



**Higher National Qualifications**

**And**

**Scottish Vocational Qualifications**

**Senior Verifier Report**

**2007**

**Subject: Carpentry and Joinery**

**Sector Panel or SSC: Construction Skills**

The purpose of this report is to provide feedback to centres on verification which has taken place within Higher National and Scottish Vocational Qualifications in this subject.

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## HIGHER NATIONAL UNITS

### FEEDBACK TO CENTRES

#### General comments:

The Advanced Certificate in Carpentry and Joinery is being delivered to very good standards in most centres. The students interviewed by EVs were all very positive about the award and felt in the main that it was relevant to the tasks they undertook in the workplace. However, comments from both candidates and staff were consistent in pointing out the need for the award to be reviewed to reflect current practices and equipment. This is scheduled to commence in session 2007/8.

Nine centres were visited and only one “not accepted” decision given which was easily rectified by the centre. Almost all the centres had robust and effective Internal Verification systems in place, which staff were implementing. The “Pass/Merit” decisions were being applied consistently and welcomed by the candidates.

There was evidence that the level of drawing skills was not as good as in previous years. This in part could be attributed to the type of delivery, adopted by some centres, of the Training and Assessment Programme (TAP), with not enough emphasis being placed on the basic drawing skills as in the past. Centres should be reminded that the core skills, such as Construction Drawing, should be taught to the same level as in the past even although candidates are not undertaking the same amount of summative assessments. Candidates progressing to the Advanced Certificate must have a good level of skill and understanding of Construction Drawing to be able to achieve this award.

#### Advice on good practice and areas for further development:

##### Good Practice

Most centres had examples of good practice noted by the EVs which included the following:

- The use of up-to-date teaching styles; ICT; VLEs; DVDs
- Individual Candidate result recording sheets
- Procedure lists for practical exercises
- Re-cap question sheets for candidates prior to delivery of the HN Units
- Incorporation of Traditional and modern techniques.

##### Areas for Further Development

As stated previously this award is due to undergo a review this coming session to reflect the needs of industry and how it will sit with other HNs in the sector. One factor for consideration is to ensure candidates are able to progress to HNC level fully equipped with the necessary Core Skills (numeracy, communications and ICT) which would require more challenging work than is included in the award at present. Carpentry and Joinery has the largest uptake, at SVQ level, for all the trades and subsequently at Advanced level. There have been several requests for an HNC in Carpentry and Joinery (currently Painting and Decorating is the only other craft with an award at this level) which should include some supervisory elements as well as the craft content.

Some research into the suitability of the award as it stands at the moment, and the number of candidates who progress to a higher level is required to ensure any review produces an award fit to serve the needs of industry and equip students with the necessary skills required to seek, and maintain, employment in today's ever changing and challenging industry.

## SVQ AWARDS

### TITLES/LEVELS OF SVQ AWARDS VERIFIED

**Carpentry and Joinery SVQ Level 2 & 3**  
**Wood Machining SVQ Level 2 & 3**

### FEEDBACK TO CENTRES

#### General comments:

A total of 29 centres were visited (two wood machining) with all the assessment decisions being accepted. All the centres were now using the Training and Assessment Programme (TAP) developed by SQA and the feedback received from all staff and candidates was very positive. Staff welcomed the reduction in assessment and felt that the introduction of the “tasks” and feedback was very beneficial to the candidates. This was fully confirmed by the candidates who felt they knew at all times what they were trying to achieve and what aspects they needed to concentrate on. Almost every centre had adopted the portfolio method of recording candidate’s achievements and evidence, which was found to be very effective. The candidates in most cases were being encouraged to take ownership of their portfolio and to gather as much evidence as possible to enhance their record of achievement.

Most centres were adopting the “holistic” approach to delivery whenever possible and where resources allowed.

All the EVs were able to provide reliable and consistent advice to centres as a result of regular EV team meetings where approaches to external verification were discussed and agreed by the team.

Feedback from centres indicated the need for an SQA organised, subject specific, cognate group meeting, which took place in late June this session. This forum provided the opportunity to address any concerns staff had regarding the delivery of the new award, and to fully explain the rationale behind the new framework and approach to delivery, including the Assessment Strategy.

#### Advice on good practice and areas for further development:

##### Good Practice

Most centres had examples of good practice noted by the EVs which included the following:

- The use of Varied and up-to-date teaching resources and styles; VLEs; DVDs; ICT
- ICT for student report writing
- Internet searches by candidates
- Development of teaching materials to support the TAP
- Holistic and creative delivery of the programme
- Integration with other trades
- Development of Core Skills.

##### Areas for Further Development

The end of this session saw the completion of the two year delivery cycle of the TAP in all centres. Staff in centres had been encouraged to provide feedback to SQA regarding the editing of the TAP and in most cases were doing so. Whilst it had been acknowledged there were some minor typographical errors, there were no

major problems highlighted. Centres were keen to see the inclusion of the Generic Units in the TAP which would ensure clarity and consistency of delivery. Centres also felt the inclusion of a syllabus for each of the TAP Units would ensure the delivery of the Core Skills was guaranteed and at the appropriate time. The editing of the TAP is due to start in September 2007 for implementation in session 2008/09.

## **NATIONAL UNITS**

**(i.e. Freestanding units which contribute to NPAs or NCs etc.)**

## **TITLES/LEVELS OF NATIONAL UNITS VERIFIED**

### **SCOTTISH PROGRESSION AWARD: BUILDING CRAFTS: INTERMEDIATE 1 AND 2**

## **FEEDBACK TO CENTRES**

### **General comments:**

A total of seven centres were visited and all assessment decisions were accepted. The award was being delivered in a range of centres, either as a group award or as a cluster of Units to a wide range of candidates. All the centres visited were satisfied with the Unit content, although some were experiencing a certain amount of overlap with the Skills for Works Units. EVs reassured centres that this issue had been addressed in the development of the new NPA which was due to be launched for session 2007/08. All the centres were applying the standards consistently and in particular comment was made regarding the very high standard of work in some centres. Most candidates found the units challenging, but achievable, and very beneficial in the pursuit of a career in this craft area.

### **Advice on good practice and areas for further development:**

#### Good Practice

External Verifiers noted several examples of good practice included the following:

- Focus on Health and safety
- Very good photographic evidence
- Centre developed additional work pieces to stimulate more able candidates
- Completed evidence signed off by Assessor, candidate and IV

#### Areas for Further Development

The new NPA is due for implementation in session 2007/08 and will solve any problems experienced by overlap with Skills for Work programmes. Feedback from centres indicated they were all keen to adopt the new NPA which would lend itself exceptionally well to full-time Pre-vocational courses or as a stand alone course.