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Qualification Verification Summary Report
NQ Verification 2018–19

01 ▶ ## Section 1: Verification group information

Verification group name:	**National 1 and 2**
Verification event/visiting information	**Event/visiting**
Date published:	**June 2019**

National Courses/Units verified:

National 1 units

H475 71	Food Preparation: Using small electrical equipment in the kitchen
H476 71	Physical Education: Taking part in a water based activity
H477 71	Physical Education: Taking part in an individual activity
H478 71	Physical Education: Improving performance
H47F 71	Personal Development: Finding out about the world of work
H47G 71	Personal Development: Experiencing a work related activity
H47J 71	Food Preparation: Making a healthy snack
H47L 71	Food Preparation: Making a Healthy basic meal
H47P 71	Food Preparation: Food hygiene
H47T 71	Food Preparation: Using a cooker
H47W 71	Independent Living Skills: Common dangers in the home
H6B7 71	Communication: Recognising character in fiction
H6BF 71	Communication: Listening and responding to texts
H6BH 71	Communication: Listening and responding to Scottish texts
H6BN 71	Music: Exploring sound and rhythm
H6BS 71	Music: Producing a sound
H6BT 71	Number Skills: Handling money
H6BV 71	Number Skills: Recognising numbers
H6BW 71	Number Skills: Number processes
H6BX 71	Number Skills: Using a calculator
H6BY 71	Number Skills: Shape
H6C2 71	Number Skills: Time
H6C4 71	Number Skills: Measurement of length
H6C5 71	Number Skills: Measurement of volume
H6C6 71	Number Skills: Measurement of weight
H6C7 71	Personal Development: Taking part in leisure time activities

H70A 71   Science in the Environment: Reduce, reuse, recycle
H70D 71   Creative Arts: Creating materials for performance
H70E 71   Creative Arts: Working with textiles
H70G 71   Practical Craft Skills: Working with materials
H70H 71   Practical Craft Skills: Making a craftwork item
H70R 71   Information and Communication Technology: Capturing digital images
H704 71   Social Subjects: Cultural celebrations and festivals
H706 71   Religious and Moral Education: World religions
H707 71   Science in the Environment: Living things
H8LR 71   Preparation for employment

National 2 units

H20B 72   Business in Practice: Taking part in a business enterprise
H20J 72   Business in Practice: Customer care
H20N 72   Business in Practice: Using ICT in business
H20T 72   Information and Communications Technology: ICT Applications
H20W 72   Information and Communications Technology: Communications Applications
H20X 72   Information and Communications Technology: Internet Applications
H21R 72   Lifeskills Mathematics: Number and number processes
H21T 72   Lifeskills Mathematics: Space, shape and data
H21V 72   Lifeskills Mathematics: Money
H21W 72   Lifeskills Mathematics: Time
H21Y 72   Lifeskills Mathematics: Measurement
H211 72   Information and Communications Technology: Creating digital images
H22K 72   Creative Arts: Developing skills in Creative Arts
H22M 72   Creative Arts: Working with textiles
H22N 72   Creative Arts: Creating materials for performance
H22P 72   Creative Arts: Creating materials for display
H241 72   English and Communication: Understanding language
H244 72   English and Communication: Creating text
H246 72   English and Communication: Listening and talking
H24W 72   Physical Education: Taking part in physical activities
H24Y 72   Physical Education: Factors affecting performance
H250 72   Physical Education: Improving performance
H25D 72   Practical Craft Skills: Working with craft tools
H25E 72   Craft Skills: Making a craftwork item
H257 72   Food, Health and Wellbeing: Food preparation
H259 72   Food, Health and Wellbeing: Food for health
H26B 72   Science in the Environment: Resources, forces and energy
H26C 72   Science in the Environment: Living Things
H26D 72   Science in the Environment: Sustainable lifestyles
H26F 72   Social Subjects: Making a decision
H26G 72   Social Subjects: Making a contrast
H26H 71   Social Subjects: Organising and communicating information
H26M 72   Spanish: Life in another country
H270 72   French: Life in another country
H271 72   French: Personal language
H272 72   French: Transactional language

H27L 72 German: Life in another country
H27M 72 German: Personal language
H27N 72 German: Transactional language
H8LJ 72 Office Administration
H8LN 72 Independent Living: Participating in outdoor activities
H8LV 72 English and Communication: Responding to fictional texts
H8LW 72 English and Communication: Using information texts
H8LX 72 Life in another country (Optional country)
H8M3 72 Science: Practical Experiments
H8M6 72 Capturing digital images

A mixture of complete and incomplete assessment evidence from 30 centres was verified during the central event in February 2019 and a further 20 centres were verified through visiting verification during the period from March to May 2019. This year the assessment materials from all centres selected for verification was 'accepted' and we had 'no accepted*' or 'not accepted' decisions.

02 Section 2: Comments on assessment

Assessment approaches

Centres continue to use a mixture of the SQA unit assessment support pack materials and centre-devised assessments with their candidates. A few centres used a combined approach to assess several units together, especially at National 2 level, but the vast majority used a unit-by-unit approach. Centre-devised assessments have become more innovative, creative and tailored to meet individual needs, interests and personal choices, whilst continuing to address all outcomes and assessment standards and still meet the required standard. This is good practice.

A small number of centres used SOLAR, the online assessment for National 2 Lifeskills Mathematics units and this ensures that the candidate's correct responses are accepted, reliable and meet national standards. When a SOLAR assessment is used the candidate evidence is stored on SOLAR and if the centre is selected for verification it is not required to submit any further evidence for these candidates.

It has become clear that the judging evidence tables for each unit have become an invaluable source of unit information, suggested activities, assessment guidelines and evidence requirements. Some centres use these tables as they appear in the SQA unit assessment support packs whilst others have adapted them and submitted copies with the candidates' assessment evidence. These adapted tables give verifiers an insight into the assessment approaches used, the amount and type of support given, and how tasks have been adapted to meet individual candidate needs and interests. Some centres have used these tables to help plan the coursework. Linking the unit coursework to the judging evidence tables helps to ensure that all assessment standards are being addressed and covered to the required standard.

This year has seen an increase in the use of SQA candidate summary forms, observation checklists and the SQA candidate assessment records. Comments on these forms have become more informative and personalised for each individual candidate and contain information regarding individual achievements, amount and type of support given, and use of specialised equipment and communication visual supports.

The assessment materials submitted during 2019 were generally of a high standard, well organised, clearly labelled to each outcome and assessment standard, and supported by photographic evidence, finished articles and additional evidence.

Assessment judgements

Assessors and internal verifiers have developed a sound knowledge and understanding of the standards for National 1 and National 2 qualifications. The assessment materials submitted were relevant, well labelled, and often enhanced by photographic and/or video evidence. Evidence submitted was also supported by assessor comments and professional judgement statements. Almost every centre's judgements were consistent, reliable, fair and in line with national standards.

An increase in the use of candidate assessment records, checklists, logs and candidate summary forms and assessor comments gave a clear indication of how some assessment judgements had been made, how and why candidates were supported to achieve the work and, in some cases, why written work had to be at times substituted with practical sessions in order to motivate and encourage some candidates.

The use of SQA unit assessment support packs, judging evidence tables and SOLAR assessments generally ensure that all outcomes are adequately covered to the required standards.

Due to the timing of the external verification events, some of the assessment evidence submitted was complete whilst others were interim. An assessment judgement should be made for each submission. Centres should decide if the work is deemed a pass or a fail, based on the work so far and the expected result on completion. Some centres indicated work was a fail because it was incomplete. If a re-assessment is required for a specific question or task then this can be carried out without having to re-assess all the work in the complete unit.

Some centres still need to ensure candidates are entered at the correct unit levels. A few National 1 unit candidates produced very high quality evidence which far exceeded the amount, level and standard of work required for National 1. Likewise, the quantity and quality of some National 2 unit work could have been considered for National 3 unit work.

The centres whose internal verification policy and procedures were effective and rigorous produced assessment judgements which resulted in a consistent approach across all their unit assessment evidence.

03 ▸ Section 3: General comments

All assessment evidence submitted by centres in 2019 was accepted and there were no major recommendations suggested or required.

The standard of assessment materials was of a high quality, well labelled, and enhanced by additional photographic, video and objects produced to illustrate practical skills.

When centres submit candidate evidence for external verification the sample number should not exceed 12. Centres which offer qualifications at both National 1 and National 2 levels should submit their sample across both levels (six from each if possible). During 2019 several centres' candidate lists far exceeded this number.

A few centres sent in National 2 ESOL units but these units are not verified by the National 1 and 2 Verification Group, instead the submissions were passed to the ESOL Verification Group for review.

All centres should have a rigorous internal verification policy and procedure to ensure a consistency of approach across all candidates and the assessment judgements made.

A few centres have still to develop an internal verification procedure and more support can be found on www.sqa.org.uk/IVtoolkit. It is vital that centres have an effective quality assurance system in place and that the evidence of this is submitted for external verification.