reflect this data once it has been obtained.</p>
<b>Religion or Belief</b>	<p>The policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to.</p> <p>SQA do not currently hold this data on our learners but are working towards access via the Pupil Census. The EqIA will be updated to reflect this data once it has been obtained.</p>
<b>Sex</b>	<p>The policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to.</p>

	<p>SQA do not currently hold this data on our learners but are working towards access via the Pupil Census. The EqIA will be updated to reflect this data once it has been obtained.</p>
<b>Sexual Orientation</b>	<p>The policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to.</p> <p>SQA do not currently hold this data on our learners but are working towards access via the Pupil Census. The EqIA will be updated to reflect this data once it has been obtained.</p>
<b>Gender Re-assignment (Gender identity and transgender)</b>	<p>The policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to.</p> <p>SQA do not currently hold this data on our learners but are working towards access via the Pupil Census. The EqIA will be updated to reflect this data once it has been obtained.</p>
<b>Marriage/Civil Partnership</b>	<p>The policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to.</p> <p>SQA do not currently hold this data on our learners but are working towards access via the Pupil Census. The EqIA will be updated to reflect this data once it has been obtained.</p>
<b>Pregnancy / Maternity</b>	<p>The policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to.</p> <p>SQA do not currently hold this data on our learners but are working towards access via the Pupil Census. The EqIA will be updated to reflect this data once it has been obtained.</p>
<b>Care experience (where relevant)</b>	<p>The policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to.</p> <p>SQA do not currently hold this data on our learners but are working towards access via the Pupil Census. The EqIA will be updated to reflect this data once it has been obtained.</p>

## 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
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of age.
	<b>Advance equality of opportunity</b>
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of age.
	<b>Foster good relations</b>
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of age.
Protected Characteristic	<b>General Equality Duty</b>
Disability	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of disability.</p>
	<b>Advance equality of opportunity</b>
	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of disability.</p>
	<b>Foster good relations</b>
	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of disability.</p>
<b>Protected Characteristic</b>	<b>General Equality Duty</b>
<b>Race</b>	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of race.</p>
	<b>Advance equality of opportunity</b>
	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of race.</p>
	<b>Foster good relations</b>
	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of race.</p>

<b>Protected Characteristic</b>	<b>General Equality Duty</b>
<b>Religion or Belief</b>	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of religion or belief.
	<b>Advance equality of opportunity</b>
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of religion or belief.
	<b>Foster good relations</b>
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of religion or belief.
<b>Protected Characteristic</b>	<b>General Equality Duty</b>
<b>Sex</b>	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of sex.
	<b>Advance equality of opportunity</b>
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of sex.

	<b>Foster good relations</b>
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of sex.
<b>Protected Characteristic</b>	<b>General Equality Duty</b>
<b>Sexual Orientation</b>	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of sexual orientation.
	<b>Advance equality of opportunity</b>
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of sexual orientation.
	<b>Foster good relations</b>
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of sexual orientation.
<b>Protected Characteristic</b>	<b>General Equality Duty</b>
<b>Gender Re-assignment</b>	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010



<b>(Gender identity and transgender)</b>	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of gender reassignment.</p>
	<b>Advance equality of opportunity</b>
	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of gender reassignment.</p>
	<b>Foster good relations</b>
	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of gender reassignment.</p>
<b>Protected Characteristic</b>	<b>General Equality Duty</b>
<b>Marriage/Civil Partnership</b>	<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010</p>
	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of marriage or civil partnership.</p>
	<b>Advance equality of opportunity</b>
	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of marriage or civil partnership.</p>
	<b>Foster good relations</b>
	<p>This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of marriage or civil partnership.</p>

<b>Protected Characteristic</b>	<b>General Equality Duty</b>
<b>Pregnancy / Maternity</b>	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of pregnancy or maternity.
	<b>Advance equality of opportunity</b>
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of pregnancy or maternity.
	<b>Foster good relations</b>
This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of pregnancy or maternity.	
<b>Considered by SQA</b>	<b>General Equality Duty</b>
<b>Care experience (where relevant)</b>	Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of care experience.
	<b>Advance equality of opportunity</b>
This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of care experience.	

	<b>Foster good relations</b>
	This policy concerns the retention of candidate assessment evidence by centres. The policy describes an internal administrative process in relation to candidate assessment evidence which centres must adhere to. There are no barriers or disadvantage or advantage to learners on account of care experience.

**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.