



**Higher National and
Scottish Vocational Qualifications 2012
Internal Assessment Report
Painting and Decorating**

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

Higher National Units

General comments

As stated in previous internal assessment reports, staff responsible for delivering the Professional Development Award (PDA) in Painting and Decorating at SCQF level 7 in centres continue to demonstrate good knowledge of the national standards and to provide evidence of competence on performance criteria for each of the Units delivered.

This was also the first full year of verification for HNC Painting and Decorating Supervision, with visits to two centres. Verification demonstrated clear adherence to national standards.

Unit specifications, instruments of assessment and exemplification materials

Centres offering the new PDA at SCQF level 7 are fully compliant with all aspects of delivery and staff are now familiar with the changes from the old Advanced Certificate.

External Verifiers recorded that evidence of practical workshop activities continues to be from realistic environments supported by checklists and written assessment material.

From all indications and evidence provided in the reports, centres are complying with SQA's criteria and requirements for the quality assurance of HNC Painting and Decorating Supervision.

Evidence Requirements

The evidence provided in verification reports indicates that through discussion between staff at centres (assessors, verifiers and internal verifiers) there is a clear understanding of the Evidence Requirements that are required for all Units contained within the PDA at SCQF level 7. Although, there is still some hesitance about Portfolio content for the Graded Unit within HNC Painting and Decorating.

The main thrust of external verification is to confirm that sufficient, appropriate and authentic evidence is being produced, with observation of live assessment being carried out where possible. Observation allows verifiers to confirm that centre staff are meeting all requirements of the Units. Written evidence provided by centres for sampling during verification also showed consistency.

Administration of assessments

From the written and practical candidate assessments sampled (PDA at SCQF level 7), it was evident that judgement of candidate performance between assessors at centres — and more appropriately across centres — was consistent. The centres that were verified had evidence of structured delivery of

assessments, confirming that all candidates were fully prepared prior to assessment taking place.

Evidence of internal verification activity on assessment evidence and assessment decisions remained robust across most centres for both awards and ensured that quality assurance remained high.

Informal discussions with verifiers and staff at centres covered the development of generic assessment for all centres delivering the PDA at SCQF level 7 and the added benefits of quality assurance at the centres involved. Suggestions from staff included the development of assessment for all of the Units in the PDA. Feedback to centres from verifiers suggested that this was a development project led by SQA and that it had been discussed although no timeframe had been agreed and at present this was still pending.

Most centres involved in delivery had held an informal meeting to look at possibly developing these assessments as a group. It may be an opportunity for SQA to get involved at this time where there is a positive move from centres to produce required assessment.

General feedback

Evidence within reports show that candidates were given good feedback on performance throughout and staff provided support and guidance where required.

Centres ensured, where possible, that candidates were available for interview during the visit. Candidates who were interviewed were happy with the award, the high standards of the learning environment, the quality of learning support (if required), the pace of assessment, and the feedback given by the assessors at appropriate intervals.

There was no reported evidence of any 'barriers to achievement' at the centres visited this term. Access to all assessment was appropriate and, if required, tailored to suit the individual needs of learners.

Areas of good practice

There were a number of items of good practice noted during verification visits, specifically:

- ◆ the diligent and hardworking approach adopted by staff delivering the award
- ◆ the professional approach of continually looking to improve delivery
- ◆ good use of centres' workshops to produce a realistic work environment
- ◆ high standard of completed practical work across centres
- ◆ good use of IT to access assessment material online and also carry out research
- ◆ research projects providing a good learning experience and high-level results within the HNC for candidates

Specific areas for improvement

The development of generic assessment for all Units within PDA at SCQF level 7.

Higher National Graded Units

Titles/levels of HN Graded Units verified:

F8WC 34 — Painting and Decorating Supervision (Graded Unit 1)

General comments

Two centres were visited. Both demonstrated a good understanding of the requirements of the standards.

This was first year of verification against the Graded Unit within the HN Painting and Decorating Supervision award.

Unit specifications, instruments of assessment and exemplification materials

Assessors and staff involved in delivery sought reassurance and guidance from the EV that their understanding of assessment requirements was correct and that materials and documentation produced were of a standard desirable for the needs of the Unit.

Evidence Requirements

Please see comments above.

Administration of assessments

See comments in areas of improvement.

General feedback

Candidate portfolios that were sampled had positive and guiding comments from delivery staff.

No candidates were available for interview — possibly due to course completion and late verification visits.

Areas of good practice

Good examples of candidate portfolios for assessment of the Graded Unit.

Specific areas for improvement

There might be an opportunity to get the centres involved in delivery together to share ideas and any concerns about delivery methods and requirements of the Unit as there is still an element of uncertainty over the Graded Unit. Guidance and development from a more experienced source would prove fruitful to all concerned.

SVQ Awards

Titles/levels of SVQ awards verified:

G8NP 22 — Construction: Painting and Decorating SVQ/SBATC Level 2

G8NR 23 — Construction: Painting and Decorating SVQ/SBATC Level 3

G9G7 22 — Construction: Painting and Decorating SVQ/SDF Level 2

G9G8 23 — Construction: Painting and Decorating SVQ/SDF Level 3

General comments

All centres that were verified continue to demonstrate a sound knowledge of the national occupational standards (NOS) and the required level of competence and performance specific to each Unit within the award being delivered.

The majority of centres were complying with the requirements of the assessment strategy which supports and underpins the NOS. This includes ensuring that all assessors and internal verifiers have relevant occupational expertise, knowledge of the NOS, and a clear understanding of the assessment strategy.

It was noticeable that centres are continuing to update staff with their existing 'D' Units to the required 'A' and 'V' Units as specified by the assessment strategy.

Centres provided appropriate and effective samples of continuing professional development (CPD) activity containing industry-linked vocational up-skilling to meet criteria within the assessment strategy.

Unit specifications, instruments of assessment and exemplification materials

Assessors at the majority of centres were familiar with the Unit specifications, instruments of assessment and the exemplification materials used to support delivery of the Training and Assessment Programme (TAP) material. Generic Units are seen as being holistic and embedded throughout Units within the award.

The External Verifier (EV) team advised centres on the review of the TAPs/PDA which was due to take place prior to and during summer break. The idea being that the TAP will be matched to the PDA Units and that all new materials produced would be the basis of learning and assessment for the new intake of Modern Apprentices in August 2012.

There was a continued focus, following on from last session, on providing guidance and advice on methods of capturing evidence for generic Units for verification purposes, and of exemplars of recording documentation being shared. There was recorded evidence of very good exemplars of generic evidence being captured and recorded across a few centres.

Structuring the delivery of the award throughout centres ensured that regular feedback on candidate performance allowed for support and development measures to be applied if required.

Evidence Requirements

Assessors and internal verifiers at most centres continue to show that they have a clear knowledge and understanding of the Evidence Requirements of the Units within the award and TAPs assessment material. Secondary evidence such as photographs, site evidence reports and checklists were being applied appropriately by staff where used.

External verification activity focused on looking at delivery across the whole award to confirm sufficient, appropriate and authentic evidence from the TAPs continues to be captured along with secondary evidence where applicable. This was supported by observing live practical assessment at centres where possible.

Equal opportunities policies, supported by evidence contained within the candidates' portfolios, are ensuring that assessment and re-assessment opportunities are being made available to candidates at the majority of centres.

In a few centres there was photographic evidence of completed work within candidates' portfolios. External Verifiers advised that to ensure authenticity, any secondary evidence, eg photographs, should be of candidates carrying out work activities and that dates should be included.

Administration of assessments

The assessment process at most centres maintained the status quo from last term and is being supported with ample resources and realistic workshop facilities for candidates.

All centres verified had a structured delivery of assessment, confirming that all Units used for delivery of the award are assessed in a logical sequence allowing candidates to be fully prepared for each stage of the assessment process.

Internal verification at the majority of centres was effective and robust ensuring that all Units delivered within the award are quality assured.

Monitoring of assessors' decisions — both from a practical and written perspective — contributed to ongoing assessor development.

In a few centres, staff were still assessing and verifying candidates under their 'D' Unit qualifications and not the A and V1 standards. This has to be addressed by the centres and EVs advised on reasons and requirements.

General feedback

Candidates who were interviewed, gave very positive responses in respect of being kept informed of their progress and achievement on a regular basis. The

candidate portfolios confirmed this and also that assessment and re-assessment opportunities were being made available to candidates.

Almost all of the centres verified had candidates available for interview during external verification.

Comments noted that all candidates were very positive towards the award and enjoyed the practical aspects of the coursework.

Areas of good practice

Candidates at almost all centres verified demonstrated extremely high levels of practical skills and competency which gave the opportunity to progress onwards to the next level of their programme.

Centres are continuing to provide appropriate and effective CPD records of activity linked to vocational up-skilling which met with the requirements of the assessment strategy.

A structured delivery of assessment was evident across most centres. This confirmed that all Units within the award are being assessed in a logical sequence and that candidates are fully prepared for each stage of the assessment process.

Centres were becoming more aware of using IT as a resource tool and aid for learning. Good work was produced by candidates in relation to the Colour Unit.

Centres continue to develop partnerships with external agencies in order to make use of areas for external projects to take place, which then provides a realistic working environment.

Centres are looking to continuously improve delivery by incorporating the use of a reflective diary for candidates to record daily/weekly work records and sharing this practice with other centres through the EVs.

Specific areas for improvement

The majority of centres had addressed the issue of staff updating 'D' Units. However, in a few centres, staff still had not updated existing 'D' Units to the current 'A' and 'V' Unit and working to this standard as required by the assessment strategy, although there is a direction to ensure that staff with 'D' Units work towards guidelines of V1 for verification purposes. EVs will continue to monitor this issue.

In a few centres, as in previous years' verification visits, issues were raised against some candidate portfolios because of missing signatures from candidates and assessors. There may well be reasons for this, however it's important that systems are kept up to date where possible in order to ensure standards are met.

Integration and signposting of generic Units within practical activities and capturing this evidence has shown a marked improvement from previous years. Hopefully, this will continue to improve with external verification activity this term placing a focus on generic Units and capturing evidence.

In some centres, photographic evidence of completed practical work within candidate portfolios is a good source of secondary evidence. However, it would benefit EVs if centres used photographs (with dates, if possible) of candidates working on practical activities. This would provide authentication of completed work.

A number of points relating to internal verification were reported at a few centres. Specific issues included:

- ◆ feedback comments from assessment being addressed to the internal verifiers rather than the candidate
- ◆ ineffective IV procedures with regards to required signatures on candidate folios where required
- ◆ a number of centres not having candidates available for interview during the external verification visits — this should be a main focus point of all verification visits

The last point has been recorded in previous years' reports. However, in defence of centres, it may be the case that due to timetabling and availability it is not always possible for this to take place.