



NQ Verification 2013–14

Key Messages Round 1

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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

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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

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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.