

Equality Review Summary



Qualification	Graphic Communication
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Level	Advanced Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	11/12/2019
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Coursework and/ or Question Paper revisions

Component 1: A new approach to the project, which covers both technical and commercial graphics. The Project consists of 90 marks (50% of total mark), is externally assessed and there is no time limit. The project is produced under some supervision and control, this means that candidates do not need to be directly supervised at all times and teachers/lecturers can provide reasonable assistance.

Component 2: The question paper has one section and is made up of 5-6 extended response questions. It is worth 90 marks (50% of total mark), is externally assessed and the duration is 2.5 hours.

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. It should be noted however, that the Units, which were a feature of the original ERF, have now been removed.

Revision of Coursework

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

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 that could negatively impact 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.

Actions that will mitigate any adverse impact outlined above

While it is not possible to exempt disabled learners from the external QP at Advanced 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.

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 taking unwell caused by fasting during an examination.

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review	24/03/2014
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Summary of Conclusion and recommendation

The aims of the Graphic Communication Course are to develop skills in graphic communication techniques and the ability to apply knowledge and understanding of graphic communication standards and protocols. This will require learners to produce effective graphics that demonstrate visual impact and interpret graphics in order to evaluate their effectiveness.

Flexibility in the use of manual and/or CADD equipment and the wide range of acceptable types of evidence should reduce barriers for many learners.

The use of practical helpers and/or assistive technologies may also be allowed to support learners in demonstrating practical skills.

The adverse impact of the potential barrier identified by the requirement to work independently at Advanced Higher can be mitigated by allowing the candidate to access the human support normally provided, where this does not compromise the integrity of the assessment.