



National Qualifications

And

Scottish Vocational Qualifications

Internal Assessment Report

2008

Subject: Core Skills: Problem Solving and Working with Others

Date: 1/8/08

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

HIGHER NATIONAL UNITS

FEEDBACK TO CENTRES

Insert details relating to specific guidance which should be offered to centres based on the verification of centres.

Include:

- *General comments*
- *Areas of good practice*
- *Areas for further development*

General comments:

Advice on good practice and areas for further development:

HIGHER NATIONAL GRADED UNITS

TITLES/LEVELS OF HN GRADED UNITS VERIFIED

Insert details below

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General comments:

Advice on good practice and areas for further development:

SVQ AWARDS

TITLES/LEVELS OF SVQ AWARDS VERIFIED

Insert details below

Core Skills Problem Solving and Working with Others (SVQ mainly within Modern Apprenticeships): D6CA 04, D6CD 04, D6CE 04, D6CF 04, D6CJ 04, D6TM 04, D6CK 04, D6TL 04, D6TN 04, D6TP 04, D6CL 04,

NQ Core Skills Problem Solving and Working with Others: DO1F 09, DO1F 10, DO1F11, DO1E 10, DO1E 11, DO1E 12, DO1F 12

FEEDBACK TO CENTRES

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The team carried out verification visits of NQ Core Skills, SVQ Workplace Core Skill Units related to Modern Apprenticeships, development visits and a pre-approval visit.

Whilst the standard of Core Skills Problem Solving and Working with Others delivery is generally good there is a marked disparity between NQ and work based approaches. Work based approaches are increasingly looking for naturally occurring evidence and NQ delivery needs to consider using the contextualised approaches to assessment that reflect the learners natural environment and the appropriate level of Core Skill based on the individual and/or group competence.

The Core Skills team is excited about the refresh framework for Working with Others which reveals two components: *Work co-operatively with others* and *Reviewing co-operative contribution*. The new framework and the new units will allow centres to concentrate on the two distinct but related components and to generate the necessary evidence for each. The design of the units will allow the centre and the candidates to generate naturally occurring evidence and to be flexible in their use of a range of assessment instruments that best suit the needs of the candidates.

General comments:

- The SVQ Core Skills visiting verification revealed relatively small numbers of candidate evidence for sampling.
- SVQ and NQ evidence examined was well prepared and fit for purpose.
- Assessment methods employed are robust and there is good evidence of formative and summative assessment taking place.
- Centres are generally complying with the assessment strategy and standards of assessment.
- Assessment exemplars are being used appropriately without too heavy a reliance on them.
- The work presented by candidates was good and at the right level.
- Centres were generally very well prepared for visits and have good internal verification systems and robust procedures in place.
- Candidate evidence was of a good standard and assessment decisions were generally very accurate.
- There is good evidence to suggest that centres are increasingly assessing candidates in a naturally occurring environment.

- Some centres are making good use of Eportfolios.

Advice on good practice and areas for further development:

Good practice:

- Assessment methods are generally very robust and there is good evidence of a high degree of formative and summative assessment being carried out.
- Centre documentation is generally very clear and allows for ease of verification.
- The verification sample revealed centres increasingly attempting to assess candidates working in a naturally occurring environment.
- There is some good use of Eportfolio evidence.

Areas for further development:

- Centres are generally still showing a reluctance to integrate the delivery of Core Skills across units and across levels.
- Assessors **must** ensure that candidates review and evaluate the **process** and not the product or end result. This is a continuing area for development.
- In some instances candidate evidence was of an excellent standard and potentially reaching the next level of certification.
- In some centres there was a marked disparity in the assessment and verification carried out across the sample occurrences. Centres were advised to seek a development visit in most cases. As a result very few centres were not accepted, as support was accepted as a way to ensure national standards are applied consistently. This is a priority area that needs to be addressed and verifiers will be vigilant in their continuing application of assessment standards in 2008/9.
- Centres should not restrict candidates to a defined number of steps in the problem solving plan ie, 3, 3-5 steps. The steps can be determined by the given scenario and it is more than likely that they will be increased. A less mechanical and more solution centred approach should be adopted.
- There is an increased need to bring assessors and internal verifiers together to ensure a standardised approach to assessor/internal verifier procedures/processes for Core Skills assessment of problem solving and working with others across units and levels within centres, particularly as the new, updated units are being adopted by centres.
- Centre induction and internal verification procedures need to ensure a standardised approach to the delivery of Core Skills.
- Centres need to consider and better use assessment which is tailored to naturally occurring evidence.
- The closed question approach in the reviewing and evaluation will elicit only a yes/no response. Assessors need to structure more open questions.
- Centres need to consider the refreshed framework for Working with Others and how it can be applied.

NATIONAL UNITS

(i.e. Freestanding units which contribute to NPAs or NCs etc.)

TITLES/LEVELS OF NATIONAL UNITS VERIFIED

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General comments:

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