



**Higher National Qualifications  
Internal Assessment Report 2016  
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

Six centres were selected for verification for HNC/D Dance.

There continues to be, in by far the majority of centres, a clear and accurate understanding of the national standards for HNC/D Professional Dance Performance and HNC/D Dance Artists. Standards across the centres appeared to be appropriate and consistent with HN level.

Issues arose with one centre using an out-of-date marking procedure and one centre not delivering or assessing some units at the required HN level. Centres are reminded that development visits are available from SQA. These are particularly helpful where centres or new assessors/internal verifiers are delivering the frameworks for the first time.

Some very high quality of work was observed, both live and recorded.

The following units were verified across centres:

F1LE 34 Dance: Anatomy and Injury Prevention for Dancers  
F1LG 35 Dance: Body Conditioning: Advanced  
F1LJ 35 Dance: Choreographic Skills: Advanced  
F1LL 34 Dance: Classical Ballet Techniques Intermediate  
F1LM 35 Dance: Classical Ballet Techniques Advanced  
F1LS 34 Dance: Contemporary Dance Techniques  
F1M1 34 Jazz Dance Techniques  
F1M3 34 Dance History: An Introduction  
F1NS 34 Dance: Choreographic Skills  
F1R4 35 Dance: Contextual Studies  
F1R5 35 Dance: Graham-based Techniques: Advanced  
H4RC 34 Dance Technique for Commercial Dance Performance 1  
H4RE 34 Dance: Classical Ballet Techniques 1  
H4RJ 34 Dance: Contemporary Dance Techniques 1  
H4RL 34 Jazz Dance Techniques 1  
H4RM 35 Jazz Dance Techniques 2  
H4T1 35 Auditioning and Portfolio for Dance  
H4T2 34 Dance: Classical Ballet Techniques 2

Centres are reminded that a number of units (which have been revised or replaced) lapsed on 31 July 2016. Details can be found on [www.sqa.org.uk](http://www.sqa.org.uk).

## **Unit specifications, instruments of assessment and exemplification materials**

In all cases, centres used the SQA assessment exemplar materials, if they were available for the unit. The majority of centres adopted their own house style for delivering the material.

Centres demonstrated a high level of familiarity with the unit specifications, instruments of assessment and exemplification materials, and this aided the standardisation of marking and recording of assessment across the centres. There was a continued high standard of presentation of material in all centres.

## **Evidence requirements**

Centres demonstrated a clear understanding of the evidence requirements. In most instances written and practical evidence was accessible and easy to track. 'Turnitin' was being used in some centres to address issues of plagiarism. In Dance Artists, there was some variance from HN level requirements in one centre. It is recommended that centres are clear on the level of evidence required for this area before delivery and assessment.

## **Administration of assessments**

There was significant evidence of administration of assessments being consistent and appropriate. Standardisation was achieved through centres employing robust and well documented internal verification procedures. Internal verification of assessments was generally active and robust.

## **General feedback**

Feedback to candidates was considerable and supportive across the majority of centres. One centre not only clearly recorded the candidates' pre-, on-going and exit achievements but also clearly documented individualised processes of learning and development for each candidate with specific individual action plans.

Candidates across centres were very enthusiastic about their programme of study. There was substantial evidence of positive candidate feedback about their studies in terms of both course content and lecturers.

## **Areas of good practice**

- ◆ All centres offered very well laid out unit folders and candidate assessment material.
- ◆ All centres presented evidence that was easily tracked.
- ◆ There were many good examples of detailed feedback to candidates.
- ◆ Recorded video evidence was very good quality throughout and easily accessible for verification.
- ◆ Turnitin is being used in some centres to assist with issues of plagiarism.

**Specific areas for improvement**

There are no specific areas for improvement.

# Higher National graded units

Titles/levels of HN graded units verified:

F22P 35	Dance Artists: Graded Unit 2
FA5C 34	Dance Artists: Graded Unit 1
H4T3 34	Professional Dance Performance: Graded Unit 1
H4T4 35	Professional Dance Performance: Graded Unit 2

## General comments

Five centres were selected for verification of graded units.

In all centres there appears to be a clear and accurate understanding of the national standards for Graded Unit 1 and 2 in Professional Dance Performance and Graded Unit 1 and 2 in Dance Artists. The standards across the centres appeared to be appropriate and consistent with HN level. Centres are reminded that development visits are available from SQA. This can be particularly helpful where a centre is delivering a graded unit in a particular area for the first time or assessors/internal verifiers are new to the process.

## Unit specifications, instruments of assessment and exemplification materials

In all cases centres used the SQA assessment exemplar material for Graded Unit 1 and 2 in Professional Dance Performance and Graded Unit 1 and 2 in Dance Artists.

## Evidence requirements

Overall, centres demonstrated a clear understanding of the evidence requirements. Candidates' evidence was easily accessible and easy to track. Observation checklists were fully completed.

## Administration of assessments

Standardisation was achieved through robust and well documented internal verification procedures. This was a dominant feature across all centres. Consistent and appropriate marking was achieved sometimes through a dual-marking system. This was particularly beneficial in the marking of both practical and written assessment. There was evidence in some centres of internal verification taking place throughout the delivery of the graded units — once after Stage 1, once after Stage 2, and after the final stage. This system enables issues to be picked up early on and corrected if necessary, rather than wait till the end of the delivery and discover a problem in Stage 1.

### **General feedback**

Feedback to candidates was significant and detailed throughout all graded units with a significant amount of positive feedback given to candidates. There was a substantial amount of evidence that the use of comments in logbooks and checklists supported the derived mark. All centres offered fair access to assessment and learning support if required. Candidates who were interviewed displayed enthusiasm for their course and lecturers.

### **Areas of good practice**

- ◆ All centres offered very well laid out unit folders and candidate assessment material.
- ◆ Double marking was used to assist with appropriate level and standardisation of marking.
- ◆ Internal verification was carried out throughout the delivery of the graded unit, reducing potential issues that otherwise might not be picked up soon enough. This also helped to maintain standardisation.
- ◆ There was evidence that some candidates had chosen challenging performance material and the final performances were of a very high standard.

### **Specific areas for improvement**

There are no specific areas for improvement.