



**Scottish Vocational Qualifications
Internal Assessment Report 2014
Core Skills: Information and
Communication Technology (WA)**

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

SVQ awards

Titles/levels of Units verified:

Information and Communication Technology F42D 04

Information and Communication Technology F42E 04

Information and Communication Technology F42F 04

Information and Communication Technology F42G 04

General comments

Most External Verifiers indicated, within their reports, that they were appreciative of those centres employing the integrative approach to the delivery of Core Skills Units together with the main SVQ within Modern Apprenticeships. This approach gives the Core Skills Units a better standing in that they relate to the whole process and are not seen by the learner as an unnecessary add-on which has no relation to the rest of the qualifications.

The structure of the present Core Skills ICT Unit specification was welcomed by most centres as it allowed a wide range of software/hardware to be used rather than the older versions which could only be completed using a very narrow range of software some of which were not used by the learners in their main award area.

Centres should note that it is not mandatory to use the Assessment Support packs (ASPs) for assessment purposes. However, centres are recommended to use the checklists within the ASPs to ensure complete coverage of the range required by the Core Skill specification.

Centres delivering the Core Skills Units as part of a Modern Apprenticeship are encouraged to treat them as an additional Unit within the main SVQ and not as a separate Unit to be delivered at the end of the year after the 'main' work has been completed, as is the case with a small number of centres.

Although the Workplace Assessed Core Skills Units do not have their own Assessment Strategy they take on the Assessment Strategy of the SVQ within the Modern Apprenticeship of which they are a part.

It should be noted that staff must include the correct minimum number of hours of CPD as stated within the Assessment Strategy of the relevant SVQ. Failure to adhere to this in future will result in a 'red' compliance level within the external verification report.

Unit specifications, instruments of assessment and exemplification materials

A number of assessors and other staff had made the assumption that the ASPs were the Unit specifications and were unaware that the Unit specification was the

main document for these Units (and in a few cases did not know it existed). It should be remembered that the ASPs are merely an example of one way of assessing the Unit.

Many centres used the SQA-published ASPs as the basis for assessment, however it was pleasing to note that most centres had at least contextualised these to suit the learner's work experience and the learner's associated SVQ qualification.

Some centres had submitted their instruments of assessment to SQA for prior verification to ensure they were complying with Unit requirements.

Evidence Requirements

All of the centres selected for external verification this year had provided sufficient competent evidence, which met with the requirements of the Unit specifications. This had been assessed either by using the ASPs or contextualised versions of the ASPs and in some cases by centres generating their own assessment instruments.

Administration of assessments

All centres externally verified this year demonstrated that the administration of assessments was of a good standard.

In most cases it was obvious that learners' evidence had been closely scrutinised by assessors — indicated by annotations/comments that had been added as feedback to learners.

In the majority of cases, internal verification was robust and very good feedback had been given to assessors.

General feedback

In the majority of centres, externally verified this year, feedback from assessors to learners and internal verifiers to assessors was good to very good.

Many centres are now collecting recording documentation including CPD records, staff qualifications and procedures, etc in electronic formats. Most External Verifiers found this to be preferable to having these supplied in paper format.

Areas of good practice

In some centres, where learners were attempting multiple Core Skills Units, integration between Units and the main SVQ was being carried out. This leads to improved learner motivation by making the Core Skills activities as relevant as possible to the learners.

Specific areas for improvement

In a few centres that had a number of satellite premises spread over a wide area, it was noticed that assessment documentation and learning material was not standardised across the various sites. In these cases the internal verification system should strive to ensure standardisation of documentation across all sites.

Where assessors (and in some cases Internal Verifiers) are spread over a large area, centres should ensure that all assessors are given the opportunity to meet together for at least one quality meeting each year. Some centres use video conferencing for this.

As stated earlier within this report, centres delivering the Core Skills Units as part of a Modern Apprenticeship are encouraged to treat them as an additional Units within the main SVQ and not as a separate Unit to be delivered at the end of the year after the 'main' work has been completed, as is the case in a small number of centres.