

# Equality Review Summary



<b>Qualification</b>	Computing Science
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<b>Level</b>	Higher
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## REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

<b>Date of review</b>	20/11/18
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### Coursework and/ or Question Paper revisions

The assignment will now be issued on an annual basis and will be externally assessed by SQA. As such, the optional aspect of the assignment will be removed. The assignment will continue to assess many of the same skills as the current assignment but will involve a series of smaller, individual tasks. Compared to the current assignment, there will be fewer marks for analysis, design testing and evaluation but more marks for implementation (ie coding). The assignment will be reduced by 10 marks.

The revised question paper will have a greater focus on problem solving and will be much more skills based. Candidates will be assessed on the skills of analysis, design, testing and evaluation, which are mainly assessed through the assignment at present. Implementation in the question paper will focus on the skills of reading, understanding, and explaining code. The number of marks available will increase by 20 marks. The duration of the exam will increase from 2 hours to 2hr 30 minutes.

### Equality & inclusion issues

In addition to the above changes to the course assessment and in line with National 5, the opportunity will be taken to review, clarify and re-order the course content. This means that some sections of the current course content will be removed, nothing will be added. Therefore, the original equality review carried out and attached remains valid. It should also be noted that the Units, which were a feature of the original ERF, have now been removed.

#### 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. For example, candidates with physical disabilities or those unable to concentrate for extended periods may have difficulties 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.

##### Religion and belief

Some candidates may experience fatigue and be adversely affected in an extended question paper because they are fasting.

##### Changes to the conditions of assessment

Given the supportive nature of the assessment i.e. The assignment is conducted under open-book conditions, which means candidates are permitted to access resources such as programming manuals, class notes, textbooks and programs they have written throughout

the course, and the use of appropriate assessment arrangements (where needed) we have not identified any equality & inclusion issues. Where the conditions of assessment have changed to be more controlled, for example, where the time allowed for a task or assignment has been restricted or where a task or assignment has to be completed in one sitting, some disabled candidates may be potentially disadvantaged. However, this disadvantage should be mitigated by the provision of the appropriate assessment arrangements.

**Actions that will mitigate any adverse impact outlined above**

While it is not possible to exempt disabled learners from the external QP at 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**

<b>Date of review</b>	15 May 2015
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**Summary of Conclusion and recommendation**

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