



**Scottish Vocational Qualifications
Internal Assessment Report 2014
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

Only two centres delivered the SVQ Wall and Floor Tiling in 2013–14.

The outcome of external verification activity confirmed that one centre continues to have a well established and detailed understanding of the National Occupational Standards for Wall & Floor Tiling — and specifically the PDA Units and associated Training and Assessment Programmes (TAPs) which form the SVQ at SCQF level 6.

In contrast, one centre experienced issues with the interpretation of national standards and this resulted in an extensive action plan being agreed to address the issues raised. This action plan included appointing an internal verifier who has an in-depth occupational knowledge of wall and floor tiling and who has experience of the National Occupational Standards for the SVQ.

Unit specifications, instruments of assessment and exemplification materials

Staff at one centre had a clear understanding of the requirements of the Unit specifications and their assessment instruments. There was clear evidence to support the view that this aspect of SVQ delivery is being consistently addressed in an effective manner at the centre.

Evidence Requirements

One centre continues to meet the Evidence Requirements of all Units. Candidate practical evidence was once again noted as being of a very high standard and there was sufficient evidence available for each Unit. Candidate written evidence was also of a very good standard.

However, one centre had an action identified requiring the centre to develop questions to enable the centre to gather evidence of underpinning knowledge and understanding for each Unit in order to meet the Evidence Requirements.

Administration of assessments

One centre is fully compliant with the Assessment Strategy in terms of assessors and internal verifiers being occupationally competent, having a sound in-depth knowledge of the National Occupational Standards, participating in relevant CPD, holding appropriate assessor and verifier qualifications, and administering the assessment and internal verification process very effectively.

In contrast, one centre had actions identified in relation to:

- ◆ appointing an internal verifier who has an in-depth occupational knowledge of wall and floor tiling and knowledge of the National Occupational Standards for the award

- ◆ the planning, implementation and recording of internal verification to support the assessor and the assessment decisions
- ◆ developing knowledge and understanding questions for all Units

Assessment records and materials, candidate documentation and portfolios were well organised and consistent at one centre. All dates and signatures were recorded for all candidates, ensuring an effective internal and external verification focus.

The administration systems in place at one centre effectively supported the delivery of the assessment process for this qualification.

General feedback

One centre had excellent specialist workshop accommodation and ample materials to ensure that all specialist aspects of the qualification, Units and candidates numbers were catered for.

All candidates at both centres were happy with the progress they were making and they also valued the feedback from the assessor on their practical activities in particular.

Areas of good practice

The following items of good practice were reported at one of the two centres visited by External Verifiers:

- ◆ Candidates accessing their assessment feedback and learning materials remotely from their place of work — to underpin their skills development while away from college.
- ◆ Centre-devised electronic candidate feedback — allowing students to reflect on their learning and assessment performance before formal summative assessment.
- ◆ Use of a touch screen in the workshop — to enable candidates to check standards and tolerances prior to formal assessment and to support reflection after practical workshop assessments.