



**Higher National Qualifications  
Internal Assessment Report 2014  
Chemistry**

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

# Higher National Units

## General comments

This year only one centre was visited, and the standard of assessing observed on this visit was very good.

The centre had a clear and accurate understanding of the requirements of the national standards and had correct and appropriate assessment specifications. The centre visited utilised exemplar material or centre-derived assessments that covered all the mandatory Evidence Requirements, and there was sufficient evidence of learner performance and good judgement of learner performance with clear marking schemes being used. There was clear evidence of fair and consistent marking.

Centres should note that if they are using internally derived assessment material it is strongly recommended that they submit the assessments for prior verification.

## Unit specifications, instruments of assessment and exemplification materials

In the one centre visited the assessors showed a high degree of familiarity with the Unit specifications and the instruments of assessment, and were familiar with the exemplification material. This ensured the reliability of assessment and resulted in excellent standards of assessment.

The centre visited was using valid and reliable instruments of assessment that satisfied the Unit specifications by using either exemplar material or having their internally devised material internally verified.

## Evidence Requirements

There was good evidence from the visit of clear understanding of the Evidence Requirements for the Units verified. This ensured that in this centre the assessment instruments were appropriate, fair and reliable, and that the assessment specifications were correct.

## Administration of assessments

Excellent judgement of learner performance and robust standardisation was observed through comprehensive sampling for verification. Internal Verifiers carried out their work appropriately and fairly. The centre implemented robust assessment strategies for missed and re-sit assessments.

## General feedback

There was evidence of good and timely feedback being given to learners. Learners expressed the opinion that they were very happy with their learner experience. They felt that the courses were well organised, delivered and resourced. The quality of resources (paper materials) was excellent, and access

to tutors was very good. The learners felt that the timing of assessments was appropriate and that the marking and feedback was given in a timely manner. The centre has put in place good mechanisms to ensure all learners have fair access to assessment, particularly for learners with special examination requirements.

### **Areas of good practice**

During this year's visit, a number of 'good practice' processes were identified and these are listed below:

- ◆ Excellent use of a 'quality and equality of learning and teaching' audit tool and pre-delivery checklist
- ◆ Use of interview checklists which lead to a systematic approach to learner support pre-induction

### **Specific areas for improvement**

- ◆ Centres should consider developing standard guidelines for the accreditation of prior learning.
- ◆ It is strongly recommended that all internally derived assessments are prior verified.

# Higher National Graded Units

## Units verified:

DX2J 35: Applied Chemistry Graded Unit 2

## General comments

The assessors in the only centre visited had in-depth knowledge of the Unit specifications. This ensured that the assessments met the Unit specification well, and the marking scheme related to the Unit specification. The assessors were highly familiar with the instruments of assessment.

## Unit specifications, instruments of assessment and exemplification materials

Only one centre was visited, and the high quality of the assessing done in this centre indicates that they had an excellent and unambiguous understanding of the requirements of the national standard.

## Evidence Requirements

There was excellent evidence of learner performance in the centre visited, and there was good judgement of learner performance by both assessors who cross-marked. The assessors had a clear understanding of the Evidence Requirements and they accurately followed the Evidence Requirements in the Unit specification.

## Administration of assessments

In the one centre visited, administration of the assessments was excellent, with rigorous and robust quality procedures. This ensured learners had access to fair and reliable assessment. Cross-marking of assessments ensured good standardisation of assessments and excellent judgement of learner performance.

## General feedback

In the one centre visited, there was evidence that the learners were receiving excellent feedback from their assessors.

## Areas of good practice

During this year's visit, a number of 'good practice' processes were identified and these are listed below:

- ◆ The breadth and depth of the experiments offered to the learners was excellent.
- ◆ The resources available to the learners were extensive and good.
- ◆ Cross-marking and standardisation were done systematically with the assessor and verifier working as an effective team.

### **Specific areas for improvement**

In the one centre visited, there were no specific areas for improvements identified.