



**Scottish Vocational Qualifications
Internal Assessment Report 2016
Wall and Floor Tiling**

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

SVQ awards

General comments

All centres visited had a comprehensive understanding of the requirements of the national standards as defined by the standards setting body Construction Skills/ Construction Industry Training Board (CITB).

Almost all external verifiers commented on the high quality of candidate practical tiling evidence on display at centres with candidates clearly reaching and exceeding national occupational standards.

The SQA-developed Training and Assessment Programmes (TAPs) are being used effectively to assess candidates to defined standards and tolerances.

Some centres were commended by the external verifiers for meeting and sometimes exceeding industry standards and maintaining high quality work.

Unit specifications, instruments of assessment and exemplification materials

All centres had a clear understanding of the requirements of specialist Wall and Floor Tiling unit specifications and their related TAPs.

Evidence from verification activity continues to support the view that assessors at all centres have an in depth knowledge of units and TAPs and are continuing to maintain high standards in assessing the PDA and SVQ in an effective manner.

Evidence requirements

All centres continue to meet the evidence requirements of all specialist and generic units within the PDA and SVQ. Candidate practical evidence was once again noted as being of a very high standard in one external verifier report.

The assessment of the two additional units H109 12 Construction Craft Competence Assessment and H10A 12 Construction Craft Employment Skills is being delivered appropriately with evidence from the workplace being available for candidates.

All external verifier reports noted that the evidence requirements for these additional units were being addressed appropriately at all centres.

All external verifiers reported that assessment decisions relating to the assessment of practical competence and knowledge were marked appropriately thus confirming that the assessment process was working efficiently and effectively at all centres. Internal verification at all centres was robust and confirmed compliance with centre procedures and SQA unit specification requirements.

Administration of assessments

External verifiers reported that assessment planning and administration of the assessment process was effective at all centres verified.

In all centres, external verifiers highlighted constructive and developmental feedback to candidates, and effective assessment administration and recording.

All external verifier reports noted internal verification as being robust in terms of confirming assessment decisions but also supportive in terms of assessor feedback.

At one centre there was good evidence of a clear focus on continually reviewing the assessment environment through well-established review processes. This provided excellent evidence of a systematic and ongoing review of all aspects of the candidates' assessment environment including:

- ◆ student progress
- ◆ resourcing
- ◆ physical learning environment
- ◆ effectiveness of assessments and assessment scheduling
- ◆ general course enhancements
- ◆ effectiveness of feedback to candidates

General feedback

Candidates practical skills development needs are clearly identified and addressed during practical assessment at all centres.

Feedback to candidates at all centres is linked to unit and TAP requirements. Feedback is developmental in nature and gives a clear focus on future areas for development.

The effective use of candidate records of evidence from the workplace (CREWs) at one centre ensured that discussions on identifying and addressing candidate on-site knowledge and skills development needs was recorded effectively and actioned.

Areas of good practice

The following areas of good practice were reported during the 2015–16 session.

Ongoing review processes provided excellent evidence of all aspects of the candidates' assessment environment including:

- ◆ student progress
- ◆ resourcing
- ◆ physical learning environment
- ◆ effectiveness of assessments and assessment scheduling

- ◆ general course enhancements
- ◆ effectiveness of feedback to candidates

Student progress reviews provide a comprehensive and detailed record of candidate development needs being evaluated and actions to improve:

- ◆ attitude to work
- ◆ safety awareness
- ◆ co-operation with others
- ◆ conduct
- ◆ reliability
- ◆ attendance and timekeeping
- ◆ planning, organisation and initiative

Specific areas for improvement

No specific areas for development were reported during 2015–16.