

Equality Review Summary



Qualification	RMPS
Level	Higher
REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW	
Date of review	21/01/2019
Coursework and/ or Question Paper revisions	
<p>There will be no change to the assignment task, however the Marking Instructions will be revised. The current question paper is being extended by 20 marks to allow greater sampling of skills, knowledge and understanding, following the removal of units from the course. Question paper 1 will be worth 60 marks and will include two sections: World Religion and Morality and Belief. Candidates will have 2 hours 15 minutes to complete Paper 1. Paper 2 will be worth 20 marks and have one section: Religious and Philosophical Questions. Candidates will have 45 minutes to complete Paper 2. Extending the question paper will allow greater sampling of skills, knowledge and understanding, following the removal of units from the course.</p>	
Equality & inclusion issues	
<p>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 to question paper.</p> <p><u>Disability</u></p> <p>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.</p> <p><u>Religion and belief</u></p> <p>Some candidates may experience fatigue and be adversely affected in an extended question paper because they are fasting.</p>	
Actions that will mitigate any adverse impact outlined above	
<p><u>Disability</u></p> <p>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.</p>	

REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Coursework and/ or Question Paper revisions

Equality & inclusion issues

Disability

Religion and belief

Actions that will mitigate any adverse impact outlined above

Disability

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	24 March 2014
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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 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.