

Equality Review Summary



Qualification	Engineering Science
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Level	Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	19 September 2018
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Coursework and/ or Question Paper revisions

The assignment will be reduced by 10 marks and the marks removed from the assignment will be transferred to the question paper. The assignment task will now be issued on an annual basis and the completed assignments will be submitted to SQA for external marking.

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

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.

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.

Extension to the 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.

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, 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 May 2015
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Summary of Conclusion and recommendation

The aims of the Higher Engineering Science Course are to provide a broad and challenging exploration of engineering. Learners will extend and apply knowledge and understanding of key engineering concepts, principles and practice, understand the relationships between engineering, mathematics and science, and apply analysis, design, construction, testing and reporting in relation to a range of engineering problems with some complex features.

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 assessment.