

# Equality Review Summary



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

<b>Date of review</b>	19 September 2018
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### Coursework and/ or Question Paper revisions

There will be no change to the assignment task. However, there will be some changes to the conditions of assessment. Candidates will no longer be permitted to carry out group work during the research stage. The specified timings for the research and report phases, within the 8 hour completion period, will be removed and a maximum word count of 2,000 words will be introduced for the report. Candidates will now be required to carry out the research stage of the assignment on an individual basis to ensure that they are able to demonstrate fully their research skills for assessment. Replacing the page count with a maximum word count will ensure all candidates adhere to a consistent standard of reporting.

The question paper will be extended by 20 marks. The duration of the exam will increase by 30 minutes to 2 hours 30 minutes. Extending the question paper will allow more skills, knowledge and understanding to be sampled following the removal of units and unit assessments from the course.

### Equality & inclusion issues

Changes to the conditions of assessment for coursework

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.

Extended 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 which could negatively impact on 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 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.

SQA recognises that reasonable adjustments or assessment arrangements may be incapable of mitigating all of these potential negative impacts entirely. Nevertheless, the decision to extend the existing question has been taken to ensure that the standards, quality and credibility of the National Qualifications are maintained.

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 being unwell caused by fasting during an examination.

## **ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW**

<b>Date of review</b>	7 January 2013
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### **Summary of Conclusion and recommendation**

The aims of the Course are to develop skills that underpin an understanding of the importance of economic concepts, government policies and global trade and aid are to our everyday lives. Removal of any of these aspects would diminish the integrity of the Course therefore it would not be possible to exempt learners from the requirement to demonstrate these aspects. However, the use of assessment arrangements, outlined in Part B, will help mitigate any potential barriers and exemption from this Course should not be necessary as flexibility in the use of assistance and technologies allows learners to demonstrate the necessary skills required.