

Equality Review Summary



Qualification	Design and Manufacture
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Level	Advanced Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	20/11/2019
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Coursework and/ or Question Paper revisions

The Course assessment will still consist of two Components: a Question Paper and an Assignment, however the QP will be revised to cover the skills, knowledge and understanding currently assessed in the units. The QP marks do not need to be increased to accommodate this content as some areas of the course are currently over-assessed. The time will be increased by 15 minutes as this is a more appropriate time allocation and brings the Advanced Higher Question Paper in line with the Higher Question Paper.

No changes to the Assignment are required to cover Unit content, however we plan to revise the Assignment to align better with the National 5 and Higher Course Assessments.

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
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Summary of Conclusion and recommendation

The aims of the Design and Manufacture Course are to allow the learner to explore design and manufacture in specific work contexts, with a clear focus on the application of their skills and knowledge in producing effective, relevant and creative solutions and in supporting the activities of those contexts. This will require learners to develop a critical and visual awareness associated with requirements for user interface and product detailing.

Flexibility in the use of manual and/or CAD equipment 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.