

Equality Review Summary



Qualification	Drama
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Level	National 5
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	26/01/2018
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Coursework and/ or Question Paper revisions

The question paper is being extended to ensure it samples a greater amount of course content, following the removal of units. It will include more questions and the number of available marks will increase from 40 marks to 60 marks. The duration of the exam will therefore also increase.

Scaling will be applied to achieve the following weightings: performance 60% and question paper 40%.

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.

Extended 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, race, gender, age, gender reassignment, pregnancy and maternity or sexual orientation

Some candidates may experience fatigue and be adversely affected in an extended question paper because they are fasting, for example this could impact on Muslim candidates who fast during Ramadan.

Actions that will mitigate any adverse impact outlined above

While it is not possible to exempt disabled learners from the external QP at National 5 where this is an integral assessment, 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.

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.

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review 02/02/2015

Summary of Conclusion and recommendation

Learners have the option to direct rather than act could be used to ensure accessibility to disabled learners. This would allow them to demonstrate their knowledge and understanding of acting.

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 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.

The usual assessment arrangements for learners with difficulties with written communication will continue to apply. The evidence requirements for this component of Course assessment are designed to be open and flexible and this can alleviate barriers for learners.