



# **NQ Verification 2015–16 Key Message Reports**

<b>Verification group name:</b>	<b>National 1 and National 2</b>
<b>Levels</b>	<b>N1 and N2</b>
<b>Date published:</b>	<b>October 2016</b>

**This Report combines all Verification Key Messages for the academic session 2015-2016.**



## NQ Verification 2015–16 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:	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.

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## 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.sga.org.uk/ivtoolkit](http://www.sga.org.uk/ivtoolkit).



# NQ Verification 2015–16

## Key Messages Round 2

01

### Section 1: Verification group information

Verification group name:	National 1 and 2
Verification event/visiting information	Visiting
Date published:	June 2016

#### National Courses/Units verified:

##### National 1 Units

H6B7 71	Communication: Recognising Character in Fiction
H70C 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 in the Kitchen
H47W 71	Independent Living Skills: Common Dangers in the Home
H70R 71	Information and Communications Technology: Capturing Digital Images
H6BS 71	Music: Producing a Sound
H6C1 71	Number Skills: Handling Information
H6C6 71	Number Skills: Measurement of Weight
H6BW 71	Number Skills: Number Processes
H6BY 71	Number Skills: Shape
H6BV 71	Number Skills: Recognising Numbers
H47D 71	Personal Development: Developing Positive Behaviour
H47F 71	Personal Development: Finding out about the World of Work
H6C7 71	Personal Development: Taking Part in Leisure Time Activities
H47H 71	Personal Development: Residential Experience
H477 71	Physical Education: Taking Part in an Individual Activity
H70F 71	Practical Craft Skills: Working with Craft Tools
H70G 71	Practical Craft Skills: Working with Materials
H6BM 71	Performance Arts: Contributing to a Performance
H709 71	Science in the Environment: Materials
H704 71	Social Subjects: Cultural Celebrations and Festivals

### **Units from Personal Achievement Awards**

H1GD 41	Personal Achievement: Eco-Awareness
H1GJ 41	Personal Achievement: Exploring a Local Area
H1G5 41	Personal Achievement: Healthy Eating
H1G3 41	Personal Achievement: Personal Health

### **National 2 units from the following courses**

#### **Units from Business in Practice**

H20B 72	Business in Practice: Taking Part in an Enterprise Activity
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#### **Units from English and Communication**

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

#### **Units from Food, Health and Wellbeing**

H259 72	Food, Health and Wellbeing: Food for Health
H25B 72	Food, Health and Wellbeing: Independent Living Skills

#### **Units from Languages: French**

H270 72	Life in Another Country
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#### **Units from Lifeskills Maths**

H21V 72	Money
H21R 72	Number and Number Processes
H21W 72	Time
H21t 72	Shape, Space and Data
H21Y 72	Measurement

#### **Units from Science in the Environment**

H26C 72	Science in the Environment: Living Things
H26B 72	Science in the Environment: Resources: Forces and Energy
H26E 72	Science in the Environment: Managing an Environmental Area

#### **Units from Physical Education**

H24W 72	Physical Education: Taking Part in Physical Activities
H250 72	Physical Education: Improving Performance
H24Y 72	Physical Education: Factors Affecting Performance

#### **Stand-alone units**

H8LT 72	Self-Awareness: Personal Health and Wellbeing
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### **Units from Personal Development Award**

H1GT 42      Practical Abilities: Independent Living

### **Units from Personal Achievement Award**

H1GD 42      Personal Achievement: Eco-Awareness

H1GM 42      Personal Achievement: Enterprise

H1GJ 42      Personal Achievement: Exploring a Local Area

H1G8 42      Personal Achievement: Having Your Say

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## **Section 2: Comments on assessment**

### **Assessment approaches**

Throughout visiting verification the majority of centres presented evidence that was of a high standard. Candidates' materials were well organised and well presented.

Most centres had utilised SQA's unit assessment support (UAS) packs, using mainly the unit-by-unit approach and this ensured that candidates had covered all assessment standards and produced the evidence required. More centres chose to devise their own assessments for units within a course and these were innovative and motivational for candidates and met assessment standards. It is important that all assessments and evidence are labelled with the corresponding assessment standard.

Most centres were using SQA's *Unit Support Notes* and judging evidence tables to assist them in developing assessments and practical tasks to suit individual needs, which is good practice.

Centre-devised assessments at National 1 level were of a very high standard and had been developed to ensure full candidate participation using the candidates' own modes of communication. Many assessments were innovative and used a holistic approach to include more than one unit.

Many centres had labelled these assessments well with appropriate standards and used photographic evidence to show tasks being carried out by candidates.

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 helped 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. These showed which approach had been taken and how judgements had been made by assessors. Some centres had broken down the standards into steps which the candidate could then easily follow and achieve — this had been explained on the record sheet.

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. One centre had used a video of a practical Physical Education exercise task and then showed it to candidates in slow motion to help them to identify how they could improve, which was successful for candidates.

Detailed comments on assessment sheets/checklists were provided by many centres to show how judgements were made and this is good practice.

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## Section 3: General comments

Sampling of candidates can cause difficulties at this level especially for centres that have only one candidate entry for a range of units. Where possible, centres should submit evidence relating to six candidates for National 1 and six candidates for National 2, but this depends on the number of entries that a centre has at each level. If a centre has only entries for National 2, for example, they could submit evidence for 12 candidates.

Again there were more examples of excellent internal verification practices. Many centres had implemented fully SQA's toolkit and included their centre policy with evidence of pre-, during and post-delivery support for assessors.

Internal verification of candidate evidence included the use of comments or initials to show where internal verification had taken place. Some centres provided a commentary on their candidate record sheets highlighting where the internal verifier agreed or disagreed with the assessment judgements.

Some centres are still at the developmental stage of this and more support can be found at: [www.sqa.org.uk/lvtoolkit](http://www.sqa.org.uk/lvtoolkit).

It is important that centres have an effective internal quality assurance system in place and that they provide evidence this when they are verified by SQA.