



**Higher National Qualifications (China)  
Internal Assessment Report 2012**

**HN Personal and Social  
Development**

The purpose of this report is to provide feedback to centres on verification in Higher National and Scottish Vocational Qualifications in this subject.

# Higher National Units

DF46 35      Developing the Individual within a Team  
DE3R 34      Personal Development Planning

## General comments

External verification reports indicate that centres do have a clear and accurate understanding of the requirements of the National Standards, as SQA assessment exemplars were in use for the delivery of all HN Units.

## Unit specifications, instruments of assessment and exemplification materials

SQA assessment and exemplification materials are valid and reliable and were in use.

The SQA assessment exemplar was printed and made available for external verification as part of Course information.

Candidates' performances were sufficient across all Outcomes.

The judgement of the assessment process was appropriate and in line with the National Standard.

Marking decisions were reliable and consistent.

## Evidence Requirements

External verification found consistent and reliable judgements of candidates' evidence.

There was consistency in marking judgements across the sample evidence.

External verification confirmed that candidates have fair access to assessment opportunities.

Centres have a clear understanding of the Evidence Requirements and routinely use appropriate internal verification checklists for this. However, external verification consistently recommended the need for more detailed comments from assessors to develop marking practices which can be used to inform the internal quality assurance process and make it more effective.

## Administration of assessments

Centres have robust systems and procedures in place for internal verification, including an IV handbook.

There was good evidence that new assessors were provided with formal training before assessing candidates.

External verification revealed that, while the majority of candidates achieved a pass at the first attempt, some required a second attempt for specific Outcomes.

Assessors and managers play a key role in the effective and efficient management and delivery of Course programmes and HN Units.

External verification sampling revealed some weak written evidence which just met the minimum standard, eg borderline pass.

Internal marking of candidates' scripts must be made very clear so that external verification can determine where marks have been allocated.

In some instances internal verification forms were not fully completed and External Verifiers requested centres, as a development issue, to provide detailed comments and instructive recommendations.

Internal Verifiers were appropriately sampling and verifying candidates' evidence.

Better time management of assessment activities is required, especially where marking, second drafts and re-assessment are taking place, in order to work towards final completion dates.

### **General feedback**

Candidates require more support and coaching on their academic writing skills and abilities in order to achieve success in HN Units.

Comprehensive feedback must be given, especially where re-assessment is required, to inform the assessment process. Candidates need to be able to fully understand what went wrong to achieve at the second attempt.

External verification recommended the use of candidate action plans to structure *Personal Development Planning* and to give clear direction regarding assessment objectives.

PDP candidates need to gather and present detailed evidence for the implementation of action plans, especially short-term plans which can be implemented as they progress on their Course.

Candidate evidence in the PDP process is too general and not specific enough, which has contributed to the level of borderline passes.

In order to ensure consistency and fair access to assessment, attendance in class should be monitored, especially when assessment work is being undertaken.

## Areas of good practice

One centre was able to demonstrate:

- ◆ a high standard of candidates' evidence
- ◆ lesson and assessment preparation undertaken by the assessor resulting in extremely positive outcomes for candidates
- ◆ assessors' comments and feedback that strongly influenced candidates' performance and helped provide a better understanding of the assessment requirements

In another centre:

- ◆ assessors provided detailed in-script comments as well as overall comments for candidates
- ◆ a pre-delivery Unit checklist ensured that all the necessary work was completed prior to the commencement of the Unit delivery and the assessment process

## Specific areas for improvement

Some candidates' written evidence was weak and failed to achieve the standard required. External Verifiers commented that assessors were working on developing communication and written skills. In the words of one External Verifier, there was a need to 'provide efficient academic written evidences'.

Pro-active guidance and support is required in the delivery of the *Personal Development* Planning Unit to support candidates who may not meet the Unit requirements. Where re-assessment is required, candidates need to be able to understand what they are expected to produce in terms of the level of academic written work required.

There is a need to document and collate more detailed evidence of PDP candidate/assessor interviews.

It is recommended that assessors' comments and feedback on marking practices are documented using a revised internal verification checklist.