



# **NQ Verification 2013–14**

## **Key Message Reports**

<b>Verification group name:</b>	Administration and IT
<b>Levels</b>	N4 and N5
<b>Date published:</b>	July 2014

**This Report combines all Verification Key Messages for the academic session 2013-14.**



# NQ Verification 2013–14 Key Messages Round 1

01

## Section 1: Verification group information

Verification group name:	Administration & IT
Verification event/visiting information:	Central verification
Date published:	January 2014

### National Courses/Units/Awards verified:

The main bulk of the evidence submitted by centres was for the following Units:

#### National 4

H1YV Administrative Practices

H1YW IT Solutions for Administrators

H1YY Communication in Administration

#### National 5

H1YV Administrative Practices

H1YW IT Solutions for Administrators

H1YY Communication in Administration

## Section 2: Comments on assessment

### Assessment approaches

Centres mainly used the Unit assessment support packs provided by SQA. Some used centre-produced tasks for re-assessment purposes and these were well-designed, practical and more than adequately met the Assessment Standards.

If centres have used centre-produced tasks, they are reminded that the task(s), copies of e-files and information concerning which parts of the task match with which Assessment Standards **must** be submitted along with candidate evidence.

### Assessment judgements

It was clear from the evidence submitted for Round 1 verification that centres need some guidance in the following areas:

#### 1. National 4 and National 5 Administrative Practices — Outcome 1

- a) Command words — each Assessment Standard for Outcome 1 in the *Administrative Practices* Unit at National 4 and National 5 has a specific command word. Candidates must therefore provide the correct amount of depth/detail to adequately meet these Assessment Standards. If a candidate does not provide the correct depth/detail they should not be recorded as having passed that Assessment Standard.

Centres should not accept an answer by a candidate that *outlines* if the Assessment Standard asks for a *description*. For example:

**National 5 Administrative Practices**, Assessment Standard 1.1: Provide an account of administration in the workplace by **describing** the tasks, skills and qualities of an administrative assistant.

If a candidate provided duties similar to those in the left column in the table below, they would not have achieved the minimum competency required to pass Assessment Standard 1.1. These duties are correct but they cannot be deemed to be a **description**, therefore the candidate would have not met this Assessment Standard and would need to be re-assessed. Centres should not accept an outlined answer for a describe question. Examples of descriptions of duties which meet the standard are shown in the right column in the table below:

Outline	Describe
Answering the phone	Answering the phone politely at all times and dealing with any enquiries
Using databases	Creating and updating databases containing records about employees, customers or even suppliers

In Administration and IT, the traditional way of marking *describe* answers has changed. In previous Courses, *describe* questions had two parts — a brief outline and then a second point to develop the answer, with both parts earning a mark each. This is no longer the case. *Describe* questions should be answered the same way in Administration and IT as they are in Business Management and other subjects. Although candidates now need to write less for a *describe* answer than they used to in Administration, centres must be clear that a *describe* question requires more detail than an *outline* question.

- b) Employee and organisational responsibilities — centres must be aware that at National 4, in the *Administrative Practices* Unit, Assessment Standards 1.3 and 1.4 are focused on the **employee's** responsibilities. At National 5, in the *Administrative Practices* Unit, Assessment Standards 1.3 and 1.4 focus on the **organisation's** responsibilities. The difference is demonstrated below:

National 4 Administrative Practices	National 5 Administrative Practices
Outcome 1: Provide an overview of administration in the workplace by:	Outcome 1: Provide an account of administration in the workplace by:
1.3 <b>Outlining</b> the key <b>employee</b> responsibilities in terms of health and safety	1.3 <b>Describing</b> the <b>organisational</b> responsibilities in terms of health and safety
1.4 <b>Outlining</b> the key <b>employee</b> responsibilities in terms of security of people, property and information	1.4 <b>Describing</b> the key <b>organisational</b> responsibilities in terms of the security of people, property and information

Below demonstrates a common answer accepted by centres for National 4 Assessment Standard 1.4:

*Security of people — employee responsibilities:*

- *CCTV around the building*
- *ID badges with photographs on them*

Please note that neither of these answers outlines **employee** responsibilities. They outline organisational responsibilities and therefore should not result in a candidate passing this Assessment Standard. A suitable answer would be:

*Security of people — employee responsibilities:*

- *Wearing their photographic ID badges at all times*
- *Ensuring they report any strangers to security or reception*

Below demonstrates a common answer accepted by centres for National 5 Assessment Standard 1.4:

*Security of property — organisational responsibilities:*

- *Lock personal items away in a drawer or filing cabinet*
- *Ensure doors to offices are locked at the end of the day*

Please note that neither of these answers describes **organisational** responsibilities. They are employee responsibilities and therefore should not result in a candidate passing this Assessment Standard. A suitable answer would be:

*Security of property — organisational responsibilities:*

- *Provide lockers or lockable drawers for employees to keep their personal items in*
- *Have a policy that staff should lock their offices at the end of the day or employ security staff to check all rooms are locked at night*

Centres must make sure that each candidate provides the correct responsibilities for Health and Safety and security of people, property and information for the level they are completing before the candidate is recorded as having passed.

It may also be helpful to encourage candidates to provide more than two answers when completing tasks that assess their knowledge and understanding as this will increase the potential for the candidate to achieve a minimum of two correct answers. Please note that SQA Unit assessments are deliberately designed to elicit responses which meet the minimum standard of competency in meeting the Assessment Standards, but allow candidates to go beyond these and demonstrate breadth of knowledge.

## 2. National 5 Communication In Administration — Outcome 1

In Outcome 1 in Communication in Administration at National 5, Assessment Standard 1.2 and 1.3 are theory Assessment Standards. Centres must be aware of the requirements of these standards:

Outcome 1: Use technology to extract information and be able to evaluate sources of information by:

- 1.2 **Outlining** key features of reliable sources of information
- 1.3 **Explaining** the **consequences** of using unreliable internet sources of information

Evidence given for 1.2 was reasonable. In Unit assessment support pack 1, the task for this Assessment Standard relates to the BBC. Answers must therefore be relevant to the BBC. Please note that the Assessment Standard is about using reliable **sources of information**. Many candidates provided answers that related to using reliable websites rather than reliable sources of information. For example, many talked about using websites that kept personal details safe. This is clearly not a correct answer for this Assessment Standard.

Evidence for Assessment Standard 1.3 proved difficult. The key focus of this Assessment Standard is on the **consequences** of using unreliable websites. Many candidates were providing descriptions of the features of unreliable websites (eg using unreliable information is bad because it could be out-of-date) rather than actually explaining the **consequences** of using this type of information. If a candidate does this, they have not achieved the Assessment Standard and need to be re-assessed. They should not be recorded as having passed. A suitable answer would be:

- *Unreliable sources may give inaccurate information, meaning the wrong decision is made.*
- *Unreliable sources may be out-of-date, meaning a decision which should have been made if the information had been received on time is missed. This could result in a lost opportunity.*

### 3. Error tolerances

In each task, apart from Assessment Standards which only concern knowledge and understanding, candidates are permitted errors depending on the Course level:

National 3:	one error	0-10 words
National 4:	one error	0-15 words
National 5:	one error	0-20 words

This is applied as an overall tolerance and is not counted within flags. For example:

- If a candidate is allowed one error for every 0-10 words at National 3, and the task requires them to key in nine words, they are allowed one error. If they had to key in 27 words, they are allowed three errors. (Round the word count up to the nearest 10 and divide by 10.)
- If a candidate is allowed one error for every 0-15 words at National 4, and the task requires them to key in nine words, they are allowed one error. If they had to key in 21 words, they are allowed two errors. (Round the word count up to the nearest 15 and divide by 15.)

- If a candidate is allowed one error for every 0-20 words at National 5, and the task requires them to key in nine words, they are allowed one error. If they had to key in 57 words, they are allowed three errors. (Round the word count up to the nearest 20 and divide by 20.)

Errors can appear anywhere in the task. Errors that are included within the tolerance include typos, minor layout errors and spacing errors. Key pieces of information should not be included in the word count as they must be correct, eg phone numbers, dates and e-mail addresses.

Please note that error tolerances relate to minimum standards. Candidates should always be actively encouraged to produce work that achieves the highest standard of accuracy.

#### **4. E-mails**

Candidates should always be encouraged to start and end an e-mail professionally; this is good business practice. All e-mails should also contain a subject heading. Some modern business systems automatically filter out e-mails which have no subject heading.

#### **5. Attachments with e-mails**

If candidates have completed tasks for Assessment Standards in an e-file, which they then send in an e-mail as an attachment, please ensure that the attachment is printed separately, as well as the e-mail, otherwise the evidence cannot be verified.

#### **6. Creating leaflets**

For desktop publishing Assessment Standards, some of the tasks ask candidates to create a leaflet. A lot of the evidence submitted could be described as resembling a poster. Candidates should be encouraged to use appropriate templates in the software which best fits the requirements of the task.

#### **7. Checking candidate work**

When candidates complete tasks, it is good practice for the assessor to note on the printouts where the candidate has correctly completed an instruction/met the Assessment Standard. For example, bracketing where the assessor believes a candidate has correctly described a skill/quality of an Administrative Assistant, or where the sort in a spreadsheet is correct, or where a record has been updated. Many centres had left tasks untouched and this made it more difficult to understand how well the assessor understood the Assessment Standards.

## Section 3: General comments

On the whole, it was clear that centres had made a concerted effort to ensure that the standards had been consistently applied, and centres are to be commended for this. We would continue to encourage centres to maintain standards, read the Assessment Standards carefully and check work thoroughly against these standards.

There was also a wide spread of internal quality assurance procedures. Some were excellent and clearly effective, while some centres either had no internal quality assurance evidence at all or, although it was mentioned, offered no evidence of it actually being carried out. Centres are reminded that if they are offering SQA qualifications, they must have an effective internal quality assurance system which ensures that all candidates are assessed accurately, fairly and consistently against national standards.

It is good practice to include a note of explanation regarding the internal quality assurance procedures in operation. This helps the Verifier to understand what has been done to check the quality of the assessment decisions. Where this involves cross-marking, it is useful for this to be carried out using a different colour of ink so that the Verifier can clearly see where cross-marking has taken place and what has and has not been agreed against the original marking. Where there is disagreement in the marking, it is good practice to provide a short narrative or other way of indicating to the Verifier which decision stands.

# NQ Verification 2013–14 Key Messages Round 2

## 01 Section 1: Verification group information

Verification group name:	Administration and IT
Verification event/visiting information	Event
Date published:	March 2014

### National Courses/Units verified:

Most of the evidence submitted by centres related to the following Units:

National 4		National 5	
H1YV	Administrative Practices	H1YV	Administrative Practices
H1YW	IT Solutions for Administrators	H1YW	IT Solutions for Administrators
H1YY	Communication in Administration	H1YY	Communication in Administration

## 02 Section 2: Comments on assessment

### Assessment approaches

Approaches used by all centres verified were deemed valid. The majority of centres used SQA unit assessment support (UAS) packs, with the Unit-by-Unit approach being the most common option; however there were a number of centres in round 2 that had used pack 3 — the combined approach.

A few centres had adapted assessment tasks from a UAS in order to tailor the tasks to a context their centre was more familiar with. This is advantageous for candidates as it should help them to engage more with the assessment material.

Centres are reminded that any amendments made, regardless of how minor, must be made clear. Documentation to record any amendments and how this affects the Assessment Standards must be included with the materials submitted for verification.

As with round 1, a few centres had centre-devised tasks for re-assessment purposes and these were again well designed, practical and adequately met the Assessment Standards. If centres use centre-devised tasks, they are reminded that the task(s), copies of e-files and information concerning which parts of the task match which Assessment Standards (eg a 'judging evidence' grid) must be submitted along with candidate evidence.

It is also important that even if centres use a UAS, they enclose a copy of the UAS's assessment tasks and 'judging evidence' grid.

## Assessment judgements

It was clear from the evidence submitted for round 2 of verification that centres still need some guidance in the following areas. (Please note that many of these issues were highlighted in the Key Messages Report after round 1. We appreciate that many centres may not have received a copy of this in time for evidence submission dates for round 2.)

### 1. National 4 and National 5 *Administrative Practices* — Outcome 1

Some centres require clarification about the theory Assessment Standards of the Administrative Practices Unit:

- a There is a difference in the level of detail candidates should be submitting when providing evidence for Outcome 1 for *Administrative Practices*.

At National 5, candidates are expected to describe for many of the Assessment Standards. Many candidates are just identifying or stating and this does not provide sufficient evidence to prove that they have met the Assessment Standard.

For example:

**National 5 *Administrative Practices***, Assessment Standard 1.1: Provide an account of administration in the workplace by: **describing** the tasks, skills and qualities of an administrative assistant.

If a candidate provided duties similar to those in the left column in the table below, they would not meet the requirements of Assessment Standard 1.1. These duties are correct but they cannot be deemed to be a **description**. Therefore the candidate would fail this Assessment Standard and would need to be re-assessed. Examples of descriptions of duties which meet the minimum standard are shown in the right column in the table below:

Outline	Describe
Answering the phone	Answering the phone politely at all times
Using databases	Creating and updating employee, customer or supplier databases

In Administration and IT, what was traditionally accepted for a 'describe' answer has changed. An outline was expected along with a second point to develop the answer. This is no longer the case. A 'describe' answer should look the same in Administration and IT as it does in Business Management. It is important to note that although candidates need to write less when describing than they used to in Administration, centres must be clear that candidates still need more detail than just a few words.

### b Employee and organisational responsibilities

Centres must be aware that at National 4, in the *Administrative Practices* Unit, Assessment Standards 1.3 and 1.4 are focused on the **employee's** responsibilities. At National 5, in the *Administrative Practices* Unit, Assessment Standards 1.3 and 1.4 focus on the **organisation's** responsibilities. The difference is demonstrated below:

National 4 Administrative Practices	National 5 Administrative Practices
Outcome 1: Provide an overview of administration in the workplace by:	Outcome 1: Provide an account of administration in the workplace by:
1.3 Outlining the key <b>employee</b> responsibilities in terms of health and safety	1.3 Describing the <b>organisational</b> responsibilities in terms of health and safety
1.4 Outlining the key <b>employee</b> responsibilities in terms of security of people, property and information	1.4 Describing the key <b>organisational</b> responsibilities in terms of the security of people, property and information

Below demonstrates a common answer accepted by centres for National 4 Assessment Standard 1.4:

*Security of people – employee responsibilities:*

- CCTV around the building
- ID badges with photographs on them

Please note that neither of these answers outlines **employee** responsibilities. They outline organisational responsibilities and therefore should not result in a candidate passing this Assessment Standard.

A suitable answer would be:

Security of people — employee responsibilities:

- wearing their photographic ID badges at all times
- ensuring they report any strangers to security or reception

Below demonstrates a common answer accepted by centres for National 5 Assessment Standard 1.4:

Security of property — organisational responsibilities:

- lock personal items away in a drawer or filing cabinet
- ensure doors to offices are locked at the end of the day

Please note that neither of these answers describes **organisational** responsibilities. They are employee responsibilities and therefore should not result in a candidate passing this Assessment Standard.

A suitable answer would be:

Security of property — organisational responsibilities:

- **provide** lockers or lockable drawers for employees to keep their personal items in
- **have a policy** that staff should lock their offices at the end of the day or employ security staff to check all rooms are locked at night

Centres must make sure that each candidate provides the correct responsibilities for health and safety and security of people, property and information for the level they are completing before they are recorded as a pass.

It may also be helpful to encourage candidates to provide more than two answers when completing tasks that assess their knowledge and understanding as this will increase the potential for the candidate achieving a minimum of two correct answers. Please note that UAS tasks have been designed to elicit responses which meet the minimum requirement to pass Assessment Standards.

## 2. National 5 Communication in Administration — Outcome 1

This was still a major issue at round 2 of verification. Many centres are not correctly applying the theory Assessment Standards. In Outcome 1 of *Communication in Administration* at National 5, Assessment Standards 1.2 and 1.3 are theory Assessment Standards. Centres should be aware of the requirements of these standards:

Outcome 1: Use technology to extract information and be able to evaluate sources of information by:

- 1.2 Outlining key features of reliable sources of information.
- 1.3 Explaining the **consequences** of using unreliable internet sources of information.

### **Assessment Standard 1.2**

Many candidates struggled to provide features of reliable sources of information. Many only provided two features and these were often just named rather than outlined. Again, candidates should be encouraged to provide more than two features to increase their probability of achieving a pass.

Also, as this Assessment Standard is about using reliable sources of information, answers that specifically only relate to using reliable websites rather than reliable sources of information should not be accepted. For example, many answers mentioned using websites that kept personal details safe. This is not a correct answer for this Assessment Standard. Using a reliable source of information does not necessarily require any personal details to be given.

It is also worth noting that in UAS package 1 the task for this Assessment Standard asks candidates to outline features of the BBC that make it a reliable source, therefore answers must be relevant to the BBC. It may be that candidates find relating the features of reliable sources of information to the BBC difficult. If this is the case, then centres should be aware that they can ask candidates to write an answer to a basic theory question: eg Outline four features of reliable sources of information. With such a question candidates need only outline two features correctly to meet the Assessment Standard. The answers given in column four of the 'judging evidence' grid of any of the UAS packs will still be suitable. Candidates may find achieving the Assessment Standard, in this more straight forward way, easier.

### **Assessment Standard 1.3**

At round 2 many assessors were still accepting incorrect answers for this Assessment Standard. The key focus is the **consequences** of using unreliable websites. Candidates were often stating why websites were unreliable (eg using unreliable information is bad because it could be out of date) rather than actually explaining the **consequences** of using this out-of-date information. If a candidate does not explain two consequences, they cannot achieve the Assessment Standard and need to be re-assessed.

A suitable answer would be:

- *unreliable sources may give inaccurate information, meaning the wrong decision is made.*
- *unreliable sources may be out of date; meaning a decision which should have been made if the information had been received on time is missed. This could result in a lost opportunity.*

There is a list of some suitable answers in column four of the 'judging evidence' grid in each of the UAS packs for *Communication in Administration*. Assessors should refer to this information to understand the type of answer expected.

### 3. Error tolerances

In each task, apart from Assessment Standards which only concern knowledge and understanding, candidates are permitted errors depending on the Course level:

National 3:	one error	0–10 words
National 4:	one error	0–15 words
National 5:	one error	0–20 words

This is applied as an overall tolerance and is not counted within flags, eg:

- ◆ If a candidate is allowed one error for every 0–10 words at National 3, and the task requires them to key in nine words, they are allowed one error. If they had to key in 27 words, they are allowed three errors. (Round the word count up to the nearest 10 and divide by 10.)
- ◆ If a candidate is allowed one error for every 0–15 words at National 4, and the task requires them to key in nine words, they are allowed one error. If they had to key in 21 words, they are allowed two errors. (Round the word count up to the nearest 15 and divide by 15.)
- ◆ If a candidate is allowed one error for every 0–20 words at National 5, and the task requires them to key in nine words, they are allowed one error. If they had to key in 57 words, they are allowed three errors. (Round the word count up to the nearest 20 and divide by 20.)

Errors can appear anywhere in the task. Errors that are included within the tolerance include typos, minor layout errors (reference and date in wrong place) and spacing errors (eg one return between paragraphs, inconsistent spacing in a report). There is flexibility over layouts, but a sensible business layout should be used.

The letter below is a candidate's response to task 8 from National 4 *IT Solutions for Administrators* package 1. As candidates type in approximately 116 words, the tolerance for this task is eight errors.

# FIRST STEPS NURSERY

16 Annfield Road  
St Andrews  
KY16 6RS

Tel No: 01334783229  
E-mail: [firststeps@yazoo.com](mailto:firststeps@yazoo.com)

MT/BR

10 December 2013

Ms Sandra Taylor  
14 Lilac Grove  
St Andrews  
KY16 7TU

Dear Ms Taylor

**Typed as capitals in the task**

Safety at the nursery

Thank you for your recent comments regarding exit and entry to and from the nursery.

We have decided to bring the important points you have made to the attention of all parents/guardians who are dropping off and collecting children. The main concerns are:

- Door should be firmly closed behind them
- Discourage children from touching the security button beside the door

Parents/guardians will be asked to inform family members who are picking up their children of the importance of these issues.

Thank you again for bringing this to our attention.  
Yours Sincerely

Morven Knox

In this example, the candidate makes a total of seven errors: six typos and one spacing error. As they are, therefore, within the error tolerance of eight errors, they pass.

Key pieces of information should not be included in the word count as they must be correct, eg phone numbers, dates of events, financial or numerical data in a poster or spreadsheet. Any errors in such information would result in the document not being fit for purpose and therefore would fail.

Please note that error tolerances relate to minimum standards. Candidates should always be actively encouraged to produce work that achieves the highest standard of accuracy.

#### 4. E-mails

All e-mails should contain a subject heading. Some modern business systems automatically filter out e-mails which have no subject heading.

Candidates should only pass e-mail Assessment Standards if they have started and ended an e-mail professionally, as this is good business practice. Many centres are accepting e-mails that have no start or finish. An example of an unacceptable e-mail is given below (any personal information has been blocked out):

The screenshot shows an email interface with the following elements:

- Navigation buttons: Go back, Up, Down, Delete mail, Reply to mail, Forward mail, Take address.
- Header fields: From, To, Date, Subject: Blair Centre, Priority: 3 (Normal), Importance: 3, Attachments: 1 (View).
- Body text: "This is the Blair Centre event."
- Annotations: A box with two arrows pointing to the body text. The first arrow points to the start of the text with the note "There is no start, eg Dear.... or Hello...". The second arrow points to the end of the text with the note "There is no end, eg Kind regards...".
- Attachment section: A yellow box containing the text "Attachment", "Size: 3194980", "Type: application/octet-stream", and "Name: BC Booking.docx".

#### 5. UAS package 3 — combined approach

Generally, assessors correctly applied the standards to this pack. Centres should be aware though, that as this is a combined pack, the tasks will normally be designed to meet more than one Assessment Standard. This means that even when candidates are completing tasks which assess theory, these tasks will also be used to meet other IT Assessment Standards, eg presentation, word processing.

This means that error tolerances must be taken into consideration when making assessment judgements on the achievement of the IT Assessment Standards.

#### 6. Marking candidate work

The purpose of verification is to ensure that assessors are able to apply the Assessment Standards correctly and if not, that further advice and support is given to them. Many centres had left tasks untouched and this made it more difficult to understand how well the assessor understood the Assessment Standards.

When candidates complete tasks, assessors should note on the printouts where the candidate has correctly completed an instruction/met the

Assessment Standard. For example, bracketing where the assessor believes a candidate has correctly described a skill/quality of an Administrative Assistant, or where the sort in a spreadsheet is correct, or where a record has been updated.

03

## Section 3: General comments

On the whole, it was clear that centres had made a concerted effort to ensure the standards had been consistently applied and they are to be commended for this. To maintain standards, centres are encouraged to read the Assessment Standards carefully and check work thoroughly against them. Many centres adapted the SQA recording grids which helped ensure a thorough checking of candidate work. These centres were advised to upload these documents to GLOW.

### Verification documentation

Centres are reminded that along with their candidate evidence, a Candidate Sample Form should be included, which lists the names and details of the candidates included in the sample. There is a column on this form for recording a pass or fail. This column is to record the overall final assessment judgement for the evidence that has been included for verification — not whether the candidate has passed or failed the whole Unit or not.

A Candidate Evidence Flyleaf should also be submitted with each candidate's evidence. This flyleaf can be downloaded from SQA's website.

### Internal verification — internal quality assurance

Most centres submitted scripts where there was some evidence of internal verification. There was a wide spread of internal quality assurance procedures. Some were excellent and clearly effective, however there were cases where there was:

- ◆ no evidence at all of any internal quality assurance
- ◆ a detailed internal quality assurance policy document but no actual evidence on the recording sheets or candidate work that quality assurance activity had been carried out
- ◆ no clear evidence when the original assessor and the internal verifier disagreed as to what decision had finally submitted

Centres are reminded that if they are offering SQA qualifications, they must have an effective internal quality assurance system which ensures that all candidates are assessed accurately, fairly and consistently to national standards. It is good practice to include a note of explanation regarding the internal quality assurance procedures in operation. This helps the verifier understand what has been done to check the quality of the assessment decisions. Where this involves cross-marking, it is useful for this to be carried out using a different colour of ink so that the verifier can clearly see where cross-marking has taken place and what

has and has not been agreed against the original marking. Where there is disagreement in the marking, it is good practice to provide a short narrative or other explanation to indicate to the verifier which decision stands. It is also good practice to ensure that all candidate recording grids, indicating what Assessment Standards have been achieved, are updated accurately.



# NQ Verification 2013–14

## Key Messages Round 3

01

### Section 1: Verification group information

Verification group name:	Administration and IT
Verification event/visiting information	Verification event
Date published:	June 2014

#### National Courses/Units verified

National 4 Added Value Unit

02

### Section 2: Comments on assessment

#### Assessment approaches

All centres verified used the correct approach, which is either pack 1, 2 or 3. The majority of centres used the Eagle Eye pack.

#### Assessment judgements

It was clear from the evidence submitted for verification that centres have a clear understanding of the National 4 Added Value Unit Assessment Standards and were correctly passing or failing candidates/tasks. Certain issues that were identified in previous rounds of verification were no longer evident at Round 3, which is a direct consequence of centres actively listening to and taking on board all the information communicated through nominees, Key Message Reports and CPD events. Centres are to be commended for this.

The main concern is that discrepancies between the assessor's comments on individual printouts and the candidate or class checklist were still common. We would urge centres to ensure that if an Assessment Standard is correctly highlighted as 'not achieved' on a candidate's printout, then the candidate's checklist must not have a pass recorded for that Assessment Standard and the candidate must not be recorded as having passed the Unit. Consistency is

extremely important to ensure all candidates achieve the Unit fairly — this applies to all Units, including the Added Value Unit.

03

### **Section 3: General comments**

Centres are reminded that the tasks used and judging evidence grid must be submitted along with candidate evidence for verification.