



**National Qualifications 2014  
Internal Assessment Report  
Core Skills: Numeracy**

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:

Numeracy SCQF level 2 (40hr) F3GF 08  
Numeracy: Using Number – Measuring SCQF level 2 (10hr) F3GL 08  
Numeracy: Using Number – Money SCQF level 2 (10hr) F3GH 08  
Numeracy: Using Number – Time SCQF level 2 (10hr) F3GJ 08  
Numeracy: Using Graphical Information SCQF level 2 (10hr) F3GG 08  
Numeracy SCQF level 3 (40hr) F3GF 09 Numeracy  
Numeracy: Using Number – Measuring SCQF level 3 (10hr) F3GL 09  
Numeracy: Using Number – Calculation SCQF level 3 (20hr) F3GK 09  
Numeracy: Using Graphical Information SCQF level 3 (10hr) F3GG 09  
Numeracy SCQF level 4 (40hr) F3GF 10  
Numeracy SCQF level 5 (40hr) F3GF 11  
Numeracy SCQF level 6 (40hr) F3GF 12

## General comments

The External Verifier reports, of which there were 21 from four External Verifiers, clearly indicate that all centres have a clear understanding of the requirements of the national standards and work in a professional and supportive manner.

In the majority of cases, centres had a quality assurance section or department to ensure standards are maintained. This was generally co-ordinated by an SQA contact with responsibility for: the dissemination of information from SQA, staff induction and training in SQA procedures, CPD activities, co-ordination of internal and external verifications, and internal auditing of the SQA processes.

Candidate evidence was of a consistently high standard and indicated a clear understanding of the numerical and graphical principles and the required standard for each Unit. All centres had evidence of standardisation meetings.

In all cases, master files were available that contained comprehensive information relating to the systems and procedures for the delivery and quality assurance of the Numeracy Units. The files normally included teaching materials, assessment and re-assessment materials, assignments and projects, marking schemes, checklists, internal verification procedures and documentation, and student feedback sheets. The master files were usually available in an electronic format.

Assessors received induction in the range of processes and procedures involved in delivering and assessing the Units.

Methods of assessment were appropriate and included assignments and projects, observation, written and calculation exercises, and verbal response.

Documentation was presented in a clear and concise form that assisted the verification process.

There was good evidence that the assessment process was followed consistently and that learners were involved in the planning and identification of assessment evidence.

The external verification sample included material from different class groups and different Internal Verifiers across the range of Units being delivered.

Assessment judgements were accurate and consistent.

There was good evidence of constructive feedback and effective remediation.

There was little activity in the shorter Units with most centres being involved in delivering Numeracy SCQF levels 4 and 5.

From the 21 centres externally verified:

- ◆ 2 centres offered Unit F3GG09 – Using Graphical Information
- ◆ 2 centres offered Unit F3GL09 – Measuring
- ◆ 3 centres offered Unit F3GK09 – Calculations
- ◆ 5 centres offered Unit F3GF08 – SCQF level 3
- ◆ 6 centres offered Unit F3F12 – SCQF level 6
- ◆ 8 centres offered Unit F3GF11 – SCQF level 5
- ◆ 16 centres offered Unit F3GF10 – SCQF level 4

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

It was apparent from the external verification reports that assessors and Internal Verifiers were familiar with the Unit specifications and Assessment Support Packs.

The Assessment Support Packs were often used to provide information on the delivery of the Units and to provide guidance on assessment and Evidence Requirements.

The Assessment Support Packs were often modified to reflect the vocational background of the learners.

All centres made use of a checklist to ensure that all tasks were explicitly addressed and sources of evidence clearly identified. This included Summary Checklists and Assessment Checklists.

Candidates were judged fairly, consistently and accurately against the requirements for the award.

Some of the assessments are still rather prescriptive and test based. Exemplars from SQA's website were recommended to a number of centres to generate ideas to interest and engage learners.

### **Evidence Requirements**

Most centres made use of the Assessment Support Packs to provide information on the delivery of the Units and to provide guidance on assessment and Evidence Requirements.

Most centres made effective use of checklists to ensure that the source of evidence could be clearly identified.

Assessment judgements were consistent and accurate and learners received constructive feedback.

In all centres visited, regular curriculum group meetings were held to ensure that issues such as the level and the amount of evidence required could be discussed and agreed.

In most centres, the assessment evidence was contextualised and centre staff used evidence from other vocational areas, everyday experience, social contexts etc.

In the most centres, assessments were prior approved by the curriculum group team.

### **Administration of assessments**

Centres made full use of the information provided in the Unit specification and Assessment Support Packs to ensure that assessments were at the appropriate level.

Methods of assessment were appropriate and included assignments and projects, observation, written and calculation exercises, and verbal responses. Where verbal responses or observations are used, centres must ensure that details are fully recorded.

Assessors and verifiers met regularly to ensure that any new assessment material met the requirements of the Unit in terms of the level and the amount of evidence.

Methods of assessment were valid, reliable and practical.

Internal verification procedures were reviewed on a regular basis, usually at least annually. Comments from Internal Verifiers were constructive, helpful and supportive.

Internal verification procedures were robust and effective. In many cases the internal verification process was identified as an area of good practice in the external verification report.

### **General feedback**

Methods of assessment were valid, reliable and practical. Where verbal responses or observations are used, centres must ensure that details are fully recorded.

Assessors and verifiers met regularly to ensure that any new assessment material met the requirements of the Unit in terms of the level and the amount of evidence. The minutes of these meetings were made available to the External Verifiers.

Internal verification procedures were reviewed on a regular basis, usually at least annually. Comments from Internal Verifiers were helpful and supportive. Internal verification procedures were robust and effective.

### **Areas of good practice**

Most centres had master folders containing teaching materials, assessment and re-assessment materials, assignments and projects, marking schemes, checklists, internal verification procedures and documentation and student feedback sheets. This is a valuable resource, supporting standardisation, induction, training and verification. In most cases these master files were available in an electronic format.

Internal verification procedures were fully developed and rigorously applied. Internal verification procedures support the assessors — especially new assessors.

Regular curriculum group meetings were held to discuss standardisation and Evidence Requirements, and to provide a forum for the dissemination of good practice.

Comprehensive marking schemes were available in most centres.

Contextualised learning, teaching and assessment material was used that helped to engage the learners and to reinforce the importance of Core Skills in their chosen vocational area.

In a number of centres, projects involving the integration of a number of Core Skills or integrating Core Skills within vocational Units had increased learner motivation and engagement and staff were commended for their enthusiasm and innovation.

### **Specific areas for improvement**

Candidates should be more engaged in their own learning. In particular, they should be encouraged to become familiar with the assessment requirements and to find sources of evidence from other sources, eg other vocational areas, social activities or everyday activities. This is common practice in SVQ Units and should be encouraged with the NQ Units to ensure that the relevance and application of Core Skills is recognised.

Core Skills staff should work co-operatively with other tutors to develop integrated assessments. This will demonstrate to learners the relevance and importance of Core Skills in other subject areas.

Candidates should be encouraged to show all working and assessors should indicate where a candidate has made a correction.