



NQ Verification 2013–14

Key Message Reports

Verification group name:	National 1 and National 2
Levels	N1and N2
Date published:	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:	National 1 and National 2
Verification event/visiting information	Event
Date published:	January 2014

National Courses/Units/Awards verified:

National 1 Units:

H47J 71 – Food Preparation: Making a Healthy Snack
H47N 71 – Food Preparation: Baking
H47Y 71 – Independent Living Skills: Basic First Aid
H47V 71 – Independent Living Skills: Going Shopping
H475 71 – Physical Education: Taking Part in a Group Activity
H47E 71 – Personal Development: Making a Journey

National 2 Units from the following Courses:

Units from Creative Crafts:

H22K 72 – Developing Skills in Creative Crafts

Units from English and Communication:

H241 72 – Understanding Language

H244 72 – Creating Texts

H246 72 – Listening and Talking

Units from Food for Health and Wellbeing:

H257 72 – Food Preparation

H259 72 – Food for Health

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

Units from Modern Languages – French:
H271 72 – Personal Language
C753 72 – Performance Arts
H24F 72 – Contributing to a Performance

Units from Physical Education:
H24W 72 – Taking Part in Physical Activities

Units from Practical Craft:
H25D 72 – Working with Craft Tools

Units from Science in the Environment
H26C 72 – Living Things
H26B 72 – Resources, Food and Energy

Units from Social Subjects
H26F 72 – Making a Decision

02

Section 2: Comments on assessment

Assessment approaches

Centres identified in this first round of verification had worked hard to compile both interim and complete evidence.

There was a wide range of high quality evidence that was submitted for verification from both National 1 and 2 Units, even though a number of centres were at an early and/or interim stage of delivery.

Centres had, on the whole, utilised the assessment packages available, mainly using the Unit by Unit approach. They had used the suggested assessment materials in the assessment support packs with candidates, and followed advice in the *Unit Support Notes* to vary assessment activities. This made verification very easy as all sheets are already clearly labelled and linked to each assessment standard.

Some centres had devised their own activities and assessment materials, which is perfectly acceptable. However, it is important to ensure that it is very clear how the assessment was delivered and what the candidate response is. Centre-

devised assessments must be clearly linked to each assessment standard and links to assessment standards are vital for clarity.

Assessment judgements

The judgements made by centres on the whole matched national standards and were clearly linked to evidence requirements. Any development recommendations made were to enhance the process.

The evidence submitted by centres was of a high standard and many presentations were well thought through, creative and imaginative. Some centres had included photographs and DVDs as evidence. This enhanced their submission and illustrated candidates carrying out tasks and enjoying their learning experiences.

Some centres had candidate evidence that was at the very top end of National 2. This related to interim evidence so it may have been too early to decide, but it is important that candidates are given opportunities to move up a level and given more challenge if appropriate.

Although submissions were very good, centres should note the following:

- ◆ Always label evidence with the assessment standard it relates to
- ◆ Use checklists given in Unit assessment support packs to give an indication of who has been assessed and when
- ◆ If a centre is using its own assessment, it must be clear what the candidate is being asked to do
- ◆ If assessment is carried out orally, candidate responses must be recorded on a checklist or by some other recording method
- ◆ When assessing in a group, eg through discussion, it is vital that each candidate response is recorded, eg on a checklist
- ◆ Centres should ensure that all evidence is marked National 1 or National 2 rather than Access 1 or 2
- ◆ Although not mandatory, the use of pictures/photos/DVDs can enhance the submission and illustrate learning in a context

03

Section 3: General comments

All submissions for verification were of a high standard and centres had tried to organise candidate evidence well.

Verification only examines the evidence related to the Assessment Standard so it is not necessary to send all the candidates' work. This may help to reduce the bulk of materials being sent.

Internal verification helps to standardise judgements and ensure quality of standards within a centre. Most centres submitted examples of excellent internal

verification systems and evidence of their delivery, but internal verification was not always evident. Centres should have a system in place to assist with standardisation and quality assurance procedures.

It should be noted that a Candidate Flysheet must be used to indicate the Course/Units submitted. It should also indicate what Unit assessment support pack had been used. The Candidate Flysheet can be found in the Documents section of SQA Connect.

A good number of centres had followed the sample selection guidance and identified 12 candidates, six from each level, and submitted appropriate evidence. Others seem to have been confused about what should be included in the sample. Within the area of additional support needs, identifying a sample may always be an issue as often there are small numbers of candidates presented for each Unit. It is important to note that verification requires evidence from only 12 candidates and centres should follow guidance provided by SQA on the sample required.

It should be noted that Units from Awards should not be included as part of the sample, only Units from the National 1 and National 2 suite of qualifications should be included.



NQ Verification 2013–14

Key Messages Round 2

01

Section 1: Verification group information

Verification group name:	National 1 and National 2
Verification event/visiting information	Event
Date published:	March 2014

National Courses/Units verified

National 1 Units

H47K 71 – Food Preparation: Making a Healthy Hot Dish

H47T 71 – Food Preparation: Using a Cooker

National 2 Units from the following Courses

Units from Creative Arts:

H22P 72 Creating Materials for Display

Units from English and Communication:

H241 72 – Understanding Language

H244 72 – Creating Texts

H246 72 – Listening and Talking

Units from Food, Health and Wellbeing:

H257 72 – Food Preparation

H259 72 – Food for Health

Units from Information and Communications Technology:

H20T 72 – ICT Applications

H210 72 – Multimedia Applications

H211 72 – Working with Digital Images

Units from Lifeskills Maths:

H21T 72 – Shape, Space and Data
H21V 72 – Money
H21W 72 – Time
H21R 72 – Number and Number Processes
H21Y 72 – Measurement

Units from Physical Education:

H24W – Taking Part in a Physical Activity

Units from Science in the Environment:

H26C 72 – Living Things
H26B 72 – Resources, Forces and Energy

Units from Social Subjects :

H26G 72 – Making a Contrast
H26H 72 – Organising and Communicating Information
H26C 72 – Making a Decision

02

Section 2: Comments on assessment

Assessment approaches

At this event, centres had submitted a high standard of evidence materials which were at both interim and completed stages.

Centres had mainly used the SQA Unit assessment support packages and had made appropriate and relevant use of these, utilising Appendix 1 materials for assessment. The Unit-by-Unit approach was the most common choice and using these packages ensured that all required evidence was submitted and well labelled.

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

Some centres did individualise assessments based on the assessment packs, but changes were small and questions and answers were well labelled and linked to assessment standards. In one instance a log book had been created to illustrate a candidate's artwork — this was an excellent example of using the packs innovatively.

Some evidence had been submitted without any indication of what the candidate was being asked to do. This makes verification difficult. If a centre is devising its own assessment and it is very different from the Unit assessment support packages it would be advisable to seek prior verification. Further information regarding this service is available through SQA's website.

It is vital that all assessment tasks and evidence submitted are linked to the judging evidence table in each Unit assessment support pack.

Where centres had indicated that candidates had failed an assessment it was suggested that candidates be re-assessed if practicable.

Assessment judgements

There was evidence that centres were mostly making consistent and secure assessment judgements. In general, evidence was well organised and linked to assessment standards. Centres had obviously worked hard to present evidence clearly. Evidence that had been enhanced by the submission of photographs and illustrations of candidates' work showed clearly the context in which assessment had taken place. Some centres had also used suggestions from the Unit assessment support packages to individualise assessments, which is good practice.

Although submissions were good, centres should note the following:

- ◆ Centres should read the judging evidence table (in the Unit assessment support packages) carefully and ensure all evidence that is specified is submitted
- ◆ Photographs, DVDs or similar evidence submitted should be labelled clearly and indicate to which assessment standard they relate
- ◆ All extra pieces of evidence should be clearly labelled and indicate which assessment standard they relate to
- ◆ If the centre has changed assessments from the pack this must also be clearly labelled and should indicate to which assessment standard it relates
- ◆ If comment boxes are included in checklists, centres should provide specific comments relating to each individual candidate. If a centre has not included any assessment judgements and has only submitted candidates' work, it cannot be externally verified. Even though the centre may have completed the verification sampling form indicating a pass for the candidate, there is no actual evidence of an assessment judgement for the verifier to look at.

03

Section 3: General comments

Sampling of candidates was carried out well. Some centres had chosen a range of six or more Units at each level, some for only one or two candidates. Others had chosen only one or two Units depending on what their centre was presenting. Centres should note though, that the sample should include evidence relating to no more than 12 Units. It again should be noted that Awards should

not be included as part of the sample, only Units from the National 1 and National 2 suite of qualifications should be included.

The candidate flysheets for Units should be used (not the flysheet for Courses) and centres should complete the section to indicate which Unit assessment support package they have used. It is also useful to fill in the bottom section, which indicates what supports candidates are receiving, eg scribe.

Internal verification was evident for many centres and there were some excellent examples of policies and practice. It is useful to explain the approach being taken to internal quality assurance and show evidence of this in candidates' assessment material.