

# Equality Review Summary



<b>Qualification</b>	Psychology
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<b>Level</b>	National 5
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## REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

<b>Date of review</b>	21/01/2019
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### Coursework and/ or Question Paper revisions

There will be no change to the assignment, however the revised course documentation will provide further clarification on the conditions for assessment. We will also make available the template for the assignment that was previously provided. 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.

The question paper will be extended to include more questions and the number of available marks will increase from 50 marks to 70 marks. The duration of the exam will therefore also increase.

### 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.

#### 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, 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 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.

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>	13/01/2015
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#### **Summary of Conclusion and recommendation**

The open and flexible evidence requirements for this Course allow learners to provide evidence for assessment in a way and format that suits their needs. A range of support for learners will continue to be appropriate, such as scribes, readers and assistive technologies/ICT. Support Notes will 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. Overall, it is not envisaged that exemption will be required.