

Equality Review Summary



Qualification	Media
Level	Higher
REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW	
Date of review	19 September 2018
Coursework and/ or Question Paper revisions	
<p>Following the removal of units and unit assessments from the course, the assignment will assess skills from the Creating Media Content unit which are not currently sampled in the course assessment. There will also be revisions to some sections of the assignment. The assignment will increase by 10 marks and will now be worth 60 marks.</p> <p>The question paper will be extended by 20 marks and will be split into two separate question papers, with a break in between. The Analysing Media Content question paper will be worth 50 marks in total. A new section worth 10 marks will be added to this question paper, which requires candidates to analyse unseen media texts. The Role of Media question paper will be worth 20 marks and candidates will have 1 hour to complete the question paper.</p> <p>Extending the question paper will allow more skills, knowledge and understanding to be sampled following the removal of units and unit assessments 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 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.</p> <p><u>Extension of existing question paper</u></p> <p><u>Disability</u></p> <p>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 which could negatively impact on their ability to demonstrate their attainment.</p> <p>The new 'Analysis of an unseen Media Text' section in the external question paper will contain images (1xfilm poster, 1xadvert, 1xmagazine cover). This may cause issues for severely visually impaired learners and those who have Autistic Spectrum Conditions.</p> <p><u>Religion and belief</u></p> <p>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.</p> <p><u>All protected characteristics</u></p>	

Care will have to be taken when selecting images for the new 'Analysis of an unseen Media Text' section of the question paper ensuring that the images are not harmful or offensive to candidates.

Actions that will mitigate any adverse impact outlined above

Disability

It is not possible to exempt candidates from the whole external QP at Higher as this is an integral assessment component. However, 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.

Images could also be magnified and/or a short description of the image could be provided. It may also be possible to consider exempting severely visually impaired learners from the 'Analysis of an unseen Media Text' section.

Religion and Belief

It is not possible for SQA to take all possible religious festivals and periods of observance into account when constructing the examination timetable. However, SQA is able to take into account, through its exceptional circumstances process, any negative impact on a candidate such as a candidate being unwell caused by fasting during an examination.

All protected characteristics

Guidance will be developed to help item writers' select suitable images for the question paper at Higher. In considering how best to develop guidance for item writers we have looked at how the British Board of Film Classification and the Advertising Standards Authority define material that may cause any harm or be offensive (see Appendix 1). In addition, in the first few years of implementation, the images to be used will be reviewed by a small group of subject and equality staff.

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review	2 February 2015
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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 creating, presenting, evaluating and appreciating skills is central to the Course and the subject. Assistive technologies and adapted equipment may be used to allow learners to demonstrate the required practical 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 recommended that exemptions from demonstrating practical skills not be permitted.

The usual assessment arrangements for learners with difficulties with written communication will continue to apply. The evidence requirements for the question paper component of Course assessment can be adapted to take account of the needs of specific learners, for example it may be possible to exempt visually impaired learners from the optional questions in the Question Paper.