

**Higher National Qualifications,
Scottish Vocational Qualifications**

And

Scottish Progression Award

Senior Moderator Report

2006

Subject: Carpentry and Joinery

Sector Panel or SSC: Construction Skills

HIGHER NATIONAL UNITS

FEEDBACK TO CENTRES

General comments:

Advanced Certificate Carpentry and Joinery

Four centres were visited this session to moderate this well-established award. As in previous years the reports indicate the standard of work is, in almost all cases, to a high standard. The candidates are producing both practical and theoretical work to a level expected of this award. The staff and candidates in the centres were very enthusiastic about the award and candidates could relate the content to their own work.

All the moderators involved commented on the very good presentation of the work to be moderated. This makes the process so much easier and allows the visiting moderator time to spend with staff and students.

Advice on good practice and areas for further development:

Several areas of good practice were noted in the reports such as:

- Pro-formas for calculation questions
- Well presented core packs
- High level of technical drawing
- Photographs of “work in progress” depicting the various stages of manufacture

Areas for further development:

This award has been extended beyond its original validation period as a result of other developments in the sector but is scheduled to be reviewed as soon as possible. There is no doubt the content requires “modernisation” and development, to conform to current HN award design.

However, in the meantime, centres should be encouraged to include feedback to candidates as standard practice, which will allow them to develop their skill level throughout the duration of the course.

HIGHER NATIONAL GRADED UNITS

N/A

FEEDBACK TO CENTRES

General comments:

Advice on good practice and areas for further development:

SVQ AWARDS

TITLES/LEVELS OF SVQ AWARDS MODERATED

SVQ Level 2&3 Carpentry and Joinery
SVQ Level 2 Formwork
SVQ Level 2&3 Shopfitting

FEEDBACK TO CENTRES

General comments:

New Entrant

There were 26 SVQ visits conducted over the last session with all being accepted. All the centres delivering to new entrants were using the new Training and Assessment Programme (TAP) developed by SQA. The feedback from the centres in all cases was very positive with both staff and candidates finding the holistic approach to delivery beneficial. The burden of assessment has been greatly reduced but has by no means affected the integrity of the award. Staff are enjoying the opportunity to concentrate on delivery again, rather than assessment. The candidates are welcoming the feedback element, which is an integral part of the award, and gives them a "yardstick" to measure their progress. CITB are also very pleased with this approach and can use this ongoing storyboard whilst conducting college reviews of their candidates.

Almost all the centres have adopted the "portfolio" method of recording and gathering candidate evidence. This helps the candidates take ownership of their course of study, staff to collate and store evidence in one place and by no means least, makes the selection and moderation of work so much more straightforward.

The quality of the work being produced in most cases was to a high standard and in some cases to a very high standard. Some candidates were not concentrating enough on the finish of their work, which spoiled the overall appearance and is an area that requires some attention.

All centres had an Internal Moderation system in operation and in most cases were implementing it to good effect. Some centres were still waiting for units to be completed before internally moderating work, which tended to create an "end loaded" system. In light of the "holistic" delivery of the award, centres should try and have a "little but often" approach to internal moderation.

As a result of the new guidelines for retention of evidence, coupled with the early contact made by moderators, the centres were able to greatly reduce the amount of stored practical evidence.

On-Site Assessment

There were only four visits this session with one "not accepted". Generally the delivery was to an acceptable standard and candidates were satisfied with the type and level of work. The issues surrounding the structure of the award have thankfully been resolved, making it now more achievable for on-site candidates and this should hopefully see an increase in the number of candidates presented.

Advice on good practice and areas for further development:

There were several examples of good practice reported which included:

- Compilation, content and storage of portfolios
- Innovative holistic delivery of practical work
- Good use of ICT
- Production of teaching packs to support the new TAP
- Networking through Scottish Association of Timber Trade Teachers and SQA Quality Networks
- Regular Team meetings

Areas for further development:

- Centres should continue to develop discreet teaching packs to cover the new units contained in the TAP.
- Special attention should be paid when compiling these packs to ensure all the core elements are included e.g.: materials, science and drawing.
- There is still scope for further integration of assessments by using a holistic and innovative approach which will ultimately benefit the candidates and staff.

NATIONAL UNITS

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

TITLES/LEVELS OF NATIONAL UNITS MODERATED

SCOTTISH PROGRESSION AWARD: BUILDING CRAFTS INTERMEDIATE 2
SKILLS FOR WORK: INTERMEDIATE 1

FEEDBACK TO CENTRES

Scottish Progression Award:

General comments:

A total of nine centres were visited this session with no unaccepted decisions. It was found that the centres were all using the centrally devised NAB packs although some were either not aware of, or had not implemented, the revised tolerances and number of questions issued by SQA. Fortunately this had only affected a small number of candidates and Moderators offered guidance as to how to resolve the situation.

The assessment decisions were found to be reliable and consistent and the standard of work mostly very high. Candidates interviewed were very positive about the course and were finding it rewarding and also felt it would enhance their employment prospects within the industry.

More than half the centres expressed concerns about the time scale of delivery for the award where candidate absences could have a significant effect on their progress and final achievement.

Good Practice:

There were several examples of good practice reported including:

- Development of good teaching packs to support the award
- A tool kit for each candidate
- Realistic practical exercises

Areas for Further Development:

Some Moderators experienced difficulty in identifying candidate evidence, both physical and photographic, and the presentation of evidence varied from excellent to very poor. Centres should endeavor to liaise with their external moderator and agree the following points prior to a visit:

- Presentation and layout of candidate evidence
- Method of identifying candidate evidence
- System for recording candidate evidence

If followed this should enable centres to be fully prepared for an External Moderators visit and reduce the amount of time spent moderating.

Skills for Work: Intermediate 1

General Comments

A total of five visits were carried out to the centres (colleges) piloting the new Skills for Work Award, in partnership with local Secondary Schools, with no unaccepted decisions. The centres were all using the SQA NAB packs for assessing the award and assessment decisions were found to be reliable and consistent. The staff in the centres were almost all satisfied with the content of the award and how it was being received by candidates. There were some very innovative methods being used to integrate the Employability unit with the practical units and candidates interviewed were very enthusiastic about the course. This was supported by the excellent attendance in almost all the centres visited.

Indications from the centres suggested that the registrations for this award (as well as the Access 3 and Int 2 levels coming on board) would increase in the coming session. This is very encouraging and demonstrates the importance being bestowed on these awards by schools and parents, which can only bode well for the future of the industry.

Good Practice

There were several examples of good practice reported including:

- Systems for collating and tracking candidate evidence
- Regular team meetings
- Master folder systems
- Students encouraged to develop skills beyond the minimum requirements

Areas for further development:

Considering this was a pilot year for delivery of the new award centres had embraced it very well and were developing and improving their delivery all the time. Some centres should re-consider their delivery of the employability element and try to make it as dynamic, exciting and innovative as possible. This cannot be stressed enough as the employability skills are the key focus for the whole suite of awards.