



**National Qualifications 2014  
Internal Assessment Report  
Sheet Plate and Welding**

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

# National Qualifications (NQ) Units

## **Titles/levels of NQ Units verified:**

EA0V 11 Introduction to Metal Inert Gas (MIG) Welding  
EA14 11 Introduction to Oxy-Acetylene Welding  
F5F7 12 MIG/MAG Welding Skills  
F5FC 12 TIG Welding Skills  
F5F3 11 Welding Processes  
F5F2 11 Thermal Joining skills  
F5F6 12 Manual Metal Arc Welding Skills  
F5F1 11 Thermal Cutting Skills  
F5EW 11 Fabrication Processes  
F5FG 11 Fabrication Skills  
F5EX 11 Pattern Development

## **General comments**

Based on the External Verifier feedback from the five centres visited in 2013–14, all centres demonstrated a clear and accurate understanding of the requirements of national standards across the wide range of NQ Units verified. This was fully reflected in the standard of the assessments presented for external verification. Internal processes and procedures for quality assurance were of a high standard thereby ensuring a good understanding of national standards. As evident in previous years, there remained strong evidence that the centres placed a high priority around national standards and ensured that these were being met. They were fully aware of the importance of ensuring quality at this level, preparing candidates for possible entry into NQ Group Awards and Higher National qualifications. This applied to both technology-based and practical-based activities.

There has recently been an upturn in job opportunities within the fabrication and welding sector. Centres are recognising this and the focus of training and Units selected are preparing candidates well for entry into the industry.

There was also strong evidence of good and well established links with employers, thereby providing good market intelligence on the skills required for the industry. This assisted centres in matching the needs of employers with the SQA Units being offered.

## **Unit specifications, instruments of assessment and exemplification materials**

Based on the External Verifier feedback from the five centres visited in 2013–14, assessors continue to be familiar with all assessment materials associated with the Units verified. A number of centres had once again identified scope for producing alternative assessment materials and this was discussed during their external verification visit. As in previous years there were good examples of innovative exemplification materials being used across a range of centres. The

wide range of Units being verified this year gave a good broad spectrum of the various types of assessment instrument being used. A number of centres used the existing National Assessment Bank materials where others used a variation of these or had designed their own versions. Where this was the case, assessors continued to demonstrate a good understanding of requirements. In the majority of cases the instruments of assessments used were designed to allow candidates the opportunity to demonstrate skills, knowledge and understanding in both classroom and practical activities.

As in previous years, it was encouraging to see good real, practical assignments being used to demonstrate competence in skills assessments. This year there was strong evidence that centres recognised the benefits of project work and had built assessment materials into project-based activities.

### **Evidence Requirements**

Based on the External Verifier feedback from the five centres visited in 2013–14, there was clear understanding of the Evidence Requirements for the Units verified. As in previous years candidates produced good quality assessment materials which reflected well on the centre's understanding of the Evidence Requirements. In all cases there was sufficient evidence to justify achievement of competence within candidates' responses, especially in practical-based assessment materials, which formed the majority of assessment evidence presented for verification.

Some centres had introduced updated resources using modern technology. This allowed candidates to experience industry-standard equipment as part of evidence gathering to meet the requirements of some assessments.

### **Administration of assessments**

In all centres visited in 2013–14, External Verifier feedback confirmed that administration arrangements were good with supporting procedures and documentation. Robust internal verification procedures ensured assessments were carried out appropriately and standards were being fully met. In the majority of centres good use was made of well-designed marking schemes and alternative assessment instruments. This is fully reflected within the comments under the 'Instruments of Assessment' section of this report.

### **Areas of good practice**

In all centres visited in 2013–14, External Verifier feedback confirmed, in general, that centres had developed well written and innovative assessment packs for the Units presented. These were of a very high standard and fully met all requirements for assessing, verifying and delivering the assessment of the Units.

As in previous years, some centres made good use of assessor comments within the marking schemes. These provided good and useful feedback to candidates.

Sample evidence was presented in such a way that verification was straightforward.

As in previous years, it was encouraging to see evidence of centres using Unit summary sheets, schemes of work and assessment schedules, lesson plans and teaching materials. This gave a good flavour as to how the Units were being delivered and the good quality materials being presented to candidates. This additional material fully complemented the assessment materials.

It was good for External Verifiers to observe some of the more able candidates working on real-time repairs within the centre workshops.

As in previous years, all centres that were visited demonstrated good practice through the use of team work in assessing practical tasks. Where centres used real practical tasks to assess competence the standard of the work was very high. This is not always possible, however the benefit to the candidates and the quality of work being produced is enhanced by this practice.

Once again, good use was also made of integration of assessments. This practice ensured that candidate made links between practical and theoretical assessments. As previously mentioned, good use was being made of industry-standard project work and more 'tie in' with employers' needs were in evidence. This was encouraging and good practice as the industry continues to grow.

Some evidence existed of the emergence of renewable technology. This new area of technology was being incorporated into a number of practical Units to match industry requirements and better prepare candidates for jobs.

### **Specific areas for improvement**

It was reported in previous years that not all centres produce appropriate or sufficient alternative assessment instruments, marking schemes and sample responses. As in previous years, this is still the case in some centres, although there has been a significant improvement from last year. External Verifiers will continue to promote this good practice.