

Equality Review Summary



Qualification	Media
Level	National 5
REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW	
Date of review	17/08/2017
Coursework and/ or Question Paper revisions	
<p>The existing question paper and assignment will be extended to ensure that the current knowledge and skills will continue to be assessed in the course, following the removal of units.</p> <p>Marks: Assignment – 60, Question paper - 60</p> <p>Weightings: Assignment - 50% Question paper - 50%</p> <p>The assignment will be extended to include an evaluative element in the 'Development' section.</p> <p>The question paper will be extended by adding a new 'Analysis of a Media Text' section. The duration of the exam will therefore also increase by 30 minutes,</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>Extension of existing question paper</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 a 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, for example this could impact on Muslim candidates who fast during Ramadan.</p>	

All protected characteristics

Care will also have to be taken when selecting these images for the external unseen 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 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 a 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 National 5. 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	02/02/2015
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Summary of Conclusion and recommendation

- Physical disability in respect of motor difficulties may impact adversely on the learner's ability to provide evidence of creating media content.
- For visual and hearing impairments, it is possible to remove the requirement to either physically listen or see, if candidates are physically unable to do so. In these circumstances, the evidence for candidates is based on their ability to analyse. Reasonable adjustment is made to meet the needs of candidates by allowing the media content for analysis to be received in an alternative way.
- For physical motor difficulties, it is possible to remove the requirement to physically talk, write or create a media product if candidates are physically unable to do so. In these circumstances, the evidence for candidates is based on their ability to create media content. Reasonable adjustment is made to meet the need of candidates by allowing the media content to be produced in an alternative way.

