Equality Review Summary

Qualification	Computing Science
Level	Advanced Higher

REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	20/11/2019

Coursework and/ or Question Paper revisions

Question paper marks and duration increased to ensure this is not shorter in duration than Higher question paper. This will allow question paper to sample greater breadth of course in lieu of units. Introduction of Section 1 in question paper, mainly short 'C' type questions to improve accessibility and increase candidate engagement with paper.

Project to remain an open brief, however requirement to integrate two of the three practical areas will be introduced as with no unit assessment, this is the only place to assess practical work. Total marks to reduce from 90 to 80. Marking instructions to be reviewed to increase emphasis on problem solving skills in design, implementation and testing phases of project rather than reflective commentary and project planning.

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
Disability
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.

Religion and belief
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.

Actions that will mitigate any adverse impact outlined above

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.

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.

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review	15/05/2015

Summary of Conclusion and recommendation

The aims of the Computing Science Course are to develop skills in advanced programming, development and research and the ability to apply knowledge and understanding of complex computing science concepts and processes. This will require learners to plan and design a solution to a problem, implement and test the solution, and evaluate and report on that solution.

Flexibility in the use of assistive technologies and the wide range of acceptable types of evidence should reduce barriers for many learners.

The use of practical helpers and/or assistive technologies may also be allowed to support learners in demonstrating practical skills.

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 human support normally provided, where this does not compromise the integrity of the assessment.