



**National Qualifications 2013
Internal Assessment Report
Access 1 and 2**

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

National Qualifications (NQ) Units

Titles/levels of NQ Units verified:

D9ET 07 Handling Money

F9YN 07 Computing: Using a Multimedia Application

F791 08 English: Oral Communication

D556 08 Using Mathematics in Everyday Situations 1

D557 08 Using Mathematics in Everyday Situations 2

F7H9 08 Computing Studies: Using Internet Applications

D537 08 Developing Drama Skills

General comments

Verification took place in April this year at a central event. Twenty centres were selected to submit evidence for the above Units, but two centres withdrew. As a result, 18 centres were verified.

Throughout the year, developmental activities with centres had remained low but a number of centres were still asking for instruments of assessment to be prior verified.

All centres that were verified had a very clear understanding of how to apply national standards at this level and were using the National Assessment Bank as prescribed.

Centres delivering Access 1 assessments had devised appropriate tasks for all candidates, which not only met the national standard but provided motivation and enjoyment for the learner.

There continues to be a very high standard of candidate evidence which reflects requirements and shows that centres are familiar with procedures.

Internal verification systems are more evident in centres and this process continues to be vital in achieving a consistently high standard.

Unit specifications, instruments of assessment and exemplification materials

All centres have shown a clear understanding of the Unit specifications and how to deliver the instruments of assessment consistently.

At Access 2, exemplification materials were used with all candidates, which makes verification very straightforward.

At Access 1, centres had shown innovative ways of creating assessments similar to exemplars, which meant that candidates' needs were being met appropriately.

In general, marking guidelines were followed accurately.

Evidence Requirements

All centres had a clear understanding of the Evidence Requirements within the Units verified — there were no Holds this year.

All evidence submitted was of a very high standard and was well organised and well documented. Materials had been labelled to indicate to which Outcome they related and generally all sheets had been signed and dated.

Nearly all centres had used the checklists that are supplied and many had added an assessors' log which gave an indication of when assessments had been delivered.

One centre had detailed candidates' assessment into an individual plan which was used to give feedback and to identify the next steps in progression — always good practice.

Where appropriate, some centres had supplemented their evidence with DVDs, photographs and log books. Although not always mandatory, they were useful to give an insight into the context of candidate learning.

Administration of assessments

All centres had, on the whole, a clear understanding of delivering assessments within the National Assessment Bank structure.

The assessments had been administered at the correct level and centres had altered exemplar material without compromising the standard.

It is important to note that if centres are delivering an assessment orally they should always record the candidate's answer. If candidates do not succeed at an assessment they can be re-assessed twice using the same (or similar) assessment when they are ready. Centres should indicate clearly if this has been carried out and include re-assessment materials.

Some centres had also submitted evidence that was dated 2011–12. Although this is still acceptable, centres must make sure that evidence is still sound at the time of submitting. At this level some candidates take much longer to acquire skills required for assessment but centres must ensure that candidates have not matured and moved up a level since the time of the last assessment.

Many centres submitted internal verification evidence which indicated an effective system was in place.

It is important that all centres have this process in place to ensure consistent standards are being applied within a centre. For small centres, where there is often a one-teacher department, this process could take place with staff from

another subject as it is the application of assessment and the judgement that is being discussed and agreed rather than the subject expertise. The process is a double-checking system for centres which ensures consistent standards.

Areas of good practice

Verifiers found clear evidence of:

- ◆ a very good understanding of the application of National Assessment Bank materials and support guidance
- ◆ some centres using high quality internal verification systems to ensure consistent standards
- ◆ centres using innovative methods of adapting assessments to meet candidate need
- ◆ use of photographs, diaries/logs and DVDs to enhance and support assessment evidence
- ◆ material submitted by centres that was well organised, clear and concise
- ◆ CDs submitted for Oral Communication that were excellent quality and illustrated how centres used the same questions and prompts for each candidate

Specific areas for improvement

Centres are recommended to:

- ◆ ensure the Verification Sampling form is filled in correctly when submitting Passes and that the National Assessment Bank materials used accompany the evidence
- ◆ use an internal verification system to ensure that a quality assurance check has been carried out and to gather evidence of the process. A useful guide is available from SQA's website — *Internal Verification: A guide for Centres*