The support documentation for the National qualifications are very poorly planned. There are multiple documents that appear to add little (if anything) to the understanding of what to teach and importantly what will be assessed.

Documents such as the Course Unit Support Notes have been updated but notification of change occurred on page 41 of 65, whereas the table of changes on page 65 (the one that most people check) did not show the same latest version date so updates were easily missed.

The information on what has been updated should be more detailed and clearer. (The statement "minor wording changes", or words to that effect, should never be used, instead a clear list of the actual changes should be listed.)

Unit assessment procedures are also very poorly defined, with page upon page of complicated guidance on meaningless assessments yet when you look for guidance and exemplars on the externally graded added value component there is almost nothing! No exemplars, no list of suggested topics and no explanation of how much detail is required for pupils to gain understanding Physics marks (with the exception of Nat 5 where some thought was put into topics but still no exemplar!). The assignments have become a hoop jumping tick box exercise that seem to have been designed to make it as hard as possible for pupils and indeed for teachers, to actually be able to teach the pupils the required skills - especially at Higher Level. There is no time in the curriculum to go through all the different skills in sufficient depth to give pupils a fair chance in the Assignment. There is much confusion as to what is "Researching Physics", and what can be marked and when by a teacher. The logical process would be complete researching physics unit, teacher gives advice based on pupil submission, pupil then works on assignment but it is not clear if that is allowed!

I don't believe the current added value assessments actually add any value to the courses. Good technique and good science loses marks if the correct hoops are not jumped through, a holistic marking system (such as that used by the [International Baccalaureate Diploma Programme] for practical work) would give a much fairer method of marking.

Compared to the support provided at the implementation of Intermediate and Standard Grade qualifications, the SQA have seriously underperformed.

The SQA website is also a very hard to navigate site, unless you already know where to look it is hard find what you need.

I hope these comments are useful for your review.