

**Higher National Qualifications,  
Scottish Vocational Qualifications  
And  
Scottish Progression Award  
Senior Moderator Report  
2006**

**Subject: Painting and Decorating**

**Sector Panel or SSC: Construction**

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

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## HIGHER NATIONAL UNITS

### FEEDBACK TO CENTRES

#### General comments:

G5GG17 Advanced Craft Painting & Decorating

#### Units

D2 WP04	Producing Faux Finishes
D2 WR04	Papering Complex Surfaces
D2WM04	Applying Specialist Wall coverings

Only one verification visit was carried out for this award last term

#### Advice on good practice and areas for further development:

##### Areas of good practice

Areas of good practice identified in the report were the centre`s internal moderation system and the feedback given to staff members on IM paperwork. Positive comments were made regarding the high standard of practical work.

The importance of having good intensive internal moderation events prior to external moderation has been highlighted.

##### Further development

A recommendation for the future would be to increase the amount of centres moderated for the Advanced Craft award each term.

## SVQ AWARDS

### TITLES/LEVELS OF SVQ AWARDS MODERATED

#### SVQ Level 2 & 3 Painting & Decorating (G6R4 22 & G6RD 23)

### FEEDBACK TO CENTRES

17 College centres were visited for the above award and one Private Training provider visited for an OSAT event for G6R4 22 level 2

No holds were applied

#### General comments:

This was the first year of the new Training and Assessment Programme (TAP) for year one only at level 2 and all but two centres began this award in August 2005. Both of the above mentioned centres had received a moderator development visit regarding the new programme and one of the centres opted to begin the new programme in January 2006. All centres were found to be compliant with the awarding body's requirements.

The centre that remained with the old training units was moderated by conducting a cross matching exercise comparing their programme with new TAPs. It was found that they were meeting the awarding body standards in practical work but more evidence was required to fulfill the theoretical assessment. Information was provided on the day of the visit and a return moderation visit found that these requirements had been fully met. The centre will now begin the new TAPs programme in August 2006.

The centre that began the TAPs in January 2006 was found to be making good progress when they had received a moderation visit.

During the term a presentation for the new TAPs had been held at Forth Valley College in December 2005 by the writing group which was followed by a question and answer session. This allowed a FAQ to be produced by SQA which was circulated at a further Construction Network meeting in May 2006. The network meeting also concentrated on the new TAPs delivery. Both of these events assisted in removing areas of ambiguity and provided reassurance to centre staff.

Evidence gleaned from Moderator reports indicated that the new programme had been embraced by centres and was working well with no major areas of concern. Where the reports had elicited staff comments the responses had been very favourable towards the new programme. Candidate response had also been very favourable and the written feedback to candidates had helped them to self critique and analyse their performance.

Only four issues were highlighted in the Moderator reports with one instance where candidates felt there was too long a period between tests and one instance where taping and filling required additional resources. There were two instances where staff felt that written feedback to candidates required an excessive amount of their time. Completion of the first year programme on time was a debatable point within one centre.

Moderation for year one of the TAPs programme had adopted a developmental and assisting approach in this initial year. All centres have now received assessment material for year two of the award and moderators will adopt the same approach for year two moderation events.

Second year assessment for this term however was still based on the final year of the old training units at level 3. Moderation of level 3 showed no real concerns were evident. Level 3 units next term will begin the inception of the second year of the new TAPs programme.

## **Advice on good practice and areas for further development:**

### **Areas of good practice**

- All reports indicated that centres have a full commitment to CPD.
- Reports indicated that with one exception all centre staff delivering the award are either qualified to assessor level or are working towards the A units.
- All internal moderators were also suitably qualified.
- Internal moderation had taken place in all but one centre prior to an external moderation visit and had been effective.
- Candidate written feedback sheets for tasks and tests had been kept well updated and gave information to candidates fairly quickly.
- Certain centres had clear candidate progress charts displayed in workshop areas.
- One centre had developed student course programme handbooks which candidates could use in diary form to track their progress.
- Centres where health and safety was clearly promoted within workshop environments.
- Certain centres were using collective tasks as mini projects in an innovative manner prior to tests.
- High percentage of reports indicated a very high standard of practical work.
- Centres where induction packs have been produced for new assessors have been beneficial.
- One centre uses personal candidate learning plans in portfolio format.
- Centres which encourage site visits allow candidates and staff to keep abreast of contemporary processes, materials and equipment.
- Centres which plan internal moderation as a high profile event will normally ensure that external moderation will endorse their internal quality assurance systems.

In conclusion College centres are continuing to deliver a very good quality product and have displayed adaptability, flexibility and commitment by embracing the new TAPS programme and delivering a very smooth transition in this first year of its inception.

### **Areas of further development identified in the reports**

- Certain centres should update on new spraying technology and techniques.
- Centres should encourage candidates in some instances to keep question papers in a clean tidy manner.
- Centres should strive to enter new staff on the A units as soon as possible after commencing in their employment.
- SQA product lists require greater accuracy regarding candidate enrolment.
- Centres should strive to inform SQA of candidate withdrawals as quickly as possible.
- Although the assessment strategy for the award accepts construction competence and V1 unit certification as qualification to carry out internal moderation it would be more suitable if centres strive to carry out this activity with a suitably qualified craft specific person.
- Centres to attempt a more integrated approach with generic units and incorporate them at an early stage of the programme and also to generate more evidence for activities which are not naturally occurring.
- One centre had not completed an internal moderation event prior to external moderation and, although everything was alright on the day, it is still a high risk policy.
- Technical drawing aspects could have been tidier with more accurate annotation as one report identified.
- One report specified that the centre should replace resources such as a door and reglaze windows to ensure candidates have an appropriate working surface.
- One report specified that a centre create more areas for taping and filling, more areas for staining, and the acquisition of more metal surfaces to ensure candidates have the optimum resources.

## **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 (Painting & Decorating)

## **FEEDBACK TO CENTRES**

The visits were carried out on a double bank basis with each moderator verifying their own specific subject then taking an overview of other crafts to verify the centres quality assurance systems

14 centres were visited. One return visit was requested. One not accepted was placed which was later lifted.

One development visit was carried out.

### **General comments:**

This remains a very good award for young people hoping to enter the industry and for adult returnees hoping to attain employment.

One development visit had been carried out for the award.

Where the not accepted had been placed it was due to assessment which was not completed as per unit specification.

64% of the moderator's reports commented on the very good standard of work delivered by the candidates. 71% of the reports indicated internal moderation had been carried out. 2% of the reports contained areas where further development of the award is required by centres in order to enhance candidate learning experience

### **Advice on good practice and areas for further development:**

#### **Areas of good practice**

- Centres have developed a precise checklist format which tracks candidate progress and achievement.
- 64% of the reports indicated that the centres have achieved a very high standard of work.
- Staff enthusiasm for the award has been identified in reports.
- Resources were of a good standard and quality.
- Integration of assessment had taken place.
- Evidence had been retained.
- Centres have produced personal learning plans for candidates.
- The visits had been planned and well organised by the centres.
- Centres have produced a good induction pack for new staff members delivering the award.
- If work cannot be retained a checklist containing the candidate signature, assessors signature and internal verifiers signature will assure an external verifier work has been completed.
- Where centres have increased the surface areas and combining assessments with project work.

## **Areas of further development highlighted in the reports**

Although the award is being successfully implemented for the most part, certain centres have been given action/developments to further improve both the quality and the learning experience these will be identified below:

- Take on board the amendments by SQA regarding the reduction of questions being asked.
- Graffiti on work samples particularly by younger candidates should be discouraged
- Candidates should work from good given exemplars which clearly display the standards to be attained
- Neatness and tidiness of candidate work to be encouraged
- Feedback should be given to candidates
- Internal moderation procedures within centres should be implemented consistently by all crafts
- Closer scrutiny of unit specifications is required by some centres

## **NATIONAL UNITS**

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

## **TITLES/LEVELS OF NATIONAL UNITS MODERATED**

### **Skills for work Programme (C218 10) Painting & Decorating**

As with the SPA award, centres were visited on a double bank basis with Moderators verifying their own particular craft and taking an overview of other crafts. As this was the initial year of the award a developmental and supportive approach was adopted by moderators.

## **GENERAL COMMENTS**

- Five centres were moderated specifically for Painting & Decorating this term.
- Internal moderation had been carried out by all centres.
- Candidate satisfaction and enjoyment with this new programme was evident in the reports.
- All the centres were using NAB assessment material.
- It was apparent that all candidate evidence had been correctly assessed and all standards had been met.
- The generic unit Employability Skills has been given a high profile by centre staff delivering the award.

## **ADVICE ON GOOD PRACTICE**

- Instances of good centre/school partnerships.
- Instances where centres had a specific named person who had ownership of the generic unit. Employability Skills and course co coordinators with responsibility for ensuring consistency of delivery and internal moderation across all crafts.
- Internal moderation had been effective for all centres visited.
- Instances of good induction and selection processes were evident in some reports.

## **AREAS OF FURTHER DEVELOPMENT**

- For quality assurance purposes it would be beneficial to have checklists signed off by candidates, assessors and internal moderators.
- College staff mentioned that it would be of benefit if they had an input into the candidate selection process.
- Centres should ensure that candidate self evaluation sheets are fully completed.