



Internal Assessment Report 2010: Wall and Floor Tiling (175)

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

SVQ Awards

Titles/levels of SVQ Awards verified

G88 M 22: Wall and Floor Tiling Level 2

General comments

Staff at all centres had a good working knowledge of the requirements of the national occupational standards (NOS) and the level of competence and performance that is specific to each Unit within the awards. In most cases, candidates were encouraged to develop skills and knowledge beyond the minimum standards stated in the TAPs (training and assessment packs).

All centres complied effectively with the requirements of the assessment strategy which underpins the national occupational standards. This includes ensuring that Assessors and Internal Verifiers have occupational expertise, knowledge of the NOS and a clear understanding of the assessment strategy.

All centres provided appropriate, effective CPD activity, with industry-linked vocational up-skilling to meet the requirements of the assessment strategy.

Assessors at all centres were very familiar with the Unit specifications and instruments of assessments developed through the TAPs materials.

Generic Units were well embedded and integrated within specialist Units' practical activities.

Structured delivery of the award ensured regular and supportive developmental feedback to candidates on all Units' attainment.

In all centres, Assessors and Internal Verifiers had a clear understanding of the Evidence Requirements of the Units, the award and the TAPs assessment materials. Secondary evidence, such as site evidence reports and generic Units' checklists, were being applied appropriately by centre staff.

External verification activity focused clearly on confirming sufficiency, appropriateness and authenticity of TAPs and secondary evidence, and more importantly observing live practical assessments at the centre.

Centres' equal opportunities policies, supported by evidence throughout the candidates' portfolios, confirmed that assessment and re-assessment opportunities are being made available to candidates.

The assessment process was supported by ample resources such as tools, materials, equipment and workshop facilities being readily available to candidates at all centres.

All centres had a structured delivery of assessments, confirming that all Units within the award are assessed in a logical and sequential manner. This ensures that candidates are fully prepared for each stage of the assessment process.

Evidence within candidates' portfolios at all centres sampled confirmed that regular supportive and developmental feedback from Assessors is being given to candidates to fully support the assessment process.

A cyclical internal verification model ensured that all Units within the award were quality assured at all centres. The model was robust and highly effective in monitoring both practical and written aspects of the Award and contributing to the development of the Assessors.

All centres had candidates available for interview during external verification, all of whom were happy with the award and enjoyed the practical aspects of the assessment process.

All candidates interviewed were well informed on their progress and achievement to date, receiving daily feedback from their Assessor.

Access to assessment was appropriate and, in the main, was tailored to individual needs, with no evident barriers to achievement at all centres.

Areas of good practice

For all centres verified:

- ◆ Candidates were encouraged to undertake live project work within the college, producing work that is, in some cases, well beyond the award's minimum requirements.
- ◆ Candidates who have demonstrated high levels of skills, knowledge and achievement were given the opportunity to progress to the next level of their programme.
- ◆ Student e-portfolios were well embedded and facilitated regular evaluative and supportive feedback from Assessors to candidates. This captured both specialist practical work and generic aspects of the award such as the use of PPE (Personal Protective Equipment).

Areas for improvement

No areas for development were identified during external verification activity.