

# Equality Review Summary



<b>Qualification</b>	Music and Music Portfolio
<b>Level</b>	Advanced Higher
<b>REVIEW OF NATIONAL QUALIFICATIONS EQUALITY REVIEW</b>	
<b>Date of review</b>	21/01/2019
<b>Coursework and/ or Question Paper revisions</b>	
<p><u>Music</u>            With the removal of the Music: Composing Skills unit from the course, composing would not be assessed as part of the course and therefore requires becoming an externally assessment component for all candidates (component 2).</p> <ol style="list-style-type: none"> <li>1. Question Paper - 40 marks (scaled to 35% - 35 marks)</li> <li>2. Assignment - 20 marks (scaled to 15% - 15 marks)</li> <li>3. Performance - Instrument 1 - 30 marks (scaled to 25% - 25 marks)</li> <li>4. Performance - Instrument 2 - 30 marks (scaled to 25% - 25 marks)</li> </ol> <p><u>Music: Portfolio</u>            With the removal of the Music: Performing Skills unit from the course, performing would not be assessed as part of the course and therefore requires to become an externally assessed component for all candidates (component 4). Candidates will require to perform on one instrument or voice. Portfolio requirements are reduced due to the introduction of component 2 (assignment) for all Music and Music: Portfolio candidates.</p> <ol style="list-style-type: none"> <li>1. Question Paper - 40 marks (scaled to 35% - 35 marks)</li> <li>2. Assignment - 20 marks (scaled to 15% - 15 marks)</li> <li>3. Portfolio - 30 marks (scaled to 25% - 25 marks)</li> <li>4. Performance - Instrument 1 - 30 marks (scaled to 25% - 25 marks)</li> </ol>	
<b>Equality &amp; inclusion issues</b>	
<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 remains valid and fit for purpose. It should be noted however, that the units which were a feature of the original equality review form have now been removed.</p> <p>SQA has not identified any adverse impact of the introduction of the new assignment on the basis of any protected characteristic. Nor has any general adverse impact been communicated to SQA.</p>	
<b>Actions that will mitigate any adverse impact outlined above</b>	
N/A	
<b>ORIGINAL NATIONAL QUALIFICATION DEVELOPMENT EQUALITY REVIEW</b>	
<b>Date of review</b>	17/04/2015

**Summary of Conclusion and recommendation**

Some potential barriers, particularly to deaf, physically or visually impaired learners, may arise in this Course. Assistive technologies and adapted equipment may be used to allow learners to demonstrate the required skills for assessment. The open and flexible nature of the assessment requirements in the Units allow for a wide range of activities to be used which can be tailored to suit individual learners' needs.

The evidence requirements are open and flexible, permitting learners and centres to produce evidence in format(s) which best suit their needs. For example, Candidates can produce the composing folio in a variety of ways, and this may include using music technology, elements of improvisation and/or arranging.

To maintain the integrity of the assessment, exemption from the full QP cannot be allowed.