



Higher National Qualifications Internal Assessment Report 2016 Healthcare

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

Overall, the eight centres that were visited in 2015–16 demonstrated a clear understanding of the national standards relating to assessment, marking standardisation, internal verification, and approaches to teaching and learning. Centres showed a clear understanding of the internal verification process and there was clear evidence from all centres of this. In places the internal verification process highlighted areas where there were gaps in marking standardisation and issues with assessment validity, however this is the purpose of the internal verification process and this clearly showed that the systems in place were fit for purpose and resulted in a more efficient and standardised approach. In most cases centres used prior verified assessments.

Unit specifications, instruments of assessment and exemplification materials

In all visited centres it was clear that assessors were familiar with the unit specifications, instruments of assessments and exemplification material. This ensured the reliability of assessment in these centres and resulted in excellent standards of assessment.

In all centres there was clear evidence of fair and consistent marking through the use of marking guidelines. This resulted in good, clear judgement of learner performance.

Evidence requirements

There was consistent evidence from all centres of a clear understanding of the evidence requirements for the units verified. This meant that in these centres the instruments of assessment were appropriate, fair and reliable.

Administration of assessments

The approaches to assessment were consistent within each centre visited, and there was evidence of good, consistent judgement of candidate performance. In most centres there was a robust approach to standardisation and internal verification with internal verifiers ensuring their approach to the process was fair and appropriate.

Overall, centres had appropriate and fair strategies for remediated, missed and re-sit assessments.

In addition, most centres had in place appropriate support mechanisms to support those with extended learning support needs.

General feedback

There was clear evidence from most centres that they had in place robust policies regarding feedback to candidates. There was good evidence of prompt and constructive written and verbal feedback to candidates. The candidates interviewed across the centres were generally happy with the approaches to feedback and the extent and detail of the feedback they received.

Areas of good practice

Most centres had assessors who are currently in practice, or who were recently in practice and who have kept up their professional registration. This ensures a more contextualised and up-to-date learning experience for the candidates and is a practice that should be encouraged across all centres.

Specific areas for improvement

Overall, the centres had robust and consistent approaches to the delivery and assessment of the HNC Care and Administrative Practice.

Centres are reminded that evidence requirements take precedent over guidance notes, particularly in terms of creating assessments and that assessment guidance in unit specifications is only guidance.

Centres should also be aware that they can create their own assessments to meet the needs of their own particular candidate groups — as long as the assessments meet the criteria identified in the evidence requirements and approaches to the delivery of the assessments are fair and equitable.

Higher National graded units

HN graded unit verified: HNC Care and Administrative Practice

General comments

The centres visited all had a clear and accurate understanding of the requirements of the national standards with regard to the delivery and assessment of the graded unit.

Unit specifications, instruments of assessment and exemplification materials

The assessors were all familiar with the unit specification and the instrument of assessment for the graded unit.

Evidence requirements

There was evidence of clear understanding of the evidence requirements for the graded unit and centres all used the standardised assessment and marking guidelines for this unit. This ensures a common approach across the centres and fair and consistent assessor decisions.

Administration of assessments

The graded unit assessment for this award is a project. There was clear evidence from the centres that there was a standardised approach to delivering the stages of the graded unit and supporting the candidates.

In addition, most centres had evidence of the extent of the student support given through individual interview records.

The internal verification process in most centres was robust and was applied appropriately.

General feedback

Overall, the feedback to candidates for each stage of the graded unit was written and recorded appropriately, and was constructive and informative. This was reflected in comments from the candidates who were interviewed during the visits. The candidates appreciated the level of support that was consistently given by assessors across the centres and felt that the HN graded unit was an invaluable part of the qualification as it brought together all of the learning and experiences for the course.

Areas of good practice

Most centres had assessors who are currently in practice or who were recently in practice and have kept up their professional registration. This ensures a more

contextualised and up-to-date learning experience for the candidates and is a practice that should be encouraged across all centres. This current practice experience and contextualisation is of particular importance for the graded unit as it is a practice-based project activity.