

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

**Subject: Plumbing 177**

**Sector Panel or SSC: Summit Skills**

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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## **SVQ AWARDS**

### **TITLES/LEVELS OF SVQ AWARDS MODERATED**

**Plumbing Level 3 (G77H)**

**Plumbing Level 2**

### **FEEDBACK TO CENTRES**

#### **General comments:**

The first group of candidates has now been certificated for these new Plumbing SVQs. Session 05/06 was the third year of the qualifications that commenced in session 03/04. Centres are to be commended on their efforts during this three-year transition period of ensuring that candidates were involved in a realistic learning experience and given fair access to the assessment process.

The “matching exercise” (the method used to match the TAUs to the SVQ Units) caused a little concern due to there being two routes (and two matrix) to achieve the SVQ i.e. one including ACS gas and one not. The production of a “portfolio of gas evidence” or an “employer declaration” deciding the route. Several centres have devised computer programmes to aid this process.

The volume of assessment still causes concern which impacts in various ways (a) more time is required to organise and administer numerous assessments (b) which in turn requires additional marking, recording and internal verification. There were indications from the reports that time was tight in these areas.

Parts of the SVQ programme are still developing e.g. The Electrical Unit and its Course for Plumbing Lecturers; the assessment bank being produced by SQA.

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

The moderation process is more efficient and runs smoothly when a Centre has an effective administration and IV system in place. This was evident in many centres.

Comments were made about the good quality of teaching and learning materials; this obviously has an impact on the assessment process. Perhaps this is an area in which Centres could share good practice and development.

Centres may benefit from a clear documented division of roles between SQA & SNIJIB (joint award partner).

## **NATIONAL UNITS**

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

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

No reports were produce in this area.

## **FEEDBACK TO CENTRES**

### **General comments:**

N/A

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

N/A