

Equality Review Summary



Qualification	Philosophy
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Level	Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	21/01/2019
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Coursework and/ or Question Paper revisions

The assignment has been replaced with a question paper. The key skills assessed in the assignment are to present a sustained and focused argument, followed by a clear and well supported conclusion. Candidates will now be assessed on these skills by answering essay questions in a question paper (question paper 2). The decision to remove the assignment and replace it with an essay-based question paper follows concerns raised by teachers regarding the purpose and value of the assignment, and a review of factors which impacted the validity of the assessment, including a recurring issue of plagiarism.

The current question paper (question paper 1) will now be worth 50 marks. Section 1 – Arguments in Action will increase from 20 marks to 30 marks and sections 2 and 3 (Knowledge and Doubt, and Moral Philosophy) will reduce from 20 marks to 10 marks each. The marks removed from sections 2 and 3 will be redistributed to question paper 2. Candidates will have 1 hour 45 minutes to complete question paper 1. Question paper 2 will have two sections: Knowledge and Doubt, and Moral Philosophy, which will each be worth 30 marks. Candidates will have 2 hours 15 minutes to complete the question paper.

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 the question papers

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

Although the QP is being extended, it will be split into two separate question papers, with a break in between, to ensure the timing is more manageable for candidates. 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	13/01/2015
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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.