

Equality Review Summary



Qualification	Physical Education
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Level	Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	22/11/18
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Coursework and/ or Question Paper revisions

Assessment standard 1.4 of the Performance Skills Unit will now be incorporated into the performance. Candidates will now perform two different physical activities, each worth 30 marks. The two activities selected for each candidate's single performance events that will enable candidates to demonstrate the breadth and application of the skills they have learned in the course within different contexts.

The question paper will be extended by 10 marks. It will assess the skills of planning and evaluation which are currently assessed in the performance. The question paper will now have three sections. The duration of the exam will increase by 1 hour, to 2 hours 30 minutes.

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.

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.

Actions that will mitigate any adverse impact outlined above

Disability

While it is not possible to exempt disabled learners from the external QP at Higher 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.

Religion and belief

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 04/04/2012

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 aspects of the Course may be considered.