



Internal Assessment Report: Personal and Social Development

Qualification Support Team: Personal Development and Social and Vocational Skills

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

National Units

Titles/levels of National Units verified

Personal Development Units

F2FV 09/10: Self Awareness

F37W 09/10: Self in Society

F37X 09/10: Self and Work

F37Y 09/10/12: Practical Abilities

D36H 09/10/11: Work Experience

D36N 09/10/11: Enterprise Activity

D365 09/10: Social Awareness and Development

Feedback to centres

General comments

A total of 28 visiting verification reports were completed by the Personal and Social Development SQA verification team. Visits involved a familiar range of subjects from the traditional delivery of work experience, enterprise activity, and social awareness and development embedded in Princes Trust team challenge programmes, to new Units in Personal Development namely Self Awareness, Self in Society, Self and Work, and Practical Abilities. As a consequence of the development of the new Units in Personal Development there has been an increase in the number of centres coming forward to seek approval to run the Personal Development Units and the Group Award.

External Verifier reports commented on instruments of assessment, the verification sample, marking schemes, candidate feedback and good practice.

Instruments of assessment — these generally included a pupil work book and teacher guide. Pupil workbooks were of a high standard and gave clear instructions and appropriate opportunities to record evidence. There was good evidence of the use of diaries, logs, blogs, video and observation of candidate performance, in the assessment delivery of Personal Development Units and Courses. Project work featured highly and there was a wide range of challenging activities undertaken. Staff and centres are to be commended for their efforts to promote group activities and for embracing the principles of Curriculum for Excellence — successful learners, confident individuals, responsible citizens and effective contributors.

Verification sample — no holds were placed on centres and visiting verification was successful. External Verifiers were keen to consider centre arrangements for internal verification procedures as well as the sampling of candidate evidence. Generally, there was good evidence of clear internal verification procedures supported by relevant and appropriate documentation. Good practice included: staff induction to teach the subject; teacher guides explaining the content of the Unit, teaching and learning approaches and assessment procedures; meetings of internal verifiers to discuss assessment decisions; and

cross marking of candidate work. In many cases external verification visits were carried out when the Unit had not been fully completed. Sampling of candidate evidence was patchy and centres need to consider how best to manage the internal arrangements for this. There was some good evidence of staff carrying out rigorous sampling whilst others completely ignored the need to carry this out. Some centres need to develop internal verification policy and procedures whilst others are well advanced. Verifiers commented on the need to refer to *SQA's Quality Framework: a guide for centres*. Verification and sampling can be carried out at any point and preferably at any one of three stages: first stage, mid-point or end stage. For example, if a tutor is new to the delivery then a first-stage check may be required. A more experienced tutor may be sampled in the second stage. Sampling need not be carried out for all the assessments across a Unit. A particular focus might be placed on an assessment that the centre knows is difficult and may create problems for assessors and candidates.

Marking schemes — the delivery of PSD involves assessing the process and not the end result, which may or may not have been successful. For this reason, marking schemes are not a mandatory requirement. Where marking schemes were identified, SQA marking schemes and NAB (National Assessment Bank) materials were in use. Centre-devised assessment instruments and marking schemes were appropriate and comprehensive. Centres used appropriate marking schemes and checklists which showed the level of pass that the candidate had achieved. Staff comments were well documented as an integral part of an interview checklist.

Candidate feedback

- ◆ Candidates met with External Verifiers and talked enthusiastically about the projects they had undertaken.
- ◆ They enjoyed the freedom to carry out challenging tasks and the opportunity to make adjustments to plans as problems occurred.
- ◆ Candidates talked about the value they had gained from work experience and their wider involvement in the community.
- ◆ Many had gained confidence and enjoyed the experience of working as part of a team.
- ◆ Others commented that they had developed the skill of being able to reflect on how they had carried out their tasks and to consider their own individual role and the roles of others.
- ◆ Candidates undertaking Personal Development Units and/or a Group Award showed a high level of motivation and commitment. For some, the Personal Development Course appears to have had a positive impact on their attitude and behaviour in other areas of the curriculum.

Advice on good practice and areas for further development

Good practice

- ◆ Teacher expectations are high, resulting in motivated enthusiastic candidates.
- ◆ Teaching and learning materials were well organised, well planned and candidate-friendly.
- ◆ Innovative approaches were used to engage candidates such as e-mail, blogs, interactive IT resources, visual presentation, pictures, and wall displays. These limited the effect of barriers such as poor literacy and specific learning difficulties.
- ◆ Centres embraced the delivery of work experience, exemplifying a positive ethos and strong partnership links with placement providers. Resource materials ranged from centre-devised to the online use of Work it and Equip packages. Candidates appear to benefit from the combination of ICT interactive resources and paper-based materials.
- ◆ The projects carried out had benefited not only the candidates and their school, but the local community. Good practice in one centre highlighted effective partnerships with local and national companies and how this had enriched the service they were able to provide to the local community.
- ◆ The delivery of enterprise activity has led to the development of presentation skills and participation in Young Enterprise Competitions. Candidates are enthusiastic and proud of their involvement in enterprise and business.
- ◆ There was good access to computers and storage on the shared folder on school networks.
- ◆ Internal verification necessitated the need to consider local networking to support the single assessor within one centre.

Areas for further development

- ◆ Centre checklists can be inconsistent in their use, eg some checklists are created but never used, others are used by some staff and not by others.
- ◆ The need to develop a consistent approach to create master files for SQA Units and Course programmes.
- ◆ Some centres need to create robust pro formas to assist the internal verification process.
- ◆ Some centres need to formalise internal verification procedures and to hold internal verification meetings and record action points.
- ◆ When sampling candidate evidence there is a need to consider standardisation issues, eg sampling candidate responses to determine if there is a consistent approach to marking and to ensure responses meet the requirements of the instrument of assessment.
- ◆ Centres need to ensure that they present all the evidence for external verification: Unit specifications, instruments of assessment and relevant checklists, scheme of work (if applicable), marking guidelines (if applicable), candidate evidence, record of results, and internal verification policy and procedures, including relevant checklists.