

Equality Review Summary



Qualification	Religious, Moral and Philosophical Studies
----------------------	--

Level	Advanced Higher
--------------	-----------------

REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	
-----------------------	--

Coursework and/ or Question Paper revisions

Unit assessment currently assessed in course assessment. However 20 marks will be added to the QP to bring it into line with the lower levels and other social subjects.

Currently: 60 mark Question Paper and 40 mark Dissertation

Revised: 90 mark Question Paper and 50 mark Dissertation

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.

Revision of Coursework

We did not identify any general adverse impacts of the revisions to the Coursework on the basis of any protected characteristic. Nor has any general adverse impact been communicated to us.

Extension of 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 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 that could negatively impact 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.

Actions that will mitigate any adverse impact outlined above

While it is not possible to exempt disabled learners from the external QP at Advanced Higher where this is an integral assessment component understanding of the Course, 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 | 24/03/2014

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 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.

The Course and Unit Assessment Specifications have been constructed in an open and objective manner. A balanced approach is taken and candidates are directed to consider religious views, secular views, their own views and the views of others. In the internal assessments and external assessments questions are asked in an open manner and are accessible to all learners. Learners are asked to support their opinions with evidence/arguments while recognising alternative viewpoints and their relative merits. It is recommended that RMPS does not go forward to Stage 2 of the process as the developers of the qualification are aware of the sensitive issues.