



**National Qualifications 2012
Internal Assessment Report
Skills for Work
Automotive Skills**

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

National Qualifications (NQ) Awards

Titles/levels of NQ Awards verified:

C271 10 Skills for Work Automotive Skills (Intermediate 1, SCQF level 4)

General comments

In all centres, the assessors and Internal Verifiers have a clear and positive understanding for each of the Unit requirements within the National Occupational Standards (NOS) and continue to make a constructive effort to ensure that the award is taught and assessed in conditions that are as close as possible to the actual working environment. The schools that operate the award have made a great effort to provide a 'real' working environment in the school, and to develop close links with local garages/ repair centres so that the learners can see the real-life links between the elements of the Units and their practical/educational development as a whole. Colleges that operate the award use highly trained automotive personnel and workshops within the centre where 'live' vehicles are used to enhance the learning experience.

All the centres use the holistic approach to the four Units within the award, which makes best use of resources/time and enhances the learning potential of the learner. Effective task-related practical motor vehicle skills, coupled with the fundamental working knowledge of the industrial working environment and the integration of the required foundation skills, makes for a well-motivated learner.

In all centres, the staff use the NABs effectively and tend to integrate them with basic commercially produced materials such as checklists for servicing, repair job cards, VOSA MoT check sheets and service/repair data from garages. These lead to a more hands-on practical approach to which the learner responds effectively.

The variety of assessments being used by the centres gives assessors the opportunity to vary the assessment to meet the needs of the individual learner. These include: direct observation of the learner in the practical workshop, directed guided learning assignments, checklist/job card completions, theory assignments, and planning tasks.

Due to the age and experience of the learners, some schools and colleges have split the award over two academic sessions to help develop a greater understanding of the industry and assist in the development of the individual learners' practical skills.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

Within all the centres, the assessors are fully qualified to work on motor vehicles and to assess Automotive Skills. All have a number of years' experience working with motor vehicle repair and the motor retail industry and have good experience in the SQA Units. All the assessors are able to operate within the guidance for the award, develop assessment profiles, give positive feedback and encouragement to the learner, and vary the process to help the individual learner.

Evidence Requirements

All observations are carried out by direct observation within the practical environment by a work-qualified assessor who ensures that the evidence gathered is valid, authentic, reliable and sufficient for each element contained within the four Units that make up the award.

The learner is given targeted guidance to use data, service/repair manuals and checklists when relevant to the tasks in the Units.

All evidence is recorded for assessment purposes and logged within the learner's portfolio and signed-off by the assessor to ensure: it is the student's own work, is valid for the element being measured, and is sufficient to satisfy the element. Constructive feedback is given and recorded on the learner's material and at the end of each task a verbal feedback session is carried out.

Administration of assessments

In all centres the assessment provided will allow the average candidate to achieve the award. All students are monitored as they progress, given constructive feedback and encouragement, their work sampled and their individual assessment needs met, where possible.

Assessment on the whole, is staged as the award progresses, and in most cases is agreed with the learner and assessor on a fixed schedule and adhered to as closely as possible, but can (with agreement) be adjusted to suit the practical task demands and experience of the learner.

Internal verification is carried out according to the centre-set quality schedule across all the Units and all the elements as required by the Unit specification. In each centre, internal verification schedules from their quality sections were in place and being followed. All internal verification is signed-off. Positive feedback is given to both the assessor and the learner as the award progresses.

Internal verification in all centres continues to be 100%, as last session. This may be due to the need for safety because of the age/inexperience of the learners and the nature of the tasks undertaken. All practical work is checked by the assessor as the work progresses, and on completion.

Areas of good practice

The use of a realistic working environment coupled to active work placement within the local repair and retail trades helps to enhance the award credibility and at the same time develop the level of experience and understanding of the learner. The holistic approach gives a co-ordinated seamless learning approach, combining practical skills, interpersonal relationships and fundamental knowledge allowing the learner to experience how the various practical skills have relevant value within the everyday tasks of the industry.

Specific areas for improvement

The following observations have been noted:

- ◆ Schools are encouraged to collaborate within a local area to pool resources, which seems to be an issue for not offering the award.