Higher National Qualifications (China) Internal Assessment Report 2016

Administration

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

Higher National units

F84W 35 ICT in Business
F84E 35 Presentation Skills
F84V 34 Information Technology in Business: Spreadsheets

General comments

External verification was carried out both remotely and by visiting verification. Most centres have a clear and accurate understanding of the requirements of the units. There were a few exceptions and sanctions have been put in place to rectify this.

Most centres were well prepared for the external verification event and provided external verifiers with all the information required.

Centres make good use of SQA-produced assessment support packs (ASPs/CASPs). Centres must ensure that they have re-assessment instruments in place. These should be submitted to SQA for prior verification in sufficient time, ie during the early stage of the relevant academic session.

In the main, centres verified had teaching and assessment packs in place (paper and/or electronic) and these were kept up-to-date.

Unit specifications, instruments of assessment and exemplification materials

Assessors are familiar with the unit specifications and instruments of assessment. This is identified in internal verification records.

Evidence requirements

Centres are using SQA devised assessment support packs. Internal verification documentation shows that centres review evidence requirements on a regular basis and that assessors have a clear understanding. There is evidence of ongoing support for assessors and a close working relationship with internal verifiers.

Administration of assessments

Most centres administer assessments well. However, there are instances that show that some assessors need to be more aware of the re-assessment procedure. It is important that all assessors apply their professional judgement in each individual case and that assessors refer to the relevant unit specification and the evidence requirements for guidance. Candidates should also be given remedial feedback. Centres showed robust internal verification procedures.

General feedback

Some centres use electronic feedback in a positive way. Most centres are giving candidates relevant feedback. Candidates are encouraged to reflect upon their learning and this is recorded in a variety of ways.

Candidates have academic support from tutors throughout and most have pastoral support as well. Candidates are required to have a level of English relevant to the units studied. One centre encourages and supports candidates in their use of technical language. In most centres, development needs and prior knowledge are matched to the units.

Most centres now have anti-plagiarism policies in place and this should now be considered a required standard. There was evidence in a report that candidates had been found to be copying work and this was noted in the internal verification report.

With the exception of one or two centres all teaching material is up to date in relation to software being used. All centres should update teaching materials so that the relevant software is being demonstrated.

Areas of good practice

One centre uses a student handbook and induction checklist which matches items in the handbook. This is signed by the student to show that they have worked through the induction and understood what is required of them.

A few centres are encouraging students to be reflective learners and this is to be encouraged. One centre has brought all the units being studied into one document and students are encouraged to reflect upon their learning as a whole and not just unit by unit.

In one centre the assessor and internal verifier have reflected on the candidate results and will make adjustments to the teaching plan and teaching methods in any future delivery of the Presentation Skills unit. In ICT in Business, the assessor has considered integrating assessment with the Presentation Skills unit and this approach is to be encouraged.

In another centre the assessor for ICT in Business has reflected on the learning gained during CPD activity, showing where it would be useful in the teaching of this unit.

Specific areas for improvement

Centres should ensure that all information is made available to the external verifier. In instances when this did not happen sanctions were put in place. All CPD records, IV records, unit specifications, CASPs/assessment instruments, marking schemes and teaching materials along with candidates' evidence should be made available in paper or electronic form. Centres should carry out internal verification prior to an external verification event. If a centre cannot supply the

relevant evidence of candidates' work then they should inform SQA before the event. Evidence should be retained in line with SQA requirements and should be part of a centre's internal verification procedures.

If no formal CPD has taken place then assessors should submit evidence of private reading/study that has been undertaken.