

Equality Review Summary



Qualification	Environmental Science
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Level	National 5
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	30/06/2017
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Coursework and/ or Question Paper revisions

Practical/experimental/field work has become a mandatory feature of the assignment following the removal of the units which currently assess this.

Equality & inclusion issues

No changes have been made to the aims, rationale or content of the course. Only the Course assessment have 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.

Introduction of new Coursework

There are no other implications other than that which had been previously recorded for practical work on the original ERF.

Actions that will mitigate any adverse impact outlined above

The development of practical skills is among the stated aims of these Courses and progression to more advanced qualifications could be compromised if practical abilities were not developed. Practical skills were previously assessed in the Units.

The provision of appropriate assessment arrangements such as the use of a practical assistant, and other supportive practices will mitigate the adverse impact for many candidates. SQA will also continue to ensure that individual requests for reasonable adjustments are considered where appropriate. However, while it may not be possible to exempt disabled learners from the assessment of practical activities in the Assignment, it may be possible to consider exemption from some aspects of the practical activities.

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review	29/06/2012
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Summary of Conclusion and recommendation

The adverse impact of the potential barriers identified for disabled learners can be mitigated by the provision of appropriate assessment arrangements.

However, it should be noted that it may not be possible to exempt a disabled learner from components of assessment where this would compromise the integrity of the qualification.

The adverse impact of the potential barriers identified for learners on grounds of Religion and/or Belief can be mitigated by the expectation that teachers/lecturers delivering the

content and skills of the National 5 courses in Environmental Science would do so in a sensitive and respectful manner with emphasis on the scientific processes. It is also expected that questions in the externally set question paper would be sensitively worded.