NQ Verification 2017–18 Key Messages Round 2

Section 1: Verification group information

Verification group name:	**National 1 and 2**
Verification event/visiting information	**Visiting**
Date published:	**June 2018**

National Courses/Units verified:

National 1 units

H6C9 71 Communication: Creating Texts
H6BF 71 Communication: Listening and Responding
H6BJ 71 Communication: Interacting in the Community
H6B7 71 Communication: Recognising a Character in Fiction
H6C2 71 Number Skills: Time
H6C4 71 Number Skills: Measurement of Length
H6BV 71 Number Skills: Recognising Numbers
H6BY 71 Number Skills: Shape
H6B7 71 Number Skills: Handling Money
H70F 71 Practical Craft Skills: Working with Tools
H25F 71 Practical Craft Skills: Making a Craftwork Item
H47J 71 Food Preparation: Making a Healthy Snack
H47L 71 Food Preparation: Making a Healthy Basic Meal
H47N 71 Food Preparation: Baking
H47P 71 Food Preparations: Food Hygiene
H47E 71 Independent Living Skills: Common Dangers in the Home
H47V 71 Independent Living Skills: Going Shopping
H47X 71 Independent Living Skills: Using General Household Electrical Appliances
H702 71 Social Subjects: People and Society
H22N 71 Creative Arts: Creating Material for Performance Arts
H70M 71 ICT: Working with Software Applications
H476 71 Physical Education: Taking Part in a Water based Activity

National 2 units

H241 72 English and Communication: Understanding Language
H244 72 English and Communication: Creating Texts

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H246 72 English and Communication: Listening and Talking
H21V 72 Lifeskills Mathematics: Money
H21W 72 Lifeskills Mathematics: Time
H21R 72 Lifeskills Mathematics: Number and Number Processes
H21Y 72 Lifeskills Mathematics: Measurement
H21T 72 Lifeskills Mathematics: Shape, Space and Data
H26P 72 Modern Languages Spanish: Transactional Language
H25B 72 Food Health and Wellbeing: Independent Living Skills
H707 72 Science in the Environment: Living Things
H26B 72 Science in the Environment: Resources, Forces and Energy
H8M3 72 Science: Practical Experiments
H26F 72 Social Subjects: Making a Decision
H26G 72 Social Subjects: Making a Contrast
H626 72 Social Subjects: Organising and Communicating Information
H250 72 Physical Education: Improving Performance
H24Y 72 Physical Education: Factors Affecting Performance
H24W 72 Physical Education: Taking Part in a Physical Activity
H22K 72 Creative Arts: Developing Skills in Creative Arts
H22M 72 Creative Arts: Working with Textiles
H22N 72 Creative Arts: Creating Materials for Performance
H25D 72 Practical Craft Skills: Working with Craft Tools
H25F 72 Practical Craft Skills: Making a Craftwork Item
H24F 72 Performance Arts; Contributing to a Performance
H20T 72 Information and Communications Technology: ICT Applications
H20N 72 Business in Practice: Using ICT in Business
H8M5 72 Religious & Moral Education: Investigating Morality
H8LM 72 Independent Living Skills: Personal Organisation

Units from Personal Achievement Awards

H1GB 42 Personal Relationships

02 Section 2: Comments on assessment

Assessment approaches

Nineteen centres were selected for round 2 visiting verification for National 1 and National 2. The assessment materials viewed were a mixture of complete and interim evidence. These assessments were generally well organised, well evidenced and of a high standard.

Most centres used the unit assessment support packs as their assessment tool for their National 2 candidates. Some used the combined approach but the majority used the unit-by-unit approach. These were generally used appropriately and generated the required amount and type of evidence for the numerous unit outcomes and associated assessment standards. One centre, new to presenting candidates at National 2 level, used a mixture of unit-by-unit and combined approaches with different candidates in order to establish the most appropriate method.

Several centres devised their own assessments. Many of these assessments were creative and innovative and were personalised to meet candidates' specific needs and interests. The vast majority of these assessments successfully evidenced the criteria for each assessment standard and were very appropriate independent tasks for National 1 and 2 candidates. Assessment evidence was also generated as it occurred naturally during learning and teaching situations.

Most of the assessments developed for the National 1 units were well matched to individual communication needs and abilities and allowed for personalisation and choice. However, there was evidence of a few centres over-assessing candidates and increasing the number of assessed tasks undertaken. It is important that candidates are entered at the correct level and the assessment standards criteria are not adjusted or increased.

The online SOLAR assessments were used by some centres for Lifeskills Mathematics. SOLAR assessments ensure that candidate responses are reliable, accepted and meet national standards.

There was evidence of centres clearly following the judging evidence tables and linking the suggested activities and assessments to their candidates' evidence.

There were many examples of individualised Candidate Assessment Records being used effectively and they gave information on how assessments had been undertaken and at times adapted and how candidates had been supported and judged throughout the assessment process. The use of these record sheets greatly enhances the candidate evidence.

Most centres continue to label their evidence effectively to each outcome and assessment standard. This is good practice and helps the verification process for both internal and external verifiers. A few centres still need to ensure that all evidence, photographs and assessments are labelled and linked to standards.

Assessment judgements

It was evident that the centres chosen for visiting verification this year had a sound knowledge of the national standards and procedures for National 1 and 2 qualifications. Most of the assessment materials viewed was of a high quality, clearly labelled and easy to follow. Some centre assessments were enhanced by video and photographic evidence and the inclusion of finished products. Nearly every centre's assessment judgements were consistent, fair, reliable and in line with national standards.

The use of unit assessment support packs and SOLAR assessments ensured that all outcomes had been adequately covered to the required standard. Some of the assessment materials were enhanced by the use of video and photographic evidence. It is important to always link this evidence to the correct assessment standards and most centres did this. However, a few centres did submit photographs without appropriate labelling, making it difficult to establish exactly which skills and activities were being demonstrated. The inclusion of

group photographs also need to be annotated in order to establish who is being assessed to do what, otherwise it makes the verification process difficult.

Many centres are using the judging evidence tables as guidance for suggested activities and to ensure there is a consistency across all candidates' work. One centre included their adapted judging evidence table to illustrate their activities and the assessments undertaken. This is good practice.

The vast majority of centres are now using and including individualised Candidate Assessment Records. These record pertinent assessor comments on performance and relevant information about the amount and type of support candidates have been given. Candidate Assessment Records can also be used to show how assessments have been carried out and how the assessment judgements have been reached. It is important that centres indicate the amount and type of support given to candidates. It is also good practice to adapt materials to meet individual needs, for example, produce large print or use photographs or symbols to aid understanding. This is good practice and was evident in a lot of candidate assessment materials.

A small number of centres included candidate and class checklists and logs with detailed and relevant comments and this gave verifiers a good insight into how assessment judgements had been made. This is also good practice and helps to ensure there is consistency across all candidates.

A few centres included copies of their on-going communication and feedback to candidates. This informed the candidates about how they were performing, about aspects of their work which were very good, and about their achievements. This is excellent practice.

In one centre the external verifier had been shown interim evidence which had not reached the required standard and had judged it as requiring re-assessment. It was agreed that a re-assessment would be required in order for the candidate to achieve a pass for this unit. Centres are encouraged to re-assess candidates who have previously not reached the required standard but who with more time, experience and support might be able to do so.

Across a small number of centres there was evidence that some candidates were being over-assessed. It is important that centres refer to the judging evidence tables, unit assessment support packs and unit specifications for further information on the evidence requirements and the standard for this level.

Some centre evidence also indicated that a few candidates could have achieved a higher level of unit. Centres should ensure that candidates are entered for the correct level.

03 ▸ Section 3: General comments

A large number of centres had excellent, effective and rigorous internal verification policies, procedures and practices in place. Many centres had fully implemented SQA's Internal Verification Toolkit and included evidence of pre-, during and post-delivery supports for assessors. Internal verification of candidates' evidence included marking and cross-marking, together with the inclusion of signatures, initials, stickers and comments to show where internal verification had taken place. Where centres had an effective internal verification system it was evident that these centres had a high level of consistency across the assessment judgements.

A few centres were still developing their internal verification practices. More support can be found at www.sqa.org.uk/IVtoolkit.

It is vital that centres have an effective internal quality assurance system in place and that evidence of this is included for external verification.