



**Higher National Qualifications  
Internal Assessment Report 2013  
Dance**

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

Four centres were selected for visiting verification.

In the majority of cases, assessment evidence was clearly presented. Most centres demonstrated a sound understanding of national standards and the quality of evidence provided in most centres went well beyond this.

Centres had pitched their assessments and judgements at the appropriate levels.

Some very high quality practical work was observed, both live and via DVD.

## Unit specifications, instruments of assessment and exemplification materials

Teaching staff in most centres were using the correct documentation and most assessors were very familiar with Unit specifications, instruments of assessment and exemplification materials.

Continuous and summative observational checklists and logs of ongoing evaluation were being used effectively in most cases and they were well supported by DVD evidence.

In most of the centres selected for visiting verification, marking instructions and guidelines were being applied consistently and accurately.

## Evidence Requirements

Most centres demonstrated a clear understanding of the Evidence Requirements of the Units being delivered.

There was clear evidence of observational checklists (both ongoing and summative), journals and logs of ongoing evaluation being used effectively.

All centres made very good use of DVDs to record practical work.

In some centres, candidates' work was presented live and the standard was very good.

## Administration of assessments

Centres were pitching their assessments and assessment judgements at appropriate levels.

All centres used the published marking schemes and followed assessment advice.

All centres had devised their own detailed observation checklists for practical activities.

All centres had clearly laid out internal verification procedures which, due to the small size of most centres in the verification sample, involved cross-marking of practical work as well as sampling of written work/evaluations.

### **General feedback**

In all centres, External Verifiers (EVs) observed evidence of excellent feedback — both verbal and written.

All candidates who were interviewed by EVs were articulate, confident and very enthusiastic about the work they had completed in the Units.

In all cases, assessment evidence was clearly presented.

Much of the assessment evidence presented was stored online and was clear to follow.

### **Areas of good practice**

Many examples of good quality support materials were observed.

In all centres, DVD evidence was very well presented with candidates introducing their practical work and clearly identifying themselves.

In two of the centres, there were excellent links with the industry and this was proving very beneficial for students.

Students in one centre had been given the opportunity to take part in workshops from touring professional dance companies.

### **Specific areas for improvement**

Centres should ensure that the evidence required in the Unit specifications is available for external verification. They should also ensure that the visit is scheduled for a time when sufficient evidence/assessment is completed.

# Higher National Graded Units

Titles/levels of HN Graded Units verified:

F21Y 34 Professional Stage Dance Graded Unit 1

F220 35 Professional Stage Dance Graded Unit 2

## General comments

Seven centres were selected for verification. Assessment evidence was clearly presented in all centres and a good understanding of national standards was demonstrated.

All centres had pitched their assessments and assessment judgements at appropriate levels.

## Unit specifications, instruments of assessment and exemplification materials

Teaching staff were using correct documentation and all assessors were very familiar with Unit specifications, instruments of assessment and exemplification materials.

In one centre, an out-of-date marking scheme was being used for Graded Unit F21Y 34.

## Evidence Requirements

All centres demonstrated a clear understanding of the Evidence Requirements of the Graded Units.

There was clear evidence of the effective use of observational checklists (both ongoing and summative), journals and logs of ongoing evaluation.

All centres made very good use of DVDs to record practical work.

In some centres, candidates' work was presented live and the standard was very high.

## Administration of assessments

Centres were pitching their assessments and judgements at appropriate levels.

All but one centre had used the published marking schemes and followed assessment advice.

One centre had devised its own detailed observation checklists for practical activities.

All centres had clearly laid out internal verification procedures which, due to the small size of most centres, involved cross-marking of practical work as well as sampling of written work/evaluations.

### **General feedback**

Evidence of excellent feedback, both verbal and written, was observed.

Practical work was of a very high standard.

All assessment evidence was clearly presented

Students interviewed by EVs were consistently articulate, confident and very enthusiastic about the work they had completed in the Units.

Much of the assessment evidence presented was stored online and was clear to follow.

### **Areas of good practice**

Overall the standard of work was very high. This included both practical and written work.

As well as the high standard of practical work, some very good written evidence was presented — both in terms of research and evaluations.

Most centres provided candidates with good quality feedback — both written and verbal.

### **Specific areas for improvement**

No areas for improvement were identified.