



**Higher National Qualifications
Internal Assessment Report 2014
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: two using the new quality assurance management system (QAMS) and two (schools) using the old system of reporting.

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

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 all centres were using the correct documentation and all 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 all cases and were well supported by DVD evidence.

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

Evidence Requirements

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

There was clear evidence of observational checklists, both ongoing and summative, being used effectively. This was also the case with 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 good.

Administration of assessments

All centres used the published marking schemes and followed assessment advice where available in the assessment support packs.

Centres were pitching their assessments and judgements at appropriate levels.

All centres had also devised their own detailed observation checklists for practical activities for Units where no assessment support packs are available.

All centres had clearly laid out internal verification procedures. In each college, there were clear generic policies and procedures carried out, while in the smaller dance schools individual approaches had been worked out involving cross-marking of practical work as well as sampling of written work/evaluations.

General feedback

In all centres, evidence of excellent feedback, both verbal and written, was observed.

In all cases, assessment evidence was clearly presented.

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

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

Students showed a high level of understanding and a good level of both practical and written work.

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.

There was evidence of students being given the opportunity to take part in workshops from touring professional dance companies.

Specific areas for improvement

No specific areas for improvement were highlighted in any of the visits.

Higher National Graded Units

Titles/levels of HN Graded Units verified:

H4T3 34 - Professional Dance Performance Graded Unit 1

F220 35 - Professional Stage Dance Graded Unit 2

FA5C 34 - Dance Artists Graded Unit 1

F22P 35 - Dance Artists Graded Unit 2

General comments

Nine centres were selected and, in almost all centres, assessment evidence was clearly presented and a good understanding of national standards was demonstrated.

One centre required support in terms of accessing assessment support packs and marking schemes (including checklists) through SQA Secure.

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

Unit specifications, instruments of assessment and exemplification materials

Apart from one centre, teaching staff were using correct documentation and all assessors were very familiar with Unit specifications, instruments of assessment and exemplification materials.

One centre was unaware of SQA Secure and the exemplification and assessment materials available to support centres. Time was spent supporting this centre and by the time of the return visit two weeks later assessments were accurate.

Evidence Requirements

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

There was clear evidence of observational checklists, both ongoing and summative. This was also the case with journals and logs of ongoing evaluation.

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

In some centres candidates' work was presented live and the standard observed was very good in all cases.

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. This centre, when made aware of the existence of the marking schemes, re-marked students work accurately.

All centres had clearly laid out internal verification procedures. In each college there were clear generic policies and procedures carried out while in the smaller dance schools individual approaches had been worked out involving 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 in most centres.

Practical work was of a very high standard.

All assessment evidence was clearly presented.

Where candidates had been interviewed by EVs, in all cases they were articulate, confident and very enthusiastic about the work they had completed in the Units.

A lot of the assessment evidence presented was kept online and was clear to follow.

Areas of good practice

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

Overall, the standard of work was very high.

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

Specific areas for improvement

No specific areas for improvement were identified.