

Equality Review Summary



Qualification	Statistics
Level	Advanced Higher
REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW	
Date of review	20/11/2019
Coursework and/ or Question Paper revisions	
With the removal of the units, a 1 hour paper that assesses statistical literacy will be developed to assess the skills previously developed through the project. Therefore the Course Assessment will change from Paper1, 180 minutes, 100 Marks to Paper1, 60 minutes, 30 marks and Paper2, 165 minutes, 90 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.	
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.	
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.	

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Coursework and/ or Question Paper revisions

Equality & inclusion issues

Extension of existing question paper

Disability

Religion and belief

Actions that will mitigate any adverse impact outlined above

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW	
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Date of review	24/03/2014
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Summary of Conclusion and recommendation	
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Mathematics does present some potential barriers for disabled learners but the availability of technological support and assessment arrangements, together with the degree of flexibility in the nature of evidence described in the evidence requirements means that this qualification is open to a very wide range of disabled learners.

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.