



Internal Assessment Report: SfW Energy (413)

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

National Qualifications (NQ) Awards

Titles/levels of NQ Awards verified

Skills for Work: Energy (Intermediate 2)

General comments

All four centres offering this award were using NAB materials for all Units. This allows for a clear understanding of the National Standards, which was clearly demonstrated.

All EV visits gave positive feedback on the standard of student responses and assessor marking.

Internal Verification was found to be carried out to a satisfactory standard in all centres.

From an EV's point of view, it was more difficult than usual to gauge one college's familiarity with IAs and exemplification of materials, as explained below. No issues were apparent with the other colleges/schools in showing evidence that their assessors were familiar with these documents and processes.

The NABs clearly defined evidence requirements for all Units, and all centres were meeting the standards set in the Unit specifications.

Two centres were taking candidates on more than one site visit, and this enhanced the candidates' knowledge of employability skills.

Centres were using enthusiastic and well qualified staff to teach and assess the Units in this Course.

Class numbers in each centre were approximately 12, which meant only one assessor and one Internal Verifier being used at each centre. This reduced the potential difficulties that could arise from using multiple assessors and IVs.

Use of NAB materials ensured the standard of assessment materials was correct and that marking guidelines were clear.

All centres were using well qualified Internal Verifiers who had previous IV experience. The systems being used for Internal Verification followed a similar system, ie phase one was used to verify the quality of the assessment materials 'IV1' (using NABs did not invoke this stage of their systems). 'IV2' was the stage where the quality of the marking of student assessments was verified.

Areas of good practice

One centre was working on having all the assessment and IV documentation on their VLE. This is a good example of enhanced quality control.

A college was selected to be part of a pilot external e-verification using Deskspace software. This was a new process for the EV and the centre. This electronic EV process involved a few phone calls to set it up prior to the EV event. On the day, phone calls to the IV, assessor and two candidates were carried out to enhance the evidence already on Deskspace. Extra photographs were also e-mailed to aid the EV process.

While this college was aware of how to take part in an EV visit, this pilot was new to all concerned. To their credit, they worked with the EV to arrive at a successful conclusion. However, more work needs to be done if the 'electronic EV' process is to show the extent of the assessor's familiarity with SQA documentation and processes as easily as when conducting a face-to-face or postal EV.

Areas for improvement

A common comment in the EV reports was that centres could make better use of digital photographs to enhance the assessment process.

Two centres were using wholly descriptive assessments, but the use of digital images could reduce the volume of text and at the same time enhance the student's evidence. This would be especially true for site visits and practical work.