

Equality Review Summary



Qualification	Art and Design (Design)
----------------------	-------------------------

Level	Advanced Higher
--------------	-----------------

REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	20/11/2019
-----------------------	------------

Coursework and/ or Question Paper revisions

As previously, one component (100 marks) and externally marked by SQA (central marking). Investigative research material from the units needs to be added to the Portfolio Assessment task and will be assessed through restructuring of the marking instructions. The MIs will be restructured in line with N5 and Higher (process and skills approach). The 10 marks currently available for the evaluation are disproportionate compared with other levels, so this mark will be reduced to bring it more in line with N5 and Higher. This will result in marks being available which will be allocated to the practical element, which forms the greatest part of the assessment task

Equality & inclusion issues

No changes have been made to the aims, rationale or content of the course. The revisions to the portfolio task paper (changing of marks allocation) are in line with the restructured MIs at N5 and Higher (process and skills approach). There are no further changes to the Course assessment. 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.

Actions that will mitigate any adverse impact outlined above

N/A

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review	17/04/2015
-----------------------	------------

Summary of Conclusion and recommendation

The open and flexible nature of the assessment requirements (there is no external examination question paper, learners create a portfolio) allow for a wide range of activities to be used and can be tailored to suit individual learners' needs. The Critical Analysis and Evaluation can be presented in any appropriate format. 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. Exemptions from demonstrating practical skills cannot

be permitted.

The usual assessment arrangements for learners with difficulties with written communication will continue to apply.