



**Scottish Vocational Qualifications**

**Qualification Verification Summary Report 2018**

**Core Skills: Numeracy**

## Introduction

The following units were reviewed by the external verifiers:

F42904	Numeracy SCQF Level 3
F42A04	Numeracy SCQF Level 4
F42B04	Numeracy SCQF Level 5
F42C04	Numeracy SCQF Level 6

Some 80% of the external verification activity for Core Skills: Numeracy was for SVQ units. In most cases, the unit was part of a Modern Apprenticeship award. Almost all of the activity was for Numeracy SCQF Levels 4 and 5.

All reports indicated high confidence, and it was clear from the reports that all the external verifiers were very experienced, professional and competent in their role. One external verifier was seconded from the Mathematics Verification Group.

Most centres had a master file, in paper or electronic form, containing information relating to the systems and procedures for the delivery and quality assurance of the award.

All assessors and internal verifiers were vocationally competent and were familiar with the systems in place to support the verification process. All the reports suggested that candidates and assessors met on a regular basis to review progress and update training plans. All centres had regular staff meetings to monitor and review candidate progress and to discuss standardisation. All assessors and internal verifiers have an appropriate training qualification or, in a very few cases, were working towards the qualification.

In most centres, the quality assurance system was co-ordinated by the SQA centre contact with responsibility for the dissemination of information from SQA, staff induction and training, arranging CPD activities, co-ordination of internal and external verification events, and auditing the SQA processes.

Most centres were using a mixture of contextualised assessments, based on exemplars from the Assessment Support Pack and naturally occurring evidence.

In almost all cases, comprehensive CPD records were maintained for all assessors and internal verifiers. In a few centres, the use of Learning Assistant to store and monitor candidate performance and progress was recognised as good practice.

## **Category 2: Resources**

### **Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.**

All assessors and internal verifiers had appropriate vocational qualifications, and held, or in a very few cases, were working towards appropriate assessor or internal verifier awards. In almost all cases, staff were experienced in delivering work-based qualifications and had a sound understanding of the award requirements. In all cases, copies of relevant certificates and evidence of CPD were available to view.

### **Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.**

In almost all centres reviewed, Numeracy was part of a Modern Apprenticeship award, so assessment environments, assessment procedures, equipment, learning resources and assessment materials were thoroughly checked in the pre-delivery review. In almost all centres, course teams reviewed resources annually to maintain compliance.

In many cases, candidates were assessed in the workplace, so a detailed site checklist was used to ensure all requirements were met and all workplaces were appropriate.

In almost all centres, standardisation and team meetings confirmed that there was a regular review of all aspects of assessment environments; equipment; and reference, learning and assessment materials.

## **Category 3: Candidate support**

### **Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.**

All centres had documented induction processes to ensure that candidates' development needs and prior achievements were matched against the requirements of the unit. Most centres carried out an initial training needs analysis as part of the induction process.

Almost all centres used SQA Connect to verify prior achievement and to assist in matching candidates to an appropriate level. In almost all centres, any special assessment needs were usually identified during recruitment and appropriate arrangements were established to accommodate these.

### **Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.**

In all centres, assessors held regular progress reviews with candidates, and were in contact with them by phone, text or e-mail. In most centres, online portfolios were used, and these were reviewed and updated on a regular basis. In all centres it was found that assessment planning and feedback were effective and supportive.

## **Category 4: Internal assessment and verification**

### **Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.**

In all centres, regular standardisation meetings considered the appropriateness of assessments in terms of their level and quantity. In almost all centres, documented minutes were available.

In all centres, internal verification events were held to ensure consistency of marking. In almost all centres, a marking scheme was available to ensure standardisation of assessment.

### **Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.**

Almost all centres used the SQA Assessment Support Pack (ASP) or modifications of the ASP exemplars. In almost all centres, the assessors and internal verifiers had regular standardisation meetings to consider and discuss any new assessment materials. In all centres, this included reviewing contextualised assessments and considering naturally occurring evidence.

### **Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.**

In almost all centres, assessments were carried out under formal examination conditions. In many centres, the use of an e-portfolio system (password protected) helped to ensure the authenticity of evidence.

### **Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.**

In almost all cases, model answers were available, and checklists were created to help ensure that each task had evidence to show completion. In almost all centres, regular standardisation meetings were held for all staff. In all centres, the minutes of the standardisation meetings were available.

### **Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.**

In all centres, evidence was retained for at least, if not beyond, the period specified by SQA.

### **Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.**

In all centres, feedback from the qualification verifiers was either available on the centre intranet, and/or was disseminated to staff during the next standardisation meeting. Feedback is discussed at the standardisation meetings.

## **Areas of good practice reported by qualification verifiers**

The following good practice was reported during session 2017–18:

- ◆ use of naturally occurring evidence for assessments
- ◆ use of e-portfolios and internet learning platforms