![SQA logo]

NQ Verification 2015–16
Key Messages Round 1

Section 1: Verification group information

Verification group name:	National 1 and National 2
Verification event/visiting information	Event
Date published:	March 2016

National Courses/Units verified:

National 1 Units

H70C 71	Creative Arts: Creating Materials for Display
H47J 71	Food Preparation: Making a Healthy Snack
H47W 71	Independent Living Skills: Common Dangers in the Home
H70P 71	Information and Communications Technology: Assistive Technologies
H6BS 71	Music: Producing Sound
H6C4 71	Number Skills: Measurement of Weight
H6BT 71	Number Skills: Handling Money
H47E 71	Personal Development: Making a Journey
H477 71	Physical Education – Taking Part in Water based Activity
H70H 71	Practical Craft Skills – Making a Craftwork Item
H70G 71	Practical Craft Skills: Working with Materials
H707 71	Science in the Environment – Living Things

National 2 Units from the following Courses:

Units from Business in Practice

H20J 72	Customer Care
H20N 72	Using ICT in Business
H20B 72	Taking Part in an Enterprise Activity

Units from Creative Arts

H22M 72	Working with Textiles

Units from English and Communication
H241 72   Understanding Language
H244 72   Creating Texts
H246 72   Listening and Talking

Units in Gàidhlig
H6RX 72   Creating Text
H6PY 72   Listening and Talking

Units from Food, Health and Wellbeing
H257 72   Food Preparation
H259 72   Food for Health

Units from French
H270 72   Life in another Country

Units from Information and Communications Technology
H20T 72   ICT Applications

Units from Lifeskills Maths
H21V 72   Money
H21R 72   Number and Number Processes
H21W 72   Time
H21T 72   Shape, Space and Data

Units from Practical Craft Skills
H70H 72   Making a Craftwork Item

Units from Science in the Environment
H26C 72   Sustainable Lifestyles
H26C 72   Living Things

Units from Social Subjects
H26G 72   Making a Contrast
H26H 72   Organising and Communicating Information

Stand-alone Units
H8LT 72   Self Awareness — Personal Health and Wellbeing

Section 2: Comments on assessment

Assessment approaches

Centres submitted assessment and evidence materials which were well organised, neatly presented and of a high standard.

Most centres utilised the SQA Unit assessment support packs using the Unit-by-Unit approach. This ensured that all Assessment Standards had been covered. Centres also submitted approaches to assessment which reflected good use of SQA's assessment support packs. Assessment activities also allowed candidates an element of personalisation and choice which generated the required evidence but suited the needs of the candidates. One centre had combined Units and identified clearly where evidence for each Unit could be found which is good practice.

It is still important when devising a different approach to assessment that materials are well labelled and relate to appropriate Assessment Standards.

Centres that were presenting candidates at National 1 had developed good quality and innovative work/assessment booklets incorporating all evidence required to meet standards.

Most centres had used SQA's Candidate Record Sheet to record achievement and had added detailed comments of activities which explained how assessment was delivered. This is good practice and helps verifiers understand what has taken place in the centres.

Assessment judgements

The majority of centres were clearly seen to be applying the standards to the assessments and this showed that they had a sound knowledge of Assessment Standards and procedures.

Most centres had included detailed comments on assessment sheets showing clearly candidates' responses and how assessment had been altered to suit candidate need, eg using real coins when counting, using practical exercises when completing Lifeskills Maths tasks. The comments box within checklists was not always completed and therefore did not illustrate how judgements had been made. Detailed comments put the assessment into context and show how judgements have been made and this is good practice.

Again, there has been an increase in centres submitting photographs and DVDs which is encouraging. These were of a high standard as many had been accompanied by an explanation of activities. One centre had produced an excellent DVD of candidates taking part in the National 1 Producing Music Unit — this illustrated clearly the level at which the candidate was working and how they had achieved the standard required.

It is still important to ensure that this evidence is clearly labelled and shows to which Assessment Standard it relates.

Some centres had failed candidates but not indicated if re-assessment was still to take place. It is important that at this level candidates are given as much support as necessary to achieve the standard and an indication of re-assessment would be helpful.

03 ▶ Section 3: General comments

Centres submitted evidence that was well organised and showed a wide range of Units at both National 1 and 2. Sampling for this round showed centres presenting a small number of candidates with only a few submitting evidence for twelve. This is acceptable as many centres may only have a few candidates presenting at this level.

When completing the Candidate Flysheet it would be helpful if the Additional Support section could be completed to show what support candidates had been given, eg scribe, extra time.

There were some excellent examples of internal verification practices submitted by centres, which showed that it was a supportive process through pre-delivery, delivery and post-delivery of Units. Many centres submitted their policy and evidence of dialogue between assessor and internal verifier at all stages. Sampling of assessment material was evident with centres showing comments, signatures and dates from the internal verifier. Cross-marking with coloured pens was also used, another example of good practice. One centre had discussed their centre-devised assessment with their internal verifier and showed how they would alter assessment for the next session.

All showed that internal verification was robust and ensured high quality of standards throughout the process.

Some centres are still at the developmental stage of this and more support can be found at www.sqa.org.uk/ivtoolkit.