

Equality Review Summary



Qualification	Biology
Level	Advanced Higher
REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW	
Date of review	20/11/2019
Coursework and/ or Question Paper revisions	
Question Paper The assessment is being strengthened through the question paper to account for the removal of units from the course. 10 marks will be added to the QP to strengthen the assessment and allow increased sampling of knowledge and understanding and skills. The time for the question paper is being increased by 20% to match the overall duration of the Higher Biology and Higher Human Biology exams, as it was considered that it would not be appropriate to have an exam of shorter duration than the level below. It will increase from 2 hours 30 minutes to 3 hours with no break.	
Coursework The project currently functions well, as is apparent from the item analysis; there are no plans to change the structure or the total number of marks, however there will be minimal change in terms of where the marks are allocated.	
Equality & inclusion issues No changes have been made to the aims, rationale or content of the course. Only the Course assessment has changed as outlined above. 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.	
Extension of existing question paper <u>Disability</u> Some disabled candidates who require extra time may find increased focus on externally assessed exams more challenging and they may experience fatigue over the longer examination time. For example, candidates with physical disabilities may have difficulties in maintaining stamina or those unable to concentrate for extended periods may have difficulties in maintaining focus and have difficulties in demonstrating their attainment. Other disabled candidates such as those with mental health difficulties or emotional behavioural difficulties may find the longer examination experience overly stressful leading to increased anxiety that could negatively impact their ability to demonstrate their attainment. <u>Religion and belief</u> Some candidates because of religion and belief may experience a higher level of fatigue and be adversely affected in an extended question paper because they are fasting.	

REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

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Religion and belief

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Actions that will mitigate any adverse impact outlined above	
<p>While it is not possible to exempt disabled learners from the external QP at Advanced Higher where this is an integral assessment component understanding of the Course, the provision of appropriate assessment arrangements and other supportive practices will mitigate the adverse impact for many disabled candidates. For example, by the careful consideration of the amount of extra time being requested and by further consideration being given as to whether there are any other more appropriate assessment arrangements such as using ICT and/or assistive technologies or the inclusion of rest breaks.</p> <p>It is not possible for SQA to take all possible religious festivals and periods of observance into account when constructing the exam timetable. SQA will take into account, through its exceptional circumstances process, any negative impact such as a candidate taking unwell caused by fasting during an examination.</p>	
ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW	
Date of review	24/03/2014
Summary of Conclusion and recommendation	
<p>The adverse impact of the potential barriers identified for disabled learners can be mitigated by the provision of appropriate assessment arrangements. However, it should be noted that it may not be possible to exempt a disabled learner from components of assessment where this would compromise the integrity of the qualification.</p> <p>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.</p> <p>The adverse impact of the potential barriers identified for learners on grounds of Religion and/or Belief can be mitigated by the expectation that teachers/lecturers delivering the content and skills of the Advanced Higher courses in Biology would do so in a sensitive and respectful manner with emphasis on the scientific processes It is also expected that questions in the externally set question paper would be sensitively worded and that marking instructions do not assume a particular ethical stance.</p>	