NQ Verification 2016–17
Key Messages Round 2

01 ## Section 1: Verification group information

Verification group name:	National 1 & 2
Verification event/visiting information	Visiting
Date published:	June 2017

National Courses/Units verified:

National 1 units

H6C9 71– Communication: Creating Text
H6BJ 71 – Communication: Interacting in the Community
H6BF 71 – Communication: Listening and Responding to Text
H6B7 71 – Communication: Recognising Characters in Fiction
H6BE 71 – Communication: Recognising Signs in the Community
H7OC 71 – Creative Arts: Creating Materials for Display
H47N 71 – Food Preparation: Baking
H47J 71 – Food Preparation: Making a Healthy Snack
H47K 71 – Food Preparation: Making a Healthy Hot Dish
H47T 71 – Food Preparation: Using a Cooker
H47S 71 – Food Preparation: Using Small Electrical Equipment
H47Y 71 – Independent Living Skills: Basic First Aid
H47W 71 – Independent Living Skills: Common Dangers in the Home
H47V 71 – Independent Living Skills: Going Shopping
H47X 71 – Independent Living Skills: Using General Household Appliances
H6BS 71 – Music: Producing a Sound
H6C1 71 – Number Skills: Handling Information
H6BT 71 – Number Skills: Handling Money
H6C4 71 – Number Skills: Measurement of Length
H6BW 71 – Number Skills: Number Processes
H6BX 71 – Number Skills: Using a Calculator
H6BV 71 – Number Skills: Recognising Numbers
H47G 71 – Personal Development: Experiencing a Work-related Activity
H47C 71 – Personal Development: Managing a Difficult Personal Situation
H6C7 71 – Personal Development: Taking Part in a Leisure-time Activity
H47H 71 – Personal Development: Residential Experience
H477 71 – Physical Education: Taking Part in an Individual Activity

H476 71 – Physical Education: Taking Part in Water-based Activity
H70G 71 – Practical Craft Skills: Working with Materials
H708 71 – Science in the Environment: Energy
H709 71 – Science in the Environment: Materials
H704 71 – Social Subjects: Cultural Celebrations and Festivals

Units from Personal Achievement Awards

H1G5 41 – Healthy Eating
HIGE 41 – Taking Part in the Community

National 2 units from the following courses:

Units from English and Communication

H241 72 – Understanding Language
H244 72 – Creating Texts
H246 72 – Listening and Talking

Units from Languages

H270 72 – Life in another Country: French
H213 72 – Life in another Country: Italian
H26M 72 – Life in another Country: Spanish

Units from Lifeskills Mathematics

H21T 72 – Shape, Space and Data
H21Y 72 – Measurement

Units from Physical Education

H250 72 – Improving Performance

Units from Social Subjects

H26G 72 – Making a Contrast
H26F 72 – Making a Decision

Stand-alone units

H8LK 72 – Employment Skills: Beauty Treatments and Therapies
H8LR 72 – Self Awareness: Building Positive Relationships

Units from Personal Development Awards

H1GT 42 – Practical Abilities: Independent Living
HIGR 42 – Self in Community: Environmental Issues
HIGW 42 – Self and Work: Completing a Work Placement

Section 2: Comments on assessment

Assessment approaches

During visiting verification, evidence from centres was well organised and of a high standard. Materials were at both interim and completed stages.

The SQA unit assessment support packs had been used by all centres for assessment purposes. The unit-by-unit approach was the most common choice of centres. However, a few had used the combined approach to assess and this also had been carried out successfully.

The use of these packages ensured that all required evidence was clearly presented and well labelled.

One centre had collated evidence from a Social Studies unit and was using it for evidence required for the Scottish Study Award which is good practice as it ensures there is no over-assessing of candidates.

At National 1 level there were excellent examples of assessment packages/tasks that had been developed for individual candidates that clearly showed assessment standards being met but also allowed candidates to access instructions independently using their preferred mode of communication, eg pictorial recipes, board maker.

Centres had used the guidance well from the judging evidence table and had shown creative ways to present assessments which suited candidates' needs and were motivational.

In some cases, assessment had been integrated into the candidates' individual educational plans and/or the centre's own assessment system. This was good practice as assessment became part of the learning, teaching and monitoring process. It is important, however, to label all accompanying evidence with appropriate assessment standards.

Most centres were also using the Candidate Record of Achievement and checklists effectively to explain how the assessment task had been carried out and to record responses. Explanations were comprehensive and detailed and help to show how support was given to candidates.

Assessment judgements

There was clear evidence that centres were making sound and consistent judgements when assessing candidates. Evidence that was submitted matched assessment standards and was of a high quality.

There was an increase in the effective use of Candidate Record sheets and checklists with clear and concise detail of candidate responses and showing how judgements, as well as approaches, had been made by assessors.

Again there was an increase in the use of photographs to show candidates in action. Many photographs were accompanied by a detailed commentary which explained how the task was carried out. It is vital that all photographs are labelled with both assessment standard and candidate action as it was not always apparent what pictures/photographs related to.

Some centres had also included excellent DVDs and PowerPoint presentations which showed clearly how candidates had performed and were meeting the standards.

Detailed comments on assessment sheets and checklists showing how judgements have been made are good practice.

Some evidence suggested that candidates could have achieved a higher level of unit. Centres should ensure that candidates are presented at the correct level.

03 ▶ Section 3: General comments

Again there was an increase in the numbers of excellent examples of internal verification practices. Many centres had implemented fully SQA's toolkit and included a centre policy with evidence of pre-, during and post-delivery supports for assessors. Internal verification of candidates' evidence included the use of comments or initials to show where internal verification had taken place.

Some centres had a description of when internal verification practices took place but no evidence of the outcomes, eg minutes of meetings or how units were sampled for internal verification. A number of centres are still at the developmental stage of this and more support can be found at www.sqa.org.uk/IVToolkit.

It is important that centres have an effective internal quality assurance system in place and that evidence of the application of such processes is included for external verification.