



**National Qualifications 2016
Internal Assessment Report
Construction Technician**

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

National courses

GJ4G 46 National Certificate in Built Environment (SCQF level 6)

GJ4F 46 National Certificate in Civil Engineering (SCQF level 6)

General comments

It is clear, from the external verification reports received this session, that all centres have a clear and accurate understanding of the requirements of national standards relating to the National Certificates in Built Environment and Civil Engineering.

Some centres have recently reintroduced delivery of NC awards after a gap of some years. However, their familiarity with the requirements of HN and SVQ qualifications means that the reintroduction of the NCs has been virtually seamless, with rigour and validity established from the outset of delivery.

Course arrangements, unit specifications, instruments of assessment and exemplification materials

Most staff in centres are thoroughly familiar with the structure and content of unit specifications, instruments of assessment and assessment support packs (ASPs) and earlier SQA-derived exemplar materials. Over time, staff in the centres have produced a considerable catalogue of alternative instruments of assessment and exemplar materials that comprehensively meet the requirements of the unit specifications. This wealth of knowledge is being applied to the development of new assessment instruments to satisfy the requirements of the NC programmes.

In the centres where NC programmes have been reintroduced or are being delivered for the first time, staff have benefitted from their familiarity with the long-established HN programmes and their relationship with the Built Environment Qualifications Support Team (QST).

Evidence requirements

It is quite obvious from external verification reports this session, that the staff in centres have a clear and comprehensive understanding of the evidence requirements as defined in the unit specifications.

Administration of assessments

Since 'regionalisation', most centres have now successfully integrated the various quality systems that used to exist in their constituent campuses. For a very small minority, systems review is ongoing. However, all centres demonstrated robust systems that comprehensively support delivery of NC programmes.

Significant developments in IT portals have been observed in many centres. Not only do these portals support the administration of quality elements of the NC

programmes, but also support all aspects of the delivery of the qualifications. These portals include areas that are accessible to learners where course information, learner progress, assessment planning and assessor feedback may be reviewed. It was also noted that a number of assessors were using e-mail and elements of social media to ensure learners were kept informed of progress and assessment opportunities.

Access to elements of these portals is offered to external verifiers where all records of assessment activity, learner progress, quality assurance and internal verification policies and procedures can be reviewed.

Areas of good practice

The most significant elements of good practice highlighted this session were the further development and operation of IT learning portals in most centres. These portals not only considerably enhance the management and delivery of the NCs, they also enhance the learning experience and encourage learner engagement with the process.

Many other examples of good practice were recorded as follows:

- ◆ Regular curriculum reviews with staff and student representatives
- ◆ Feedback to learners that was valid, relevant and informative
- ◆ High quality of centre-devised assessment materials
- ◆ Learning reinforced with use of site visits
- ◆ Integration of assessment activity embracing several units
- ◆ Partnership with industry for materials-testing activities

Specific areas for improvement

A few issues were identified in a very small minority of centres as follows:

- ◆ Lack of consistency in reporting and recording of feedback to learners
- ◆ Feedback to learners that was not specific
- ◆ Alternate instruments of assessment not prepared for re-assessment purposes
- ◆ Lack of availability of CAD facilities at appropriate times
- ◆ Exploration of health and safety issues during site visits

National Qualifications (NQ) units

EB47 11 Contributing to Health and Safety in a Work Environment
D9F2 10 Construction Careers: An Introduction

General comments

It is quite apparent from the external verifiers' reports received this session, that the staff in the two centres that were verified had a clear and accurate understanding of the requirements of national standards for these two units.

Unit specifications, instruments of assessment and exemplification materials

The staff in both centres are thoroughly familiar with the structure and content of unit specifications, instruments of assessment and assessment support packs (ASPs) and earlier SQA-derived exemplar materials. Staff in both centres have delivered these units for several years and have adapted SQA assessment materials to suit local conditions. There has been no loss of rigour or validity.

Evidence requirements

The staff in centres have a clear and comprehensive understanding of the evidence requirements as defined in the unit specifications. This is demonstrated in the quality of the centre-devised assessment materials.

Administration of assessments

Developments in virtual learning environments (VLEs), and IT portals are ongoing in the two centres. Not only do these developments support the administration of quality elements, they also support all aspects of the delivery of the qualifications. These portals include areas accessible to learners where course information, learner progress, assessment planning and assessor feedback may be reviewed. It was also noted that a number of assessors were using e-mail and elements of social media to ensure learners were kept informed of progress and assessment opportunities.

Access to elements of these portals is offered to external verifiers where all records of assessment activity, learner progress, quality assurance and internal verification policies and procedures can be reviewed.

Areas of good practice

The most significant elements of good practice highlighted this session were the further development and operation of VLEs and IT learning portals in centres. These initiatives not only considerably enhance the management and delivery of programmes, but also enhance the learning experience and encourage learner engagement with the process.

Many other examples of good practice were recorded as follows:

- ◆ Regular curriculum reviews with staff and student representatives
- ◆ High quality documentation which recorded and supported all aspects of assessment and quality assurance
- ◆ Feedback to learners that was valid, relevant and informative

Much of the 'good practice' that has been observed in past reviews is almost considered now as 'normal practice', but still features in external verification reports when it is observed.

Specific areas for improvement

In the two centres reviewed there was little to criticise in the delivery and assessment of the units.