



**National Qualifications 2013
Internal Assessment Report
Personal Social Development**

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

National Courses

Titles/levels of National Courses verified:

Personal Development Access 2 C250 08
Personal Development Intermediate 1 C255 10
Personal Development Intermediate 2 C255 11
Personal Development Higher C255 12

National Qualifications (NQ) Awards

Titles/levels of NQ Awards verified:

Personal Development Award GF2K 44
Personal Development Award GF2L 45
Personal Development Award GF2M 46

NPA: Enterprise and Employability G976 44
Employability Award G9D 2 43
Employability Award G9CY 44

National Qualifications (NQ) Units

Titles/levels of NQ Units verified:

F37S 08 Self in Society Leisure Time Activities
F37P 08 Practical Abilities: Independent Living
F37K 08 Self and Work Investigating the Workplace
F37M 08 Enterprise Activity
F37L 08 Self and Work Completing a Work Placement
F2FV 10 PD: Self Awareness
F2FV 11 PD: Self Awareness
F2FV 12 PD: Self Awareness
F786 09 Preparing for Employment: First Steps
F787 09 Building own Employability Skills
F788 09 Responsibilities of Employment
F789 09 Dealing with Work Situations
F788 10 Responsibilities of Employment
F789 10 Dealing with Work Situations
F37W 09 PD: Self in Society
F37W 10 PD: Self in Society
F37X 10 PD: Self and Work
F37Y 09 PD: Practical Abilities
F37Y 10 PD: Practical Abilities
D36H 10 Work Experience

General comments

National Qualifications in the Personal Social Development Verification group (159) continue to provide a wide range of choices for centres and attractive personal, social and vocational options for schools, colleges and private training providers.

New Curriculum for Excellence (CfE) Awards have been developed in Personal Development and fully embrace the four capacities of CfE and Skills for Learning, Skills for Life and Skills for Work. These new awards offer a flexible framework for work placement experience and a toolkit to assess performance in the workplace environment.

PSD verification activity in 2013–13 reflected a wide range of awards in Personal Development, Enterprise and Employability. Development visits provided centres with the opportunity to look at the range of qualifications on offer and how they could integrate assessment delivery across PSD Units and specific NQ Awards, eg Steps to Work, Employability, Personal Development, Wellbeing.

External verification activity in 2012–13 was very positive indeed and verification reports clearly indicate that centres do have an accurate understanding of the national standards.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials were clearly evidenced throughout visiting verification activity in 2012–13. External verification reports continue to highlight significant levels of good practice and a sound application of the national standard.

Whilst assessors are familiar with assessment and exemplification materials, development action points continue to emphasise the need to focus on consistency in the application of internal verification. Assessor judgements and feedback need to be formally recorded using internal and/or exemplification checklists.

Centres delivering Personal Development Awards and/or Units should consider the following information provided by External Verifiers:

- ◆ Award arrangements, Unit specifications, Unit Assessment Support Packs and exemplification materials were not always available during external verification visits. Centres should consider making available a master pack which contains relevant documentation including internal quality assurance procedures.
- ◆ SQA exemplification materials have been written and vetted to meet the Evidence Requirements of the Unit specification. Internally devised assessment instruments can be sent to SQA for prior verification. Prior verification is the process by which centres seek validation of an internally

produced assessment scheme before embarking on the Unit/Course to which it applies.

- ◆ The Unit specification determines the national standard and the Evidence Requirements. Exemplification materials produced by a centre must meet the Assessment Standards and Evidence Requirements detailed in the Unit specification.

Evidence Requirements

Centres have a clear understanding of the Evidence Requirements for the Units. External verification resulted in only one Hold being placed on a centre. However, in relation to the Personal Development Course (C255), the following development points were highlighted by the External Verifiers:

- ◆ Intermediate 1 — Identified tasks must relate to aims.
- ◆ Intermediate 2 — Candidates should refer to their initial self-evaluation and targets when carrying out their review.
- ◆ Higher — Self-evaluation techniques should be appropriate. Tasks should be more complex. Candidates should review their qualities and feelings for the Self Awareness Unit.
- ◆ Self in Society — Feedback should relate to interpersonal skills. Targets must relate to interpersonal skills.
- ◆ Practical Abilities — Should demonstrate communication with different people.

Administration of assessments

External verification activity continues to identify the need for some centres to devise an internal verification policy and procedures. External Verifiers continue to refer assessors to SQA's *Internal Verification: A Guide for Centres*.

Formal records of internal verification, assessment decisions and sampling feature strongly in colleges and training providers. School-based quality assurance systems are improving and some have formal procedures in place. Informal activities often go unrecorded. Assessment decisions need to be challenged and agreed in relation to the national standard eg:

- ◆ Is the judgement correct/incorrect?
- ◆ Are assessment judgements consistent across assessors?

PSD verification activity revealed a lack of understanding of the five main principles used to differentiate between levels:

- ◆ Amount of support learners receive
- ◆ Level of participation by learners
- ◆ Level of understanding of learners
- ◆ Complexity of tasks given to learners
- ◆ Level of maturity displayed by learners

Assessors frequently ask for clarification during visiting verification. External Verifiers frequently clarify the variation in tasks from simple and routine to straightforward and complex.

Assessment evidence is often compiled on a Unit-by-Unit basis. Integration across Units is uncommon.

PSD is 'process' based and assessment evidence usually consists of a range of project-based tasks. Folio evidence continues to reveal a range of assessment evidence — PowerPoint presentations, self-evaluation techniques (SWOT, Force Field, Johari), learning style questionnaires, case studies, short question and answer, extended responses, written and/or oral responses, reviewing and evaluation, and practical activities.

Areas of good practice

The following examples of good practice were evident in a range of centres:

The delivery of the Personal Development Award at SCQF level 4 in partnership with one of our centres proved to be a resounding success. Candidate portfolios provided a wide range of reflective learning and project activities engaged young people in both school and community-based learning. The teaching delivery was informal combining school and youth work informal learning and teaching approaches.

The Employability awards at SCQF levels 3 and 4 exemplified good practice. Folio assessment evidence revealed a wealth of learning and teaching activities including worksheets and quizzes to stimulate learners. A wall display provided an excellent exhibit of candidate work both past and present and served to remind learners of the importance of personal development, self-evaluation and group activities. The employability programme offered real opportunities for learners to gain local employment through established school/industry links. The centre provides 'real' work placement opportunities for pupils matched to their vocational goals building on existing school links programmes with the local college. Candidates are given the opportunity to complete two work placements and to go back to the first placement if they wish to do so. This reinforces the link between the pupil and the work placement and potentially offers the best chance of securing a realistic progression route from school into vocational employment and/or a college programme.

In the delivery of the Employability and Personal Development Units, the centre provides a comprehensive induction programme for candidates prior to a work placement. There is a good understanding of how to deal with additional support needs in the learning process. The centre is pro-active and supports assessor and Internal Verifiers in their continuing professional development (SQA Assessor/Verifier Units).

Personal Development Units promote innovative methods of demonstrating learner competence — for example, photographic presentations to peers and staff; charity events; newsletters.

A workplace co-ordinator supports the delivery of work experience and implements appropriate health and safety checks.

Learner achievements are celebrated in a number of ways — within assembly; November Celebration of Success for St Andrew's Day; June Awards Ceremony in school and within the school newsletter and school notice boards.

The delivery of Personal Development Units exemplified innovative assessment methods of demonstrating learner competence — eg photographs of charity fundraising activities; information in the local newspaper; use of web-based resources such as RBS Money Sense and Skills Express (Continuing Education Gateway).

Candidates were nominated for awards within the school and invited to an awards ceremony as a result of their achievements

Personal Development from Access 2 to Higher provided an excellent learning experience using presentations to peers and staff, blogs, the development of a school garden, and working co-operatively with others in the school community.

Work placements are reviewed regularly and candidates have a thorough induction prior to commencing the Course/Award and going into the workplace.

In order to support work experience, E Quip is used and work experience arranged through Gateway and the school work experience co-ordinator. All placements are risk assessed and internal documentation quality assured.

Personal Development Awards at levels 4 and 5 provide candidates with an evidence checklist to enable them to monitor their own progress and achievements. Good practice was demonstrated using presentations to peers and staff, blogs, making DVDs, and arranging fundraising events (Halloween party, coffee morning).

Clear partnership links exist between the candidates and the local community providing mutual benefit. Candidate evidence is showcased within the school and the wider community with celebrations of success.

The Personal Development Award at SCQF level 4 is delivered in partnership with the Princes Trust. The centre has a classroom base with excellent ICT facilities. The Personal Development Award provides a positive learning experience and the programme delivery is a model of good practice. In order to enrol pupils into the programme the centre encourages pupils to provide a written explanation as to why they want to participate on the programme.

Internal verification is supported by the local authority support network and this process supports the standardisation of assessment decisions.

The centre had organised various team-building events as an integral part of the employability programme. Photographic evidence was available and there was a range of formative assessment activities that had taken place as part of the programme delivery.

Internal verification was delivered and managed. The availability of electronic evidence provided an overview of a range of projects and this enhanced the verification process.

Specific areas for improvement

Centres need to ensure that cross-marking is formally recorded in internal verification documentation and that it is fully recognised in quality assurance procedures.

There was good evidence of standardisation occurring often as part of a professional discussion. This type of activity is key to the implementation of standardisation activities and must be recorded. This can be achieved using a supplementary record pro-forma or a minute of a meeting.

Some centres need to consider the role of an induction programme and the planning of assessment activities which can be used to differentiate the level of assessment for the individual candidate.

Centres should familiarise themselves with the wealth of formative and summative assessment materials available on Solar e-assessment — eg work experience. Summative assessment materials have been prior-verified so centres have the assurance of knowing that the scoring that is achieved is correct. Centres can access the site at www.sqasolar.org.uk

SQA External Verifiers continue to highlight how prior verification can be used to quality assure internal assessment materials.

Centres need to consider internal verification as a 'process' which is continuous and to recognise that sampling at the end of a Unit may be too late to provide remediation opportunities.

Individual assessment work must be clearly presented for external verification, especially where group tasks and/or activities have been undertaken.

Whilst there has been strong evidence of the use of a variety of innovative assessment approaches, centres tend to compile folio evidence in a written format. Greater use can be made of various assessment approaches in the compilation of the folio (oral, blogs, e-mails, observation, questioning) and centres may wish to refer to SQA's *Guide to Assessment*.