

Equality Review Summary



Qualification	Music Technology
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Level	Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	17/04/2015
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Coursework and/ or Question Paper revisions

The assignment will be extended by 10 marks. The assignment will continue to be one piece of work which demonstrates planning, implementing and evaluation. Extending the assignment will ensure candidates continue to be assessed on the skills, knowledge and understanding that are currently assessed in the Music Technology Skills unit. The question paper will be extended by 10 marks. The duration of the exam will increase by 15 minutes to accommodate the increase in marks. Extending the question paper will ensure candidates continue to be assessed on the skills, knowledge and understanding that are currently assessed in the Understanding 20th and 21st Century Music unit.

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. Extension of existing question paper. 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 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.

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.

Extension of existing Coursework

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

Actions that will mitigate any adverse impact outlined above	
<u>Disability</u>	
<p>While it is not possible to exempt disabled learners from the external QP at 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. SQA recognises that reasonable adjustments or assessment arrangements may be incapable of mitigating all of these potential negative impacts entirely. Nevertheless, the decision to extend the existing question has been taken to ensure that the standards, quality and credibility of the National Qualifications are maintained.</p>	
<u>Religion and Belief</u>	
<p>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 being unwell caused by fasting during an examination.</p>	
ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW	
Date of review	2 April 2015
Summary of Conclusion and recommendation	
<p>Some potential barriers, particularly to disabled learners, may arise in this Course. 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 recommended that exemptions from demonstrating practical skills not be permitted.</p> <p>The usual assessment arrangements for learners with difficulties with written communication will continue to apply. The evidence requirements are open and flexible, permitting learners and centres to produce evidence in format(s) which best suit their needs.</p>	