

Moderation Feedback - Visiting

HN English and Communication

Qualification area

**Subject(s) and Level(s)
Included in this report**

Communication — Higher National

Visiting Moderation

General comments on visiting moderation activity

Moderation for the session was mainly centred on traditional Communication servicing Units, which have the largest uptake of Units in the cognate group, and on the Graded Units for all centres delivering the HN Communication with Media award.

Moderator reports indicated that all centres visited had effective internal quality systems and well documented Internal Moderation procedures. Documents, record keeping and Internal Moderation systems represented good practice in many centres.

Comments on candidate evidence presented suggested that this ranged from adequate to excellent. Good practice observed included providing explanatory and reference materials and models, giving detailed feedback to candidates and the taping of oral work for development and internal quality assurance purposes. In most centres had been tailored to be vocationally current and relevant, and some integration with other course work was noted. Centre devised support materials which supplemented SQA support pack checklists were often commended in Moderators' reports. Some colleges had also developed on-line intranet facilities and Virtual Learning Environments to provide candidates with additional support. Some confusion about acceptable practice for Special Arrangements was evident at times.

Practical work presented for the Graded Units of the new HN Communication with Media award was all competent and interesting, and some centres presented a range of media products to an impressively professional standard. Where colleges had arranged the involvement of local media companies, and display events and/or work placements quality of delivery was particularly satisfactory. The Evaluation Report has proved a particularly valuable aspect of these Units as a vehicle for mature reflection and learning from the award experience.

In all centres visited staff looked for guidance on a wider range of Units and issues than had been specified for the visit, and responded very positively to information and advice given. A number of centres also sought telephone development advice.

Implementation Group meetings and input into SFEU conferences underlined the supportive QA approach taken by SQA.

Specific issues identified

- ◆ There appears to have been an increase in the number of candidates who require additional learning support to reach the Higher core skills standard of the traditional servicing Units. A need for significant support for candidates with dyslexia or language needs is apparent in many centres.
- ◆ Early contact with the Special Arrangements Section at Dalkeith might be of assistance in such cases.
- ◆ If recommended access requirements to a Unit have been waived, or time available for delivery modified, additional technology or other support may be critical to achievement. Access to such facilities and to appropriate business software is very useful to candidates in all cases.

- ◆ Where centres had a co-operative team overview of an HN award, the approaches taken to Communication Unit delivery tended to be more practical.

Feedback to centres

- ◆ Application of current industry/vocational report formats is recommended practice; the schematic report is useful for investigative work but not routinely appropriate
- ◆ For servicing Units, integration with course tasks may provide an efficient approach to development and assessment of Communication skills
- ◆ Where candidates lack entry qualifications or have an identified skills weakness additional support is required.
- ◆ If Special Arrangements for assessment are required, early advice should be sought from SQA.