

Equality Review Summary



Qualification	Business Management
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Level	Advanced Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	04/12/2019
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Coursework and/ or Question Paper revisions

All unit content available to be assessed in QP or assignment. No change to the QP component.

Minor change to the mark allocation within the project. No change to the number of marks or size of the project.

Equality & inclusion issues

No changes have been made to the aims, rationale or content of the course. The revision to the project is a minor change to the mark allocation and there are no changes to the number of marks or the size of the project. 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
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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.

