



**National Qualifications 2016  
Internal Assessment Report  
Core Skills: Numeracy**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# National Qualifications (NQ) units

Titles/levels of NQ units verified:

F3GF 08 Numeracy SCQF level 2 (40 hours)  
F3GF 09 Numeracy SCQF level 3 (40 hours)  
F3GF 10 Numeracy SCQF level 4 (40 hours)  
F3GF 11 Numeracy SCQF level 5 (40 hours)  
F3GF 12 Numeracy SCQF level 6 (40 hours)  
F3GL 08 Numeracy Using Number – Measuring SCQF level 2 (10 hours)  
F3GH 08 Numeracy Using Number – Money SCQF level 2 (10 hours)  
F3GJ 08 Numeracy Using Number – Time SCQF level 2 (10 hours)  
F3GG 08 Numeracy Using Number – Using Graphical Information SCQF level 2 (10 hours)  
F3GL 09 Numeracy Using Number – Measuring SCQF level 3 (10 hours)  
F3GK 09 Numeracy Using Number – Calculation SCQF level 3 (20 hours)  
F3GG 09 Numeracy Using Number – Using Graphical Information SCQF level 3 (10 hours)

## General comments

There were a total of 11 reports produced by five external verifiers with no holds. All reports indicated significant strengths.

All the external verifiers were very experienced, professional and competent in their role. One external verifier was new to the role with SQA, but had extensive and varied experience verifying with other awarding bodies.

All centres had robust and effective quality procedures in place. Most centres had a master file, either in paper or electronic format, containing information relating to the systems and procedures for the delivery and quality assurance of the award. All assessors and internal verifiers were familiar with the systems in place to support the verification process.

Reports confirmed that assessments met the requirements of the units and were being implemented in a consistent and fair manner.

All centres had regular staff meetings to monitor and review candidate progress and to discuss standardisation.

Appropriate methods of assessment included assignments, projects, group work, observation, verbal response, written calculation and graphical exercises. Most assessments were presented in a general context that would be familiar to the candidates. In some centres contextualised assessment material was available reflecting the vocational area.

All documentation was presented in a clear and concise form.

There was evidence from all centres that candidates were engaged in the planning of learning and scheduling of assessments.

The majority of the centre activity was in Numeracy SCQF levels 3, 4 and 5.

## **Unit specifications, instruments of assessment and exemplification materials**

It was clear from the external verification reports that assessors and internal verifiers were familiar with the unit specifications and the assessment support packs.

The assessment support packs were being used extensively to provide information on the method of assessment and the standard required. In a number of centres, the packs had been contextualised to reflect the vocational background of the candidates.

All centres used a checklist, often from the assessment support pack, to ensure that all standards were explicitly met.

Unit specifications, instruments of assessment and teaching material were often available on a shared folder/staff intranet.

Extensive use was being made of online teaching materials.

## **Evidence requirements**

Most of the centres used the assessment support pack to provide information on the delivery of the unit and to provide guidance on assessment and evidence requirements.

Most centres made use of a checklist to ensure that each aspect of the award was explicitly achieved.

Assessment judgements were consistent and accurate and learners received valuable feedback.

Regular team meetings were held to ensure that standards were applied and maintained.

All reports indicated that assessment material met the requirements of the unit.

Effective internal verification ensured standardisation and accuracy of assessment decisions.

## **Administration of assessments**

Centres made full use of the information provided in the unit specification and assessment support packs to ensure that assessments were at the correct level.

Assessment instruments were appropriate and consisted of written calculations, graphical and practical exercises. Changes to assessments were discussed at standardisation meetings and approved by the curriculum team. This ensured they were valid, practicable, reliable, equitable and fair.

Internal verification procedures were reviewed annually by most centres.

In general, internal verification procedures were robust and effective and feedback from internal verifiers was constructive and helpful.

### **Areas of good practice**

- ◆ All reports commended centres for their effective organisation and on the quality of the documentation presented.
- ◆ All centres had quality master files, either in paper or electronic format, containing details of the quality policies and procedures.
- ◆ Most centres had an SQA master folder containing up-to-date unit specifications, learning and teaching materials or website references, assessments and re-assessments, marking schemes, checklists, candidate registration, internal verification forms, and minutes of meetings.
- ◆ There was strong evidence of effective engagement between the assessors and candidates in planning learning and scheduling assessments.
- ◆ In one centre there was evidence of inter-departmental collaboration to produce contextualised assessment activities.
- ◆ The use of shared folders ensured all staff had access to policies and procedures and were kept up to date with the latest assessments and teaching materials.
- ◆ In one centre the use of the web-based Your Essential Skills system allowed candidates to reflect and record Core Skills achievement.
- ◆ Most centres carried out Core Skills profiling to ensure candidates were placed at the correct level.

### **Specific areas for improvement**

- ◆ Further contextualisation, to ensure that all candidates can see the relevance and importance of numeracy in their vocational area.
- ◆ More engagement with candidates, and with staff from vocational areas, to identify where assessment evidence for numeracy can be generated naturally, or as part of a vocational activity or assessment.