



National Units

Qualification Verification Summary Report 2017

Core Skills: Numeracy

Introduction

The units listed below were reviewed by the external verifiers.

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

Verification activity throughout session 2016–17 mainly focused on the Numeracy units at SCQF levels 4 and 5. All verification reports noted significant strengths. All the external verifiers were very experienced, professional and competent in their role. One external verifier was seconded from the Mathematics verification group to promote consistency between the Mathematics and Core Skills: Numeracy verification groups.

All centres verified had robust and effective quality procedures in place. Most centres had a master file, either in paper or electronic format, containing information relating to the systems and procedures for the delivery and quality assurance of the awards.

All assessors and internal verifiers were familiar with the systems in place to support the verification process. Reports confirmed that assessments met the requirements of the units and were being implemented in a consistent and fair manner. All centres had regular staff meetings to monitor and review candidate progress and to discuss standardisation.

Appropriate methods of assessment included assignments, projects, group work, observation, verbal response, written calculation and graphical exercises. Most assessments were presented in a general context that would be familiar to the candidates. Some centres used contextualised assessment material with a more vocational focus.

Category 2: Resources

Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

Almost all centres utilised some form of staff evaluation plan to review all aspects of course planning and delivery. In almost all centres course teams reviewed plans annually to ensure that assessment environment, equipment and references, and learning and assessment materials were effectively maintained.

Category 3: Candidate support

Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

All centres had documented induction processes to ensure that candidates' development needs and prior achievements were matched against the requirements of the unit(s). All centres used the Core Skills profile to align candidates' achievements with the unit(s) being taken.

Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

Most of the activity reviewed was in a college context. In almost all cases a class tutor had weekly contact with the candidates to review progress and update learning plans.

Many centres employ learner development tutors to give focused support to candidates. Learner development tutors liaise with vocational tutors to ensure candidates with additional support needs are identified at an early stage.

Category 4: Internal assessment and verification

Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.

In all centres, the documented procedures were implemented to ensure standardisation of assessment. In all centres regular standardisation meetings considered the appropriateness of assessments in terms of the level and quantity. In almost all cases documented minutes were available. In all centres, internal verification events were held to ensure consistency of marking.

Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

Almost all centres were using the SQA assessment support pack or a modified version. In almost all centres, the assessors and internal verifiers had regular standardisation meetings to consider and discuss any new assessment materials.

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

In almost all centres, candidates signed a malpractice agreement as part of the induction process. In almost all centres, assessments were carried out under formal examination conditions.

Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

In almost all cases, model answers and checklists were created to help ensure that each task was consistently judged by assessors. In almost all centres, regular standardisation meetings were attended by all staff.

Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.

All centres retained evidence for the period specified by SQA.

Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.

In all centres, feedback from the qualification verifiers was either available on the centre's intranet and/or was disseminated to staff during the next standardisation meeting.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2016–17:

- ◆ use of learner development tutors to give focused support to candidates
- ◆ use of naturally occurring evidence for assessments
- ◆ vocational contextualisation of assessments

Specific areas for development

The following areas for development were reported during session 2016–17:

- ◆ re-assessment materials should be available for all tasks
- ◆ continuing professional development (CPD) focusing on naturally occurring evidence
- ◆ CPD focusing on vocational contextualisation of assessment