



**National Qualifications 2015  
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:

## Core Skills Units

F3GF 08 Numeracy SCQF level 2 (40 hours)

F3GF 09 Numeracy SCQF level 3 (40 hours)

F3GF 10 Numeracy SCQF level 4 (40 hours)

F3GF 11 Numeracy SCQF level 5 (40 hours)

F3GF 12 Numeracy SCQF level 6 (40 hours)

F3GL 08 Numeracy: Using Number – Measuring SCQF level 2 (10 hours)

F3GH 08 Numeracy: Using Number – Money SCQF level 2 (10 hours)

F3GJ 08 Numeracy: Using Number – Time SCQF level 2 (10 hours)

F3GG 08 Numeracy: Using Number – Using Graphical Information SCQF level 2 (10 hours)

F3GL 09 Numeracy: Using Number – Measuring SCQF level 3 (10 hours)

F3GK 09 Numeracy: Using Number – Calculation SCQF level 3 (20 hours)

F3GG 09 Numeracy: Using Number – Using Graphical Information SCQF level 3 (10 hours)

## General comments

A total of five reports were produced by four External Verifiers with no Holds placed on certification.

The centres included two colleges, two training centres and one education and social care centre.

All the centres had a quality assurance section to ensure standards were monitored and maintained. This was generally co-ordinated by the SQA contact with responsibility for: the dissemination of information from SQA, staff induction and training on SQA procedures, CPD activities, co-ordination of internal and external verification, and internal SQA auditing.

Evidence from the reports suggest that all assessors and internal verifiers were fully conversant with the range of policies and procedures put in place to support their role. Candidate evidence was of a consistently high standard and indicated a clear understanding of the required standard for each Unit. All centres had evidence of standardisation meetings. All centres had electronic master files containing comprehensive information relating to the policies and procedures for the delivery and quality assurance of the Units. The files included up-to-date Unit specifications, learning and teaching materials, assessments and re-assessments, marking schemes, checklists, internal verification forms, student feedback forms and minutes of team meetings.

Assessors and internal verifier training programmes were in place in all centres. Appropriate methods of assessment included assignments, projects, group work, observation, verbal response, written calculation and graphical exercises.

All documentation was presented in a clear and concise form.

There was evidence from all centres that candidates were engaged in the planning of learning and scheduling of assessments. Assessment judgements were accurate and consistent.

Only one centre had activity in the shorter Units (F3GG 09 Using Graphical Information). The majority of the centre activity was in Numeracy SCQF levels 3, 4 and 5.

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

It was clear from the external verification reports that assessors and internal verifiers were familiar with the Unit specifications and the Assessment Support Packs (ASPs).

The ASPs were being used extensively to provide information on the method of assessment and the standard required. The packs were often contextualised to reflect the vocational background of the candidates.

All centres used a checklist, often from the ASP, to ensure that all standards were explicitly met. Candidates were judged consistently and accurately against the award standards.

## **Evidence Requirements**

Most of the centres used the ASPs to provide information on the delivery of the Unit and to provide guidance on assessment and Evidence Requirements. The use of checklists allowed the source of the evidence to be stated, but most centres were using discrete assessments.

Assessment judgements were consistent and accurate and learners received valuable feedback. Regular team meetings were held to ensure that standards were applied and maintained. Most of the centres had contextualised the assessments to reflect a vocational context.

## **Administration of assessments**

Centres made full use of the information provided in the Unit specification and ASPs to ensure that assessments were at the correct level. Regular standardisation meetings ensured that any new assessments were scrutinised by all staff and the level agreed.

Methods of assessment were reported to be valid, reliable and practicable. Internal verification procedures were reviewed annually by most centres. In general, internal verification procedures were robust and effective and feedback from internal verifiers was constructive and helpful.

## **Areas of good practice**

All reports commended centres for their effective organisation and on the quality of the documentation presented.

All centres had quality master files, either in paper or electronic format, containing details of the quality policies and procedures. Most centres had an SQA master folder containing up-to-date Unit specifications, learning and teaching materials or website references, assessments and re-assessments, marking schemes, checklists, candidate registration, internal verification forms, and minutes of meetings.

There was strong evidence of effective engagement between the assessors and candidates in planning learning and scheduling assessments.

## **Specific areas for improvement**

Centres are encouraged to make greater use of contextualisation to ensure that all candidates can see the relevance and importance of numeracy in their vocational area.

More effort should also be made to engage with staff from different vocational areas to identify where assessment evidence for numeracy can be generated naturally, or as part of vocationally specific activities or assessment.