

# Equality Review Summary



<b>Qualification</b>	Art and Design
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<b>Level</b>	National 5
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## REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW

<b>Date of review</b>	26/01/2018
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### **Coursework and/ or Question Paper revisions**

The current portfolio component contains an expressive section that is worth 80 marks and a design section that is also worth 80 marks. This will now be separated into two portfolios; an expressive portfolio that is worth 100 marks and a design portfolio that is also worth 100 marks.

The portfolios will be marked externally by SQA and each one will be marked by separate marking teams. The portfolios will now require submission of investigation, research and development work that was previously assessed as part of the units.

The question paper will be extended to include more questions and the number of available marks will increase from 40 marks to 50 marks. The duration of the exam will therefore also increase.

### **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.

#### **Extension of existing 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 which could negatively impact on 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, for example this could impact on Muslim candidates who fast during Ramadan.

#### **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.

<b>Actions that will mitigate any adverse impact outlined above</b>	
<b>Extension of existing question paper</b>	
<p>While it is not possible to exempt disabled learners from the external QP at National 5 where this is an integral assessment component, 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. SQA recognises that reasonable adjustments or assessment arrangements may be incapable of mitigating all of these potential negative impacts entirely. Nevertheless, the decision to extend the existing question has been taken to ensure that the standards, quality and credibility of the National Qualifications are maintained. 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.</p>	
<b>ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW</b>	
<b>Date of review</b>	17/04/2015
<b>Summary of Conclusion and recommendation</b>	
<p>Some potential barriers, particularly to visually 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.</p> <p>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.</p>	