

APPENDIX

HND COMMUNICATION — UNIT MONITORING 2004 REPORT — ASSESSMENT INSTRUMENTS

Unit	Fitness for Purpose/Integration	Quality of Presentation	Level of Demand	Conditions of Assessment	Guidance on Criteria for pass and validity to PCs and range/Summary
Freelance Working Skills (A6TO)	Assessments are broadly relevant and current media issues/examples are generally used as the basis of assessment tasks. Links across Outcomes are evident. HN Communication award integrates with performance evidence for HN Unit Interview Skills.	Generally satisfactory, with some evidence of use of QA approaches to paperwork which are commendable.	Generally appropriate. Some slight indication that some candidates are being required to write very long reports and an unrealistic approach to the vocational area is being adopted. Slight indication of lack of understanding of the SCQF level 7 of this Unit.	These seem to be standard between centres and generally explained to candidates.	Advice to candidates is clear and detailed. Some evidence of excellent supportive information on all aspects of requirements as part of a centre approach to QA. Centres seem to ignore or reinterpret aspects of the Unit which seem outdated. Any variation in approaches and standards may be attributed to the old Unit which is not specific on conditions/evidence specifications.
Law and the Communication Industries (A6S1 04)	All instruments of assessment are satisfactory and generally make good use of current media case studies. There is an SQA pack used by some centres for the upgraded version of the Unit. Assessment is linked across Outcomes.	Presentation of materials is good to excellent.	The required standard is achieved by all centres who seem to be working to the most recently defined standard of achievement.	These have been standardised.	All centres are providing clear and detailed information and support advice/checklists, including information on the requirements for a merit, where appropriate. This specialist Unit is being delivered to a very satisfactory standard using well presented materials and references that are relevant and, in general, current. Guidance to candidates is clear and precise.
Interpersonal and Group Skills (A6S2)	Assessments are relevant and current media based examples are being used.	Some evidence of excellent presentation most is satisfactory.	Variable. Consistency of standards is a concern, but this is related directly to the	These are standardised between centres and generally explained to	Advice to candidates is clear and detailed including merit requirements where applicable. There were examples of excellent

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<p>Business Communication: Writing Skills (A6RS)</p>	<p>Outcome 3, the practical activity is generally linked to other course activity.</p> <p>Broadly all centres are using assessments that are fit for purpose, and meet the requirements of the Unit specification. The old Unit may, however, be interpreted in a range of ways.</p> <p>Most centres seem to be applying Business writing skills in ways which are practical and relevant, and integrating with other elements of the award particularly in the context of the Graded Unit (new HN only).</p>	<p>In general the quality of presentation of assessment materials is good to excellent. However, use of photocopies of typed materials produced at least 5 years ago was also noted.</p>	<p>old Unit descriptor which is open to interpretation. Slight evidence of over demanding AIs — the majority are at the right level.</p> <p>Demand is appropriate to the business applications selected by each centre, but there is some variation between centres.</p>	<p>candidates.</p> <p>These are specific in the new Unit, and centres seem to have adopted these and improved consistency of approach.</p>	<p>supportive information on all aspects of requirements. Also example of an invalid approach to practical activity for Outcome 3. Very limited use of the upgraded version of the Unit. The older Unit specification has led to a range of approaches and standards, but these are relevant to the award. The over demanding materials developed — and commented upon several years ago — are still in use to a very limited degree.</p> <p>In general instructions to candidates are supportive, clear and precise on evidence requirements for achievement of the Unit. Good use is made of checklists and explanations to candidates. Limited use of the old specification and not defining merit requirements was noted.</p> <p>As part of the revalidation of the HN award there has been increased emphasis on the value of standardised approaches, candidate guidance and integration of Unit Outcomes with other course elements. Assessment advice is clear and supportive.</p>

HND COMMUNICATION — UNIT MONITORING 2004 REPORT — CANDIDATE PERFORMANCE EVIDENCE

Unit	Accuracy of Assessment Decisions	Consistency of Application of Standards	Examples of Good Assessment Practice/Summary	Comparison Over Time
Freelance Working Skills (A6TO)	Interpretations of requirements for the Unit vary, although assessor judgement is mostly sound. Not all assessors seem familiar with necessary information on freelance work in the media industries which is critical given the current uptake in Scotland. Some responses are thin — but acceptable within the demands of the Unit — while very detailed responses in another centre are not achieving a merit.	The older Unit specification allows a range of interpretations, and standards.	These include: <ul style="list-style-type: none"> ◆ clear assessment information, including merit guidelines. ◆ up to date financial employment information ◆ reference to the media industries. ◆ integration of practical tasks with other course assessment. All centres are working with up to date financial information, but there is some variation in demands on candidates. Integration with assessment for Units such as Interviewing Skills is routine and efficient. An update and upgrade for the Unit to specify requirements would be useful. Contextualised marking guidelines and support materials, as used by some centres, would also be helpful, although information on financial support varies between areas, and in the vocational area is constantly changing. Non-specialist assessors would benefit if all centres developed marking guidelines in their assessment packs.	No 1999 materials
Law and the Communication Industries (A6S1 04)	Assessor judgement is sound in all centres.	Application is consistent, although the older Unit does not specify the	In the majority of centres, examples are up to date and very interesting, and are being	No materials from 1999

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<p>Interpersonal and Group Skills (A6S2)</p>	<p>In general, assessor judgement is sound. However, interpretations of requirements for the Unit vary. The new Unit is at SCQF level 8 — several reports seen do not achieve this standard.</p>	<p>legislation detail.</p> <p>The older Unit is insufficiently specific and allows a range of interpretations, and standards.</p>	<p>analysed by candidates to show clear understanding of the implications for employment in the media industries. This is notably good practice in a subject area which can be seen as “dry”. Rigour and detail with sound specialist knowledge typifies delivery of this demanding Unit.</p> <p>These include:</p> <ul style="list-style-type: none"> ◆ clear supportive guidance to candidates. ◆ use of current media materials for case studies. ◆ integration of practical tasks with other course assessment. <p>The older Unit is not specific but the upgraded version, and exemplar materials developed for the new HN award should clarify standards and remove inconsistencies.</p> <p>Some evidence that the Unit is being delivered to an impressive in-depth level.</p>	<p>1999 materials reveal unacceptable variation between centres in conditions, demands of assessment, and interpretation of approaches to theory which can only be partly explained by the lack of precision in the Unit descriptor. Some centres timed rigid closed book assessment in class while others allowed unsupervised work in unlimited time. Some centres required baseline achievement while others added criteria, and lengthened report requirements. Materials used for</p>

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				<p>case studies and practical work were often discrete and not relevant to the media aspects of the course, although some focused on personal college issues. Quality teaching approaches were in evidence, but a range of different theories and specialisms informed these. There was considerable variation in standards between centres. Conditions of assessment are more standard in 2004. Practical application of skills and integration with other Unit work for the award in realistic situations is much more evident. Presentation and detail of assessment materials is improved, and clear advice on assessment</p>

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				<p>requirements is provided. Some evidence however, of the use of original assessments which do not appear to have been quality assured.</p> <p>A more standard relevant and practical approach is evident, and some centres have developed quality assured best practice. Exemplar material is current and related to the media aspects of the course, which was not universally the case in 1999. There are still some weaknesses in delivery of the Unit. The precision of the upgraded HN Unit specification, which is at SCQF level 8, and the provision of SQA exemplar support materials has clarified the requirements for this Unit. The removal of</p>

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<p>Business Communication: Writing Skills (A6RS)</p>	<p>Most assessor judgement is an accurate reflection of the standards set by the centre and responses are generally of a high quality.</p>	<p>Broadly standards are being more consistently applied. The old Unit is not specific enough, however, and the award of merit is still a local issue with variation between centres. In most cases the presentation of evidence is very professional.</p>	<p>These include:</p> <ul style="list-style-type: none"> ◆ integration with other course Units. ◆ practical and media relevant application of skill. ◆ use of technology in candidate evidence. ◆ provision of marking guides for assessors. <p>Consistency across centres is more evident, and in general good use of technology has improved presentation. Internal moderation procedures and marking guides to support assessors are evident. The</p>	<p>merit for individual Units will also support more universal standards of achievement.</p> <p>Further advice — and exemplification — on approaches and standards for the Unit could be useful to all centres, as the Unit is a likely option in the new HNC award.</p> <p>Discussion of this Unit at a moderator meeting is recommended.</p>
				<p>Most noticeable in the 1999 materials is the variation between centres in conditions and demands of assessment. Some centres timed rigid closed book assessment in class while others allowed unsupervised work in unlimited time. Some centres required baseline achievement while</p>

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			<p>removal of the need for merit guidance and award is helpful.</p>	<p>others added criteria, and lengthened report requirements. Discrete “stand alone” assessment approaches to Outcomes added to the overall assessment burden and were not always relevant to the media industries. Merit requirements were generally not stated. Whilst quality teaching approaches were apparent guidance was not always formalised. There was considerable variation in standards between centres. There appears to be much more consistency between centres in the conditions and requirements of assessment in 2004. Practical application of skills and integration with other Unit work for the award in realistic</p>

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				<p>situations is evident. Presentation and detail of Assessment materials is improved, with more universal information on assessment requirements, and mechanisms for feedback to candidates. Marking keys and Internal Moderation procedures are more evident. Candidate evidence is, in general, sound and much more use is being made of technology and business software to professional standards.</p> <p>The precision of the upgraded HN Unit specification and the provision of SQA exemplar support materials has clarified the requirements for this Unit, and even centres still offering the older Unit seem</p>

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				<p>to have benefited from this and from general consortium discussions on best practice. The removal of individual merit grades and the integration and application of knowledge and skills in the Graded Unit has been particularly valuable. Dissemination of report information to all centres and to HN Communication moderators would be useful</p>