

1. Introduction

Unit	Main Purpose	Candidate Profile	Uptake
<p>DE3N 34 Communication: Analysing and Presenting Complex Communication</p>	<p>The purpose is to develop skills in business communication, analysing and presenting business documents, and taking part in and recording business meetings</p>	<p>Candidates who undertake the Unit as part of the HNC Administration & IT award are recommended to have the Core Skill of communication at Higher level, or similar qualifications or industry experience</p>	<p>N/A</p>
<p>DE1R 34 Office Technologies</p>	<p>This Unit sets in context the effective use of modern office technologies for administration purposes. This Unit will be relevant for candidates wishing to enhance their knowledge and skills in IT</p>	<p>It would be beneficial if the candidate had achieved either a relevant administrative qualification or recent relevant work experience</p>	

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2 Assessment Instruments

Unit	Fitness for Purpose/Integration	Quality of Presentation	Level of Demand	Conditions of Assessment	Guidance on criteria for pass and validity to PCs and range/Summary
<p>DE3N 34 Communication: Analysing and Presenting Complex Communication</p>	<p>In general terms assessments are fit for purpose, have vocational relevance and meet the requirements of the Unit Specification. Some confusion about the focus of Outcome 1 is evident and there was some evidence that the older Unit is still in use. There is, however, a lack of integration with assessment tasks across the award, eg in report production</p> <p>Integration</p> <p>There was evidence of apparent links with other Unit work and of liaison with the ‘parent’ department on format or content of reports. Despite the emphasis in the Unit Specification (and the SQA support pack) on the value of integration with tasks in other Units, there seemed to be no formal integrated assessment</p>	<p>The quality of presentation of assessment materials was good to excellent</p>	<p>Demand of the assessment instruments is broadly appropriate to the business applications selected, but there is some variation between centres in responses accepted</p>	<p>There was mostly evidence that the recommended open book untimed approach was used with a submission date. Candidates did not appear to have been disadvantaged by the limitation</p>	<p>Approximately 50% of the evidence submitted used SQA support materials to give clear information and guidance to candidates. Assessment instructions to candidates were supportive and precise on evidence requirements for achievement of the Unit. There were, however, checklists from an older Unit, which had different specifications and evidence which included merit guidance, and referred to performance criteria rather than to evidence requirements. These issues are likely to be addressed as centres become more familiar with the new HN design principles</p>

	approaches across the award				
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2 Assessment instruments

Unit	Fitness for Purpose/Integration	Quality of Presentation	Level of Demand	Conditions of Assessment	Guidance on criteria for pass and validity to PCs and range/Summary
<p>DE1R 34 Office Technologies</p>	<p>Assessment instruments designed by SQA are in use. These are fit for purpose and meet the requirements of the Unit Specification</p> <p>Integration</p> <p>The SQA assessment exemplar for this Unit has been written to stand on its own. However there are opportunities for integration with Office Administration & IT in Business: Word Processing and Presentation Applications</p>	<p>The quality of the presentation of assessment material was excellent</p>	<p>The level of demand of the assessment instruments was on the standard</p>	<p>Evidence for this Unit is generated through assessment undertaken in open book controlled conditions for all outcomes. Evidence for Outcomes 2 and 3 can be assessed holistically</p>	<p>All of the evidence gave clear guidance on the criteria for pass and assessment instruments were valid in relation to knowledge and skills</p>

3 Evidence of candidate performance

Unit	Accuracy of Assessment Decisions	Consistency of Application of Standards	Examples of Good Assessment Practice/Summary	Comparison Over Time
<p>DE3N 34 Communication: Analysing and Presenting Complex Communication</p>	<p>Most assessor judgement was accurate. There were some instances where assessors had been lenient with candidates who seemed to lack the skills needed, judging them as ‘borderline’ when in fact they required additional work on evidence presented. Some materials were of a particularly high standard which would represent good practice in the vocational area</p>	<p>The sample requested for the scrutiny was for ‘borderline’ passes and there was a significant range of competence in evidence submitted. This is to be anticipated where the grading system encompasses the award and not individual Units. Some material presented was noticeably professional in the standard of content and presentation, but there was some indication in of assessors making informal allowances for the circumstances of individuals with language or literacy difficulties</p>	<p>There was evidence of supported formative work and of extensive additional support for candidates with dyslexia and language needs. Formal written feedback on candidates’ draft work, and encouraging comment on record sheets was noted. Video recording of oral work provided useful development opportunities, additional evidence and support for internal quality assurance. Although assessment tended to be discrete, and not integrated with tasks in the award that required communication skills, efforts had been made to contextualise the assessment tasks, and there were some business scenarios which could be particularly relevant to Units such as DE1R Office Technologies. More assessment integration may be developed with experience of delivery. There were generally indications of liaison with the section with overall responsibility for the award. SQA support materials for the Unit had been sensibly used and adapted in some cases</p>	<p>It is difficult to make comparisons with materials presented for the earlier Unit because of the difference in evidence requirements. The quality of presentation of assessment materials is, however, now of a high standard. Where SQA support materials are used, there is evidence of increased clarity and precision in detail of requirements and information and guidance for candidates is now provided consistently. Widespread attempts have been made to devise tasks which reflect the needs of the vocational area</p>

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3 Evidence of candidate performance

Unit	Accuracy of Assessment Decisions	Consistency of Application of Standards	Examples of Good Assessment Practice/Summary	Comparison Over Time
DE1R 34 Office Technologies	Judgement by assessors was accurate. This Unit does not appear to	Standards for this Unit as a whole had been applied consistently compared with other	There was an example of an excellent pro forma for Outcome 1 as an assessment checklist. There was overall evidence of good practice.	Not applicable — no previous evidence available

	cause any particular problems in the application of standards within the qualification	centres		
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