

Equality Review Summary



Qualification	Engineering Science
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Level	Advanced Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	11/12/2019
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Coursework and/ or Question Paper revisions

Marks will be removed from coursework and commuted to question paper. The Question paper demand will increase due to additional marks being added, allowing for additional sampling of content. Coursework demand will increase as superfluous aspects (and associated marks) will be removed. Specific marking instructions will replace vague, and easily misinterpreted, marking guidelines.

QP 60 marks and 2 hours will change to 75 marks and 2 hours 30 minutes.

Coursework 90 marks will change to 75 marks.

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.

Revision of Coursework

Disability

We did not identify any general adverse impacts of the revisions to the Coursework on the basis of any protected characteristic. Nor has any general adverse impact been communicated to us.

Extension of 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 Advanced Higher Engineering Science Course is to build on the knowledge and understanding and practical skills developed by the learner in the Higher Engineering Science Course, and to provide a useful bridge towards further study of engineering in higher education. This is achieved by a Course which consolidates and extends learning, provides opportunity for independent and investigative work, while encouraging teamwork, and requires candidates to undertake and report on a challenging engineering project. Flexibility in the use of manual and/or electronic 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