

Equality Review Summary



Qualification	Art & Design
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Level	Higher
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REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

Date of review	22/11/18
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Coursework and/ or Question Paper revisions

As with National 5, the portfolio will now be split into two separate portfolios: one for expressive and one for design. The portfolios will now demonstrate a complete creative process – investigation and research, the development of one idea, a final outcome and evaluation. Each portfolio will now be worth 100 marks each. The portfolios will be extended by 20 marks to allow more content to be sampled following the removal of units. The question paper will be revised to sample more broadly from across the course. Each section will contain six questions: one mandatory and five optional. There will be no change to the duration of the exam. By attempting one mandatory and two optional questions in each section, the question paper will effectively assess candidates' ability to apply their knowledge and understanding in different contexts.

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.

The revisions to the QP

The changes to the QP should have no impact as the duration of the exam is the same.

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

N/A

ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW

Date of review	2 February 2015
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Summary of Conclusion and recommendation

Some potential barriers, particularly to impaired 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. 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.

The usual assessment arrangements for learners with difficulties with written communication will continue to apply. The evidence requirements for the question paper component of Course assessment can be adapted to take account of the needs of specific learners, for example it may be possible to exempt visually impaired learners from the optional questions in the Question Paper.