SQA feedback

Music

- Although they provide you with “Understanding Standards” documents but the examples given are always of either an extremely able or very poor student never of those within the “grey area” for who some guidance of level would be appreciated.
- The “Understanding Standards” Documents do not help with the areas you need most. For example in music there is an outcome 1.2 Analysing the impact of social and cultural influences on the development of specific music styles. This is a completely new idea never required before (unlike other elements of the course which are really similar to before, such as performing and listening. Yet this is the one outcome not demonstrated in “Understanding Standards” adequately. Also, the Advanced Higher Composing Folio is a new element and again there have not been adequate examples or demonstrations of required standards.
- As far as I’m aware there have been many assessments passed within the Prior Verification service. Yet these assessment are not made available to all teachers. This would significantly help reduce work load. If fact none have been put up on the Music Site.
- There are too many assessments and therefor too much pressure to complete these rather than teaching the subject or finding the time for exam preparation.

SMT

- Too much assessment
- Excessive requirement for IV/ QA procedures
- Recent history of insufficient assessment exemplars for the Senior Phase
- Lack of clear curriculum progression between BGE curriculum and Senior Phase
- Two-term dash created for all senior phase courses now including S4. Some courses still have too much content.
- Not being able to enrol classes in S3 for certification creates unnecessary additional work with staff having to hold back assessed work until S4 – thereby increasing the bureaucracy of data entry for S4
- All departments are helpful over the phone in dealing with questions/ issues – even if the expertise isn’t available they will endeavour to help.
- Subject specific support is good if you can get hold of them – experience is that they will get back to you.
- SQA are accommodating and supportive of requests in most cases – extensions, prior verification, etc.

PE
- The total lack of exemplars for subjects makes delivery of the new courses almost impossible at times. SQA events held in November when courses start in June and exemplars not being available 18 months after a course was introduced.

Gaelic

Positive
- Helpful and personable Qualifications managers and support staff who are very supportive of Gàidhlig.
- Excellent provision of qualifications and resources for Gaidhlig / Gaelic learners on a par with other subjects
- Understanding standards meetings for new qualifications have been useful and worthwhile.

Negative
- Many arrangements documents especially with regard to assessment are far too wordy, long winded and full of jargon. We need them to be briefer, concise and more user friendly.
- Some internal assessments e.g Speaking for Modern languages / Gàidhlig are unnecessary due to the course assessment overtaking this language element.
- The amount and in some cases difficulty of Internal Assessment is proving stressful and time-consuming for teachers and pupils.
- Verification is too time-consuming for teachers