

Guidance on Developing an Assessment Strategy

As from 1 May 2009, all Group Awards being validated must contain an assessment strategy, which will be a requirement for successful validation. The following guidance is designed to help SQA officers and Qualification Design Teams (QDTs) develop assessment strategies.

Assessment strategies for Group Awards cannot be devised in isolation from the Units that make up the Group Award. For this reason, maximum benefit will be gained if QDTs consider the Group Award assessment strategy in parallel with Unit development — especially advice and guidance on assessment within Units.

In addition, this parallel approach will ensure that:

- ◆ QDTs and Unit writers respond to the challenges of making assessment varied
- ◆ the range of assessment types available has been considered
- ◆ specific instruments of assessment are not prescribed in Units
- ◆ assessment regimes are future proofed in terms of flexible learning, e-learning and e-assessment

Further advice on assessment can be found on SQA's website (www.sqa.org.uk).

Aims of the assessment strategy

The aims of the assessment strategy are to ensure that:

- ◆ assessment is appropriate and fit for purpose in relation to:
 - the subject of the Group Award
 - the content of the Units
 - the SCQF level of the Units and Group Award
- ◆ assessment is a balanced part of learning and teaching
- ◆ the assessment burden is minimised
- ◆ opportunities for integration of assessment have been explored and taken
- ◆ assessment is manageable
- ◆ opportunities for various types of assessment have been explored and taken

Benefits

The benefits of having a good assessment strategy include the following:

- ◆ ensuring that everyone is clear about the direction of travel
- ◆ enhancing the qualification by providing coherence
- ◆ making the learning experience more meaningful to students
- ◆ helping with progression to work or further study

Other potential benefits to centres include:

- ◆ better retention and improved performance indicators
- ◆ reduction in staff and candidate workload
- ◆ assisting with timetabling and planning
- ◆ good for HMIE self evaluations and other quality indicators

Points to consider

The following points must be considered when developing an assessment strategy.

Purpose, aims and tasks

- ◆ What is the primary purpose of the Group Award? For example, is it a professional qualification, access qualification to gain employment, a progression qualification to further study or degree programme, or work based qualification? This will give an indication of the type of assessment that would be meaningful within each context. For example, in a Professional Development Award (PDA), a professional body requirement such as an exam may need to be incorporated, or a work-based qualification such as a Scottish Vocational Qualification (SVQ) might use portfolio-based evidence as the main type of assessment.
- ◆ What are the aims of the Group Awards and how will the assessment strategy help to achieve these aims? The aims will relate to the Units within the Group Award and therefore consideration will need to be given to the context in which knowledge and skills are located. For example, a management qualification could be assessed through essays and multiple-choice questions but would this necessarily be a meaningful assessment? Perhaps a portfolio of work supported by professional discussion would be a better approach.
- ◆ What are the types of tasks candidates with a Group Award would be expected to do in a job role or study situation to which the qualification leads? What would the end user of the award, eg an employer, expect the candidate to do? If assessment can be linked to these types of tasks, this will make the assessment and the qualification more meaningful for candidates, and better prepare them for work or further study.

Sequencing and timing

- ◆ Assessment should be sequenced so that the work is spaced evenly. Therefore, this includes consideration of:
 - the type and volume of assessment
 - what assessment can be carried out over time
 - what should be undertaken as end-of-Unit assessment.
- ◆ Avoid the bunching of assessment and particularly the bunching of the same type of assessment.
- ◆ Consider the amount of time candidates need to prepare for summative assessment.
- ◆ Remediation and reassessment need to be built into the thinking and planning of assessment.
- ◆ Consider Graded Units, eg in HN Graded Units, candidates will require the knowledge and skills from the underpinning Units to complete the Graded Unit. Therefore, sequencing and timetabling of Unit assessment must allow for this.
- ◆ Consider whether exams are taken as part of the Group Award, eg as options in a National Qualification Group Award. External exam times will be set and candidates will require the knowledge and skills from the underpinning Units in order to sit the exam. Therefore, sequencing and timetabling of Unit assessment must allow for this.

Integration

To be meaningful, the following should be considered:

- ◆ The level of integration cannot be such that it makes the assessment task more difficult. You need to ensure that integration of assessment does not create higher levels of demand on candidates than would be required for a Unit or Outcome if integration did not occur.
- ◆ Integration could refer to integration of topics and/or a wider set of skills, such as analysis, evaluation, practical demonstration, etc.
- ◆ If integration is required as a skill attribution, then this can only be assessed through a specific vehicle that can carry this skill. For example, an external exam or Graded Unit may assess a candidate's ability to integrate and apply knowledge and skills from across a number of subject Units. If subject Units are being used to assess the attribution of this skill, then this skill must be an assessed part of one of the Units, eg you could not formally assess project skills in an integrated assessment unless one of the Units specifically required project skills to be assessed.

Core Skills

- ◆ Evidence for any Core Skills embedded in Units must be contained within the integrated assessment evidence.
- ◆ Where Core Skills are developed and/or assessed, the assessment strategy could provide an opportunity to integrate these with the assessment of subject/Unit content. This would allow Core Skills to be delivered within the context of the award/job/industry role rather than as hurdles to negotiate (and often avoid).

E-assessment

E-assessment can take different forms including the use of e-testing, e-portfolios, social software (such as wikis and blogs) and other approaches.

There are many benefits to using e-assessment. These include:

- ◆ greater flexibility in when and where assessment can be taken
- ◆ increased motivation for candidates through the use of media-rich elements in assessment
- ◆ support for preferences in different learning styles and assessment approaches
- ◆ immediate feedback to candidates (depending on the e-assessment type)
- ◆ time savings for assessors through automatic marking (depending on the assessment instrument)
- ◆ assessment management is easier and quicker
- ◆ support for candidates who use assistive technologies in assessment
- ◆ cost savings, quality assurance gains and improved administration through easy access and transfer of electronic evidence

For these reasons, QDTs, Unit writers and SQA officers must actively consider opportunities for e-assessment for Units and Group Awards. E-assessment should be seen as part of the normal blend of assessment practice and therefore all or most of the assessment strategy should be e-assessment accessible.

This does not mean every assessment must be e-assessed but it does mean that, wherever possible, the choice of undertaking e-assessment should be available. One approach is to ask whether evidence could be e-assessed rather than assuming something must be paper-based and e-assessment is tagged on as an afterthought. For example, if portfolio evidence were part of the assessment strategy, the starting point would be to assume that this could be collated and presented electronically.

SQA offers a number of sources of support for centres considering the use of e-assessment. These include:

- ◆ SQA Academy — <http://www.sqaacademy.com>
- ◆ the e-assessment section of SQA's website — <http://www.sqa.org.uk>
- ◆ SQA's E-assessment and Learning Team — 0845 279 1000

Process

The assessment strategy for Group Awards will:

- ◆ be devised and agreed by the Qualification Design Team (QDT)
- ◆ be presented to the Validation Panel in the Validation Proposal Document
- ◆ be confirmed by the Validation Panel
- ◆ be included in the Arrangements document

The Arrangements document will recommend that centres use this strategy when planning, timetabling and delivering the Group Award.

An assessment strategy will take the form of:

- ◆ a strong rationale for the approach, indicating clearly:
 - the broad approach taken
 - why the approach is appropriate. — this should be based on evidence gained from market research, feedback from candidates, views from centre staff, etc
 - the benefits of the approach proposed
 - details of how the strategy might work in practice. — this would include the suggested sequence of assessment, timing and integration and how it might impact on learning and teaching
 - where the opportunity for e-assessment is clear
- ◆ a supporting grid that shows:
 - the volume, type, weight and spread of assessment
 - where and why assessments are integrated
- ◆ a timeline for the assessment

Appendix 1 gives examples of rationales and grids for different Group Awards.

Appendix 1: Examples of an Assessment Strategy and Grid

The following examples are fictitious but are indicative of the range of Group Awards offered by SQA. There is no set way of presenting the information and the text, grid and timelines for each example are different.

Example 1 — National Certificate in Map-making at SCQF level 5

Units in the Group Award

Mandatory (9 SQA credits)

Unit 1: Geology for Map-makers (1 credit)

Unit 2: Topography for Map-makers (1 credit)

Unit 3: Surveying Techniques: Principles and Skills (2 credits)

Unit 4: Maths (1 credit)

Unit 5: Physics (1 credit)

Unit 6: OS Data (1 credit)

Unit 7: Map Software: Simple Maps (2 credits)

Optional (3 SQA credits)

Option 1: Drawing Skills (1 credit)

Option 2: Map Software: Detailed Maps (1 credit)

Option 3: Personal Development Planning (1 credit)

Option 4: Problem Solving Techniques (1 credit)

Option 5: Coastal Mapping (1 credit)

Option 6: Communication: Presenting Information (1 credit)

Recommended strategy

This qualification at SCQF level 5 is designed to equip candidates with the basic theoretical knowledge and the practical skills to be able to produce simple maps using practical surveying techniques. The design of this Group Award and the assessment strategy reflect strongly the views from the professional body for map-makers, which identified a need to recruit people with basic knowledge and practical skills, who could then develop these skills through on-the-job training and part-time programmes.

The assessment strategy also supports those who wish to progress to further study as it introduces the candidate to the type of assessment that will be used in Group Awards at SCQF level 6, and to which this Group Award has been aligned for progression. At the same time, for candidates progressing from SCQF level 4 Group Awards, it will expand their assessment experience by introducing more integrated assessment and

assessment instruments that will help them in their development as independent learners. E-assessment is highly recommended for Unit 5, as the assessment for this Unit can be carried out using short-answer questions, and an e-assessment has already been developed for this Unit.

The recommended assessments for mandatory Units in this Group Award are:

- ◆ a practical exercise carried out during field work
- ◆ the production of a simple map using map software
- ◆ a set of short answer questions
- ◆ a report

This will ensure that the assessment reflects the practical context of the Group Award and will ensure that candidates have the basic skills that will enable them to access work or further study. The assessment strategy has a strong focus on fieldwork and this offers opportunities to integrate some of the practical aspects of the Group Award. There are also opportunities to integrate theory and practical Units, eg by applying mathematical understanding when carrying out surveying techniques.

Depending on the optional Units chosen there are opportunities for integration between optional and mandatory Units, and between optional Units.

Mandatory Units

Unit	Tasks for each Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
Unit 1: Geology for Map-makers	Fieldwork in which candidates will identify geological features both on the physical landscape and on OS maps	Integrate with Units 2, 6 and 7 Also options 2 and 5	Practical Exercise	Covered and assessed in the first two-thirds of the programme.
Unit 2: Topography for Map-makers	Fieldwork in which candidates will identify topographical features both on the physical landscape and on OS maps	Integrate with Units 1, 6 and 7 Also options 2 and 5	Practical Exercise	Covered and assessed in the first two-thirds of the programme.
Unit 3: Surveying Techniques: Principles and Skills	Carry out a survey on a specified area	Integrate with Units 4 and 7 Also Options 2 and 5	Practical Exercise	This Unit would be introduced about half way through programme once candidates were familiar with the physical features of an area and had covered basic Maths and Physics.
Unit 4: Maths	Apply basic calculations in surveying and map-making tasks	Integrate with Units 3 and 7	Practical Exercise and Product	This Unit would be introduced in the second half of the programme and assessed within the Practical Exercise in surveying and in the production of a simple map for Unit 7.
Unit 5: Physics	Explain basic principles in Physics and how they underpin understanding of map-making	No integration in assessment	Short answer questions <i>e-assessment highly recommended</i>	This would be introduced in the second half of the programme to allow links to be made to other Units.
Unit 6: OS Data	Read and interpret OS information	Integrate with Units 1 and 2 Also Option 5	Practical Exercise	This would be introduced at the beginning of the programme to allow candidates to make links between OS data and the fieldwork they carry out.
Unit 7: Mapping software	Produce a simple map using mapping software	Integrate with Units 1, 2, 3, and 4 Also Options 2 and 5	Product — simple map	This would be introduced at the beginning of the programme to allow candidates to familiarise themselves with the software. Map building would take place in final third of programme using data gathered in Units 1, 2, and 3.

Optional Units

Unit	Tasks for each Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
Option 1: Drawing Skills	Produce hand-drawn maps and details within maps	No integration at assessment level	Sketch book	This could be delivered and assessed in the first or second half of programme. Candidates could do hand maps of areas covered in mandatory Units 1 and 2.
Option 2: Map Software: Detailed Maps	Produce a map with four specified details that are additional to geological and topographical features	Integrate with mandatory Units 1, 2, 3, 6 and 7 and Option Unit 5	Product	This could be covered and assessed in the second half of programme once candidates had mastered the basic mapping software and produced a simple map.
Option 3: Personal Development Planning	Produce, implement and evaluate a personal development plan	Could be integrated with Option 4 and 6	Portfolio evidence	This could be delivered and assessed in the first or second half of programme.
Option 4: Problem Solving Techniques	Undertake a problem solving exercise	Could be integrated with Option 3 and 6	Portfolio evidence	This could be delivered and assessed in the first or second half of programme.
Option 5: Coastal Mapping	Fieldwork in which candidates identify coastal features and produce these on a simple map	Integrate with mandatory Units 1, 2 and 7 and Option Unit 2	Practical Exercise and Product	This Unit could be introduced in the second half of the programme and would be an extension of learning and assessment in mandatory Units.
Option 6: Communications: Presenting Information	Present information	Integrated with Units 1 and 2 or with Options 3 and 4	Presentation	This could be delivered and assessed in the first or second half of programme.

Example 2 — HNC in Genealogy

Units in the Group Award

Mandatory (10 SQA credits)

- Unit 1: Genealogy: Principles (2 credits)
- Unit 2: Genealogy: Sources (2 credits)
- Unit 3: Investigative Techniques (2 credits)
- Unit 4: Internet Searches (1 credit)
- Unit 5: Data Collection and Analysis (1 credit)
- Unit 6: Data Presentation (1 credit)
- Unit 7: Graded Unit (1 credit)

Optional (2 SQA credits)

- Option 1: Personal Histories: Skills for Genealogists (1 credit)
- Option 2: IT: Software for Genealogists (1 credit)
- Option 3: Local Records: International (1 credit)
- Option 4: Government Records: Advanced Use (1 credit)

Recommended strategy

This HNC is designed to give candidates underpinning knowledge and skills that genealogists require before embarking on searches or compilation of family trees. Given the theoretical nature of this Group Award, the recommended assessment strategy focuses on the use of essays and reports, which can demonstrate the candidate's understanding and potential application of principles and techniques, together with practical elements in carrying out internet searches and compiling family trees. The practical elements will be covered in Unit 4: Internet Searches, which will require candidates to carry out actual searches based on a case study scenario, and Graded Unit 1, which will require candidates to undertake an investigation to demonstrate they can plan and implement a project to research and build a family tree. E-assessment is highly recommended for Unit 4 and Graded Unit 1. This assessment strategy is based on advice from two genealogists with many years of experience, as there is no professional body or occupational standards for this area. They emphasised the need for candidates to be able to produce analytical and evaluative pieces of work together with appropriate presentation of data.

There are many opportunities for the integration of assessment in this HNC. This includes providing candidates with a case study on which the Practical Exercise for Unit 4 and reports for Units 3, 5 and 6 will be based. Units 5 and 6 can be further integrated by producing one report, which analyses and presents the data gathered in the Practical Exercise for Unit 4.

There are also opportunities to integrate optional Units. For example, Option 1: Personal Histories: Skills for Genealogists could be integrated with mandatory Unit 3: Investigative Techniques. For those choosing Option 2, skills in the use of specialised software could be used to present data required in mandatory Unit 6: Data Presentation. Options 3 and 4 would be difficult to integrate with any of the mandatory Units. However, if candidates chose both Option 3 and Option 4, the assessment for these Units could be integrated.

Mandatory Units

Unit	Tasks for each Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
Unit 1: Genealogy: Principles	Analyse the principles underpinning genealogical research	No integration with mandatory Units	Essay	This would be delivered and assessed in the first half of the programme.
Unit 2: Genealogy: Sources	Evaluate the range of sources available to genealogists	No integration with mandatory Units	Essay	This would be delivered and assessed in the first half of the programme.
Unit 3: Investigative Techniques	Evaluate the investigative techniques available to genealogists	Same case study could be used for Units 4 and 6. Could integrate with Option 1.	Report based on case study	Candidates would research the range of techniques and submit a report in the first half of the programme.
Unit 4: Internet Searches	Carry out a variety of internet searches for different genealogical purposes	Integrate with Units 5 and 6. Candidates would analyse the information collected for this Unit when producing report for Units 5 and 6.	Practical Exercise based on a case study e-assessment highly recommended	This would be started in the second year of the programme. Data would need to be available for use with Unit 5 and 6 assessments — near the middle/end of the second year of the programme.
Unit 5: Data Collection and Analysis	Analyse data that has been collected	Integrate with Units 4 and 6. Candidates would analyse data collected in Unit 4 and present the data in Unit 6.	Report based on data	This would be started about half way through the programme and assessed near the end of the programme.
Unit 6: Data Presentation	Present data in words and diagrams	Integrate with Units 3 and 4. Report would be based on data collected in Unit 4 and analysed in Unit 5. Could integrate with Option 2.	Report based on a case study	This would be started about half way through the programme and assessed near the end of the programme.
Unit 7: Graded Unit 1	Set up, carry out and evaluate an investigation into a family tree for four generations	Integrate and apply knowledge and skills from all mandatory Units (although K/S will have already been assessed in individual Units).	Investigation e-assessment highly recommended	This would be started about half way through the programme and assessed near the end of the programme.

Optional Units

Unit	Tasks for each Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
Option 1: Personal Histories: Skills for Genealogists	Evaluate the use of personal histories as a genealogical technique	Integrate with mandatory Unit 3	Report	This could be introduced at the beginning of year two and assessed in the first or second half of the programme depending on which delivery pattern for options is chosen.
Option 2: IT: Software for Genealogists	Use software to present genealogical data	Integrate with mandatory Unit 6	Produce report using specialist software	This could be assessed near the end of the programme, as part of the Data Presentation Unit.
Option 3: Local Records: International	Evaluate the use of local records that are held internationally	Integrate with Option 4	Essay	This could be assessed near the end of the programme if integrating with Option 4.
Option 4: Government Records: Advanced Use	Evaluate the use of government records held in and outwith the UK	Integrate with Option 3	Essay	This could be assessed near the end of the programme if integrating with Option 3.

Based on a part-time delivery mode of 6 hours per week over 2 years

Mandatory Units — Year 1

	1				6					12					18					24					30					36		
Unit 1	24 weeks at 3 hours per week																															
Unit 2	24 weeks at 3 hours per week																															
Unit 3																				12 weeks at 6 hours per week												

Mandatory Units — Year 2

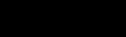
	1				6					12					18					24					30					36			
Unit 4	12 weeks at 3 hours per week																																
Unit 5											12 weeks at 3 hours per week																						
Unit 6																					12 weeks at 3 hours per week												
Unit 7	36 weeks at 1 hour per week																																

Option Units — Year 2: delivery pattern 1

	1				6					12					18					24					30					36
Option 1	36 weeks at 1 hour per week																													
Option 2	36 weeks at 1 hour per week																													
Option 3	36 weeks at 1 hour per week																													
Option 4	36 weeks at 1 hour per week																													

Option Units — Year 2: delivery pattern 2

	1				6					12					18					24					30					36									
Option 1	18 weeks at 2 hours per week																																						
Option 2																18 weeks at 2 hours per week																							
Option 3	36 weeks at 1 hour per week if integrating with Option 4 (or alternate with timing of Option 1 or 3)																																						
Option 4	36 weeks at 1 hour per week if integrating with Option 3 (or alternate with timing of Option 1 or 3)																																						

 = Delivery pattern
 = Assessment submission/summative assessment

Example 3 — HNC and HND in Independent Jewellery Business

Units in the Group Award

Mandatory Units for HNC (12 SQA credits)

- Unit 1: Jewellery: Creative Design (2 credits)
- Unit 2: Jewellery Making: Creative Techniques (2 credits)
- Unit 3: Customer Interface (1 credit)
- Unit 4: Marketing (1 credit)
- Unit 5: Small Business Set-up (2 credits)
- Unit 6: Book-keeping for Small Businesses (1 credit)
- Unit 7: Web Design (2 credits)
- Unit 8: Graded Unit 1 (1 credit)

Mandatory Units for HND (26 SQA credits)

- Unit 1: Jewellery: Creative Design (2 credits)
- Unit 2: Jewellery Making: Creative Techniques (2 credits)
- Unit 3: Customer Interface (1 credit)
- Unit 4: Marketing (1 credits)
- Unit 5: Small Business Set-up (2 credits)
- Unit 6: Book-keeping for Small Businesses (1 credit)
- Unit 7: Web Design (2 credits)
- Unit 8: Graded Unit 1 (1 credit)
- Unit 9: Jewellery: Innovation in Design (2 credits)
- Unit 10: Jewellery Making: Using Specialist Equipment (2 credits)
- Unit 11: Finance and Tax for Small Businesses (2 credit)
- Unit 12: Marketing: Product Placement (1 credit)
- Unit 13: Business Planning (2 credits)
- Unit 14: Using IT to Support Business Needs (1 credit)
- Unit 15: Law and Small Businesses (1 credit)
- Unit 16: Personal Business Skills (1 credit)
- Unit 17: Graded Unit 2 (2 credits)

Optional Units for HND (4 SQA credits)

- Option 1: Presentation Skills: Advanced (1 credit)
- Option 2: Personal Development Planning (1 credit)
- Option 3: Entrepreneurial Principles and Practice (2 credits)
- Option 4: Marketing: Competitive Marketing (1 credit)
- Option 5: IT: Databases for the Small Business User (1 credit)
- Option 6: National and International Economic Environments (1 credit)

Recommended strategy

These qualifications are designed for those with advanced design and make jewellery skills, who wish to develop specialist skills with a view to starting an independent jewellery business. The strategy for these Group Awards is based on the need to assess the creative work of candidates and to ensure they have a sound understanding of the factors involved in starting a small business, which will sell the products they have created.

Therefore, it is recommended that the assessment for the **HNC** should take the form of:

- ◆ products
- ◆ a simulation
- ◆ a case study with questions
- ◆ a project

This strategy also optimises opportunities for integration of assessment of Units as follows:

- ◆ Unit 1: Jewellery: Creative Design and Unit 2: Jewellery Making: Creative Techniques
- ◆ Unit 3: Customer Interface, Unit 4: Marketing and Unit 7: Web Design
- ◆ Unit 5: Small Business Set-up and Unit 6: Book-keeping for Small Businesses
- ◆ Graded Unit 1, which integrates and applies knowledge and skills from Units 1, 2, 3, 4 and 7

The **HND** assessment strategy will include:

- ◆ products
- ◆ portfolio building
- ◆ practical exercises
- ◆ a project

Integration opportunities exist for a number of Units.

- ◆ Unit 1: Jewellery: Creative Design and Unit 2: Jewellery Making: Creative Techniques
- ◆ Unit 3: Customer Interface, Unit 4: Marketing and Unit 7: Web Design
- ◆ Unit 5: Small Business Set-up and Unit 6: Book-keeping for Small Businesses
- ◆ Unit 11: Finance and Tax for Small Businesses, Unit 13: Business Planning, Unit 15: Law and Small Businesses, and Option Unit 2: Personal Development Planning, and Option Unit 3: Entrepreneurial Principles and Practice
- ◆ Option Unit 1: Presentation Skills: Advanced and Option Unit 4: Marketing: Competitive Marketing

HNC Assessment Strategy

Assessment	Units	Nature of integration	Additional comments
Product Portfolio	Unit 1: Jewellery: Creative Design Unit 2: Jewellery Making: Creative Techniques	Designs for Unit 1 will form the basis of the sample pieces for Unit 2	Assessment for Unit 1 would be completed half way through the programme to allow skills to be applied to Graded Unit assignment.
Simulated Exercise	Unit 3: Customer Interface Unit 4: Marketing Unit 7: Web design	Design a website that can be used for marketing and show how this and other factors contribute to successful customer engagement	This would be started in the middle of the programme and completed near the end of the programme.
Case Study with questions	Unit 5: Small Business Set-up Unit 6: Book-keeping	Case study would focus on a given case study in which candidates evaluate best practice and book keeping records	This would be started at the beginning of the programme and completed in the middle of the programme.
Project: Practical Assignment	Graded Unit 1 — integrates and applies underpinning Units	Design a piece of jewellery which will form the signature piece of a collection, which is targeted at a specific client group and which is marketed within the brand of a particular business	This would be started half way through the programme.

HND Year 1 Assessment Strategy

Assessment	Units	Nature of integration	Additional comments
Product portfolio containing advanced designs and sample pieces	Unit 1: Jewellery Creative Design Unit 2: Jewellery Making: Creative Techniques	Designs for Unit 1 will form the basis of the sample pieces for Unit 2	Assessment for Unit 1 would be completed half way through the programme to allow skills to be applied to Graded Unit assignment.
Simulated Exercise	Unit 3: Customer Interface Unit 4: Marketing Unit 7: Web design Unit 12: Marketing: Product Placement Unit 16: Personal Business Skills	Design a website that can be used for marketing and show how this, personal skills, and other factors can contribute to successful customer engagement	Would be started halfway through the first year. Assessment would be finalised at the end of the first year.
Case study with questions	Unit 5: Small Business Set-up Unit 6 Book-keeping for Small Businesses	This would focus on a given case study from which candidates would evaluate best practice and book keeping records	This would be completed near the end of the first year of the programme.
Practical Exercise	Unit 14: Using IT to Support Businesses	No integration at assessment level but candidates can use information from Units 5 and 6	This would be started at the beginning of the programme and assessed half way through the first year.
Project: Practical Assignment	Graded Unit 1 — integrates and applies knowledge and skills from underpinning Units	Design a piece of jewellery which will form the signature piece of a collection, which is targeted at a specific client group and which is marketed within the brand of a particular business	This would be started half way through the first year of the programme.

HND Year 2 Mandatory Units — Assessment Strategy

Assessment	Units	Nature of integration	Additional comments
Product Portfolio	Unit 9: Jewellery: Innovation and Design	No integration at assessment level but candidates could use designs for producing jewellery using specialist equipment in Unit 10	Delivered and assessed in the first semester of year 2
Practical Exercise	Unit 10: Jewellery Making: Using Specialist Equipment	No integration at assessment level but candidates could produce jewellery using specialist equipment based on the designs in Unit 9	Delivered and assessed in the first semester of year 2
Portfolio	Unit 11: Finance and Tax for Small Business Unit 13: Business Planning Unit 15: Law and Small Business Needs	Candidates would produce a business portfolio that would assist them in setting up an independent small business	This would be started at the beginning of year 2 and completed near the end of the programme
Project: Practical Assignment	Graded Unit 2	Will integrate and apply the knowledge and skills from underpinning Units	This would be started at the beginning of year 2 and completed near the end of the programme

HND Year 2 Option Units — Assessment Strategy

Assessment	Units	Nature of integration	Additional comments
Portfolio	Option 2: Personal Development Planning	This could be integrated with Units 13, 15 and Option 3	This could be delivered for 1 hour per week throughout the year or another pattern depending on the other options chosen.
Portfolio	Option 3: Entrepreneurial Principles and Practice	This could be integrated with Units 13, 15 and Option 2	This could be delivered for 1 hour per week throughout the year or another pattern depending on the other options chosen.
Simulation	Option 4: Marketing: Competitive Marketing	This could be integrated with Option 1 if candidates make a presentation as part of competitive marketing simulation exercise	This could be delivered for 2 hours per week throughout the year or another pattern depending on the other options chosen.
Presentation	Option 1: Presentation Skills: Advanced	This could be integrated with Option 4 if candidates make a presentation as part of competitive marketing simulation exercise	This could be delivered for 1 hour per week throughout the year or another pattern depending on the other options chosen.
Practical Exercise	Option 5: IT Databases for the Small Business User	No integration	This could be delivered for 1 hour per week throughout the year or another pattern depending on the other options chosen.

Example 4: Professional Development Award for Tax Advisors at SCQF level 9

Units in the Group Award (6 SQA credits)

Unit 1: Advanced Tax Calculation (1 credit)

Unit 2: Professional Practice (1 credit)

Unit 3: Tax Advice (1 credit)

Unit 4: Regulatory Requirements (1 credit)

Unit 5: Customer and Client Skills (1 credit)

Unit 6: The Tax Environment (1 credit)

Recommended strategy

This is a professional qualification at SCQF level 9 and is designed for Continuing Professional Development (CPD) to consolidate the skills and knowledge of tax advisors in both the public and private sectors. For this reason, the recommended assessment strategy will be to base assessment on developing professional practice over a period of time and integrate and apply theoretical aspects into ongoing practical assessment.

This strategy is supported by market research carried out during the development of the qualification. This indicated that there was a strong need for tax advisors with sound theoretical knowledge of the tax system but who also needed to have well developed people skills to steer clients through the maze of tax regulations. This approach has been strongly endorsed by the professional body.

The recommended assessment for this Group Award is a professional portfolio incorporating theoretical and practical aspects of the Units. Reflective logs and professional discussions will form part of the professional portfolio.

This will ensure that the assessment reflects the practical context in which candidates work, and the professional status to which they aspire. The strategy also offers the opportunity to integrate the three practice Units, and to integrate each of the theoretical Units with elements of the practice Units. The nature of this integration means that much of the assessment will be ongoing and parallel. For example, gathering information for the portfolio will begin in week one and continue until this information is incorporated into the portfolio. The building of the portfolio for Unit 6 will span weeks 7–12 and will run almost parallel to portfolio building for Unit 1, which will span weeks 8–12. Portfolio building for Units 2 and 3 will span weeks 13–16. Maintaining log books and professional discussions for Units 2 and 5 will run through the whole of the programme, ie weeks 1 – 18. Please see the tables below for a summary of integration and timing of delivery for the programme.

The use of a professional portfolio and reflective log offers an ideal opportunity for candidates to present evidence through an e-portfolio and log book. This will have significant advantages in enabling candidates to work flexibly on portfolios and log books and upload the parts they wish to present as evidence for summative assessment. It is strongly recommended that centres use this wherever possible.

Unit	Tasks for each Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
Unit 1: Advanced Tax c Calculation	Carry out three advanced tax calculations	Tax calculations for three clients used in Unit 3	Professional portfolio <i>e-portfolio recommended</i>	Ongoing but this will be completed about half way through the programme once relationship with, and circumstances of, clients have been established.
Unit 2: Professional Practice	Support clients within professional body guidelines	Use three clients from Unit 3	Reflective logs and professional discussion <i>e-log recommended</i>	Candidates will need to demonstrate this from the outset and continue it through to completion of the work.
Unit 3: Tax Advice	Provide solutions to tax problems for three clients	Three clients selected for this Unit will be same as for all other Units in this Group Award	Professional portfolio <i>e-portfolio recommended</i>	Ongoing but the selection of clients will need to take place early in the programme. However, solutions will be completed once all information has been gathered and processed.
Unit 4: Regulatory Requirements	Apply the main regulatory frameworks to given situations	Use regulatory frameworks as applied to Unit 1 and Unit 3	Professional portfolio <i>e-portfolio recommended</i>	Formally completed near the end of the programme although candidate will have to apply frameworks when undertaking work for Units 1 and 3.
Unit 5: Customer and Client Skills	Use personal skills to facilitate client interaction		Reflective log and professional discussion <i>e-log recommended</i>	This will be established from the outset and carried through to completion. Professional discussion should include support for candidates dealing with new or difficult situations.
Unit 6 :The Tax Environment	Evaluate the impact of tax environment on the circumstances of two clients with different tax problems	Use two of clients from Unit 3	Professional portfolio <i>e-portfolio recommended</i>	Ongoing but this will be completed about half way through the programme once the circumstances of clients have been established

Based on an 18-week programme of 12 hours

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Unit 1	←		□□	□□	→		→													
Unit 2	←																			
Unit 3	←		□□	□□	→		→						→							
Unit 4	←		□□	□□	→		→						→							
Unit 5	←																			
Unit 6	←		□□	□□	→		→													

Portfolio



Logs Discussion



Gathering Info

