

Equality Review Summary



Qualification	Accounting
----------------------	------------

Level	Advanced Higher
--------------	-----------------

REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	10/12/2019
-----------------------	------------

Coursework and/ or Question Paper revisions

Question paper (2 hours 30 minutes duration)

All Mandatory

2 x 40 mark questions

2 x 30 mark questions

Inclusion of formulae sheet as part of question paper stationary

No change to overall marks or duration. The revisions to the question paper (changing of marks allocation) are in line with changes made to marks allocations at Higher to ensure that a range of topics can be covered at appropriate depth. The fundamental features of the question papers remain at N5, H and AH.

The removal of optionality ensures that candidates cannot opt out of responding to mandatory course content in the question paper.

Project (over time, 3,000-4,000 words)

1 x 60 mark report

No change to the Project component.

Equality & inclusion issues

No changes have been made to the aims, rationale or content of the course. The revisions to the question paper (changing of marks allocation) are in line with changes made to marks allocations at Higher to ensure that a range of topics can be covered at appropriate depth and can be considered minor. There are no further changes to the Course assessment.

This means that the original equality review carried out and attached remains valid and fit for purpose. It should be noted however, that the Units, which were a feature of the original ERF, have now been removed.

Actions that will mitigate any adverse impact outlined above

N/A

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review	11/10/2013
-----------------------	------------

Summary of Conclusion and recommendation

Some potential barriers, particularly to disabled learners, may arise in this Course. However, advice is given in the Course and Unit Support Notes to encourage centres to take into consideration the needs of learners when delivering the Units and the Course.

Should practical approaches be used, assistive technologies could be used to support disabled learners.

In terms of external assessment (question paper and project) and Unit assessment, the usual range of support and assistance within assessment arrangements guidelines will continue to apply. Evidence requirements for Units are open and flexible. It is therefore not envisaged that exemptions will be required.

The adverse impact of the potential barrier identified by the requirement to work independently at Advanced Higher can be mitigated by allowing the candidate to access the support normally provided, where this does not compromise the integrity of the assessment.