

Higher National Qualifications

And

Scottish Vocational Qualifications

Senior Moderator Report

2006

**Subject: Construction Technician, Construction Management,
Surveying and Construction Engineering**

Sector Panel or SSC: Construction

HIGHER NATIONAL UNITS

FEEDBACK TO CENTRES

General comments:

Where candidates are interviewed, the feedback is positive in as much as candidates consider they have a good learning experience and committed lecturers/assessors.

Despite a time of considerable and dynamic change in personnel, systems and imminent curriculum change, centres endeavour, with some success, to consistently apply common standards in the acceptance of candidates' submitted work.

Advice on good practice and areas for further development:

On the evidence of the external moderation carried out in centres, the use of technology, in the form of electronic portfolios for example, continues to develop. The use of IT has improved the standard of presentation of candidates' work, however, the use of the internet by candidates to copy diagrams etc without acknowledgement of the author into assessment solutions is increasing. Centres should ensure that at levels 3 and 4, candidates are aware of systems for referencing.

A few centres provide formal written feedback to candidates on their performance in assessments. This is a model that all centres should adopt.

Some centres have model solutions for all assessments. All centres should strive to this position.

HIGHER NATIONAL GRADED UNITS

TITLES/LEVELS OF HN GRADED UNITS MODERATED

The new model HN Graded units in the areas of the Built Environment and Civil Engineering are currently being developed.

FEEDBACK TO CENTRES

General comments:

The award of the unit grade of 'merit' continues not to be uniformly awarded across centres, however, the new HN graded units, and available from 2006/2007 should resolve this issue.

All Centres should ensure that model solutions are available for all assessments together with teaching plans, as demonstrated by some of the Colleges externally moderated.

Advice on good practice and areas for further development:

It is hoped that through the SALT group, centres might be able to collaborate on the development of alternative assessments for the future.

SVQ AWARDS

TITLES/LEVELS OF SVQ AWARDS MODERATED

Construction Contracting
Construction Site Supervision
Site Management Contracting
Construction Contracting (Planning)

FEEDBACK TO CENTRES

General comments:

Centres' assessors are enthusiastic, committed and generally thorough in progressing candidates through these professional awards. Assessors and Internal Verifiers record CPD, however, this is mostly focused on the areas of assessment. Candidate feedback is also positive with a high level of candidate satisfaction in relation to the services being provided by centres.

Advice on good practice and areas for further development:

There is evidence of increased use of IT with electronic portfolios being created. Candidates are generally comfortable with this approach which also facilitates verification from remote locations.

There is scope for enhanced use of IT, particularly in relation to the recording of Assessor and Internal Verifier CPD, which needs to include elements of the 'state of the art' technology, and industry processes and products. This is essential for 'credibility' of the vocational qualifications.

Candidates should be encouraged to use portfolios as 'working' documents where hand written notes are appropriate from both candidates and assessors.

NATIONAL UNITS

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

TITLES/LEVELS OF NATIONAL UNITS MODERATED

D914 12	CIVIL ENGINEERING MATERIALS AND TECHNOLOGY
D913 12	CIVIL ENGINEERING ADMINISTRATION
D117 12	CIVIL ENGINEERING PRACTICE
D118 12	CIVIL ENGINEERING TECHNOLOGY
D925 12	STRUCTURAL MECHANICS AND DESIGN 2
D119 12	STRUCTURAL MECHANICS AND DESIGN 1
D22V 12	STRUCTURAL DESIGN AND DETAILING
D22W 12	STRUCTURAL DRAWING AND DETAILING

FEEDBACK TO CENTRES

General comments:

Feedback from candidates is positive with most assessors qualified or working towards teaching qualifications.

Advice on good practice and areas for further development:

Use of standard teaching packs and sharing of good practice is common and to be commended.

Whilst the use of NABS as a guide for assessment is acceptable, centre developed assessments should be of a comparable standard to the NABS, and the mode of the assessment, whether open or closed book, should be followed and clearly stated on the assessment instruments. This is essential for standardisation and conformity throughout the awarding centres.