

Equality Review Summary



Qualification	Philosophy
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Level	National 5
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	22/01/2019
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Coursework and/ or Question Paper revisions

Following the removal of units, the question paper and marking instructions have been revised to reflect the new assessment model, mark allocation of 80 marks and duration of 2 hours and 20 minutes. The coursework assessment task has also been revised and it is now worth 20 marks. The conditions of assessment have changed and candidates now have one hour to write up their assignment under supervised conditions.

The clarification of the conditions of assessment for the assignment, and the adjustment of the component weightings, will enhance the reliability of the course assessment.

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.

Extension of question paper

Disability

Some disabled candidates may be adversely affected by the introduction of an extended question paper. 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, for example this could impact on Muslim candidates who fast during Ramadan.

Actions that will mitigate any adverse impact outlined above

While it is not possible to exempt disabled learners from the external QP at National 5 where this is an integral assessment, 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 being unwell caused by fasting during an examination.

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review

Summary of Conclusion and recommendation

As the means of producing evidence to demonstrate a candidate having met the assessment standards is not defined, candidates may make use of a range of evidence-generating techniques. Communication of viewpoints can be carried out using a variety of means: written, oral or using ICT.

The current range of assessment arrangements that feature regularly in current SQA national Courses would provide sufficient support to mitigate any potential adverse impact. Learners can be supported by readers and/or scribes and assistive technologies could be used.

Support Notes guide centres to apply sensitivity to their learners when selecting topics and issues for learning and assessment. It is also recommended that any case study, scenario or stimulus materials be inclusive and do not promote stereotypes.

Maturity levels for learners undertaking this Course at this level may be an issue and advice and guidance is provided to centres in the Support Notes. This is advice only and centres are not obliged to follow these recommendations. Overall, It is not envisaged that exemptions will be required.