

Equality Review Summary



Qualification	Physical Education
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Level	Advanced Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	20/11/2019
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Coursework and/ or Question Paper revisions

Due to the Performance Unit only requiring a single performance there is no need to increase the number of activities for assessment (like we did for N5 & H). The wording of the marking criteria for performance has been amended and clarified to take into account the emphasis within the Unit and to link better with Higher. For the Project, assessment standard 1.2 Analysing the impact mental, emotional, social and physical factors have on personal performance from the Factors Impacting on Performance Unit is not covered - an AH working group has agreed that this can be incorporated into the existing final stage of the Project, without the need to increase the overall number of marks available. Project and one performance are centrally marked, so there will be minimal change in PE for RNQ, with unit components captured within existing marked components. Project - 70 marks; Performance - 30 marks.

Equality & inclusion issues

No changes have been made to the aims, rationale or content of the course. There will be a minor change to marking criteria for performance. 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.

Actions that will mitigate any adverse impact outlined above

N/A

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review	11/10/2013
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Summary of Conclusion and recommendation

Some potential barriers, particularly to disabled learners, may arise in this Course.

The purpose and aims of the Course clearly state that the development of a range of performance skills is central to the Course and the subject. Assistive technologies and adapted equipment may be used to allow learners to demonstrate the required performance skills for assessment. The open and flexible nature of the assessment requirements allow for a wide range of activities to be used and can be tailored to suit individual learners' needs. It is therefore not envisaged that exemptions from demonstrating performance skills will be required. However, exemptions from some small aspects of the Course may be considered on a case-by-case basis.

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 support normally provided, where this does not compromise the integrity of the assessment.