



**Higher National and Scottish Vocational
Qualifications 2011
Internal Assessment Report**

Plastering

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

Higher National Units

General comments

All centres verified had a sound working knowledge of the requirements of the national standards and the levels of competence and performance that were specific to each Unit delivered.

Practical workshop evidence that was available for scrutiny confirmed that candidates were meeting, and in some instances exceeding, the standards of the Units being undertaken.

Unit specifications, instruments of assessment and exemplification materials

Assessors at all centres were very familiar with the Unit specifications and the instruments of assessment.

Unit specifications were current and nationally devised. Practical workshop activities, checklists and written assessment materials were being used effectively.

Evidence Requirements

Assessors and internal verifiers at all centres visited had a clear understanding of the Evidence Requirements of the Units within the advanced craft award at SCQF level 7 and the nationally devised assessment materials.

External verification activity focused clearly on confirming sufficiency, appropriateness and authenticity of evidence and, more importantly, observing live practical assessments at the centre to confirm compliance with Unit Evidence Requirements.

Candidate written evidence was consistent with the Evidence Requirements of each Unit at all centres subject to external verification.

Administration of assessments

All centres had a well structured delivery of assessments, confirming that for each Unit within the award candidates were fully prepared for each stage of the assessment process.

Candidate written and practical assessment records sampled confirmed that judgement of candidate performance was appropriate and consistent at all centres.

Robust internal verification of assessment evidence and effective standardisation arrangements ensured that assessment decisions were consistent. This evidence confirmed a high level of focused quality assurance at all centres.

Further general feedback

Most centres made candidates available for interview during external verification visits. All candidates interviewed were happy with the award, the quality of the learning environment, the pace of assessment, and the supportive feedback they received from their assessors.

All candidates interviewed were well informed on their progress and achievement to date.

Access to assessment was appropriate and in the main was tailored to individual needs with no evident barriers to achievement at the centres sampled.

One centre delivered and assessed the Construction Communication Skills Unit within the Built Environment section enabling the plastering staff to focus on specialist Units. This approach helped to prepare candidates for the rigorous assessment approaches used within generic Higher National programmes and allowed them to establish relationships with staff and with a wider range of learners.

Areas of good practice

Several aspects of good practice were noted during external verification activity, specifically:

- ◆ Staff at one centre encourage candidates to submit assignments electronically thus helping to prepare them for future study where electronic submissions could be mandatory.
- ◆ Contextualised assessment materials were available at one centre for the Technical Communication generic Unit. These adaptations linked the content of this Unit to the practical aspect of the award, thus adding value and relevance for the candidates.
- ◆ Excellent secondary photographic evidence of practical assessed projects was well established across all centres that were verified.

Specific areas for improvement

Only one development point was noted during verification visits last session:

- ◆ One centre agreed to develop further their internal verification programming to improve ongoing support to assessors throughout delivery of the programme.

SVQ Awards

Titles/levels of SVQ awards verified:

Plastering SVQ Level 2 G890 22

Plastering SVQ Level 3 G891 23

General comments

External verification reports recorded that almost all centres had an excellent working knowledge of the requirements of the Training and Assessment Programme (TAP) materials and their links to the national occupational standards (NOS).

External Verifiers reported that the majority of assessors and internal verifiers had a sound in-depth knowledge and a shared understanding of the level of competence and performance required to meet national standards. This applied to each Unit within the qualification being assessed.

All centres complied effectively with the requirements of the assessment strategy which underpins the national occupational standards. This includes ensuring that assessors and internal verifiers had occupational expertise, knowledge of the NOS, and a clear understanding of assessment strategy guidance on vocational currency and of the need to ensure that the use of PPE (personal protective equipment) reflects industry requirements.

Unit specifications, instruments of assessment and exemplification materials

Assessors and internal verifiers at almost all centres had detailed knowledge of the Unit specifications and instruments of assessment (TAPs). Centre staff understood the links between the assessment materials and the requirements of each Unit.

Assessors and internal verifiers at almost all centres applied assessments in a robust and systematic manner enabling candidates to have fair access to assessment opportunities. Although one centre did receive developmental comments in relation to embedding generic Unit content into candidate portfolios.

Evidence Requirements

In almost all external verification reports, assessors and internal verifiers had a clear and unambiguous understanding of the Evidence Requirements for each Unit within the qualifications they delivered. These requirements were applied robustly.

Internal verification activity focused clearly on confirming sufficiency, appropriateness and authenticity of evidence and more importantly confirming compliance with the Evidence Requirements by observing live practical assessments.

One centre did receive developmental comments in relation to the availability of candidate evidence from the workplace (work evidence reports).

And one External Verifier reported the need to ensure that the evidence for generic Units was integrated with practical specialist Unit delivery and candidate evidence portfolios. This needs to be a focus of External Verifier activity and support during the new verification year.

Administration of assessments

All centres that were externally verified administered the assessment process in a professional, robust and consistent manner.

All centres carried out appropriate professional and vocational continuing professional development (CPD) activity to ensure staff currency and compliance with the requirements of the assessment strategy.

Most centre staff planned assessments well, with candidates being fully involved in this process.

Internal verification activity was effective and supportive of assessors and included effective development feedback to the assessors on their assessment practice. All centres carried out internal verification activity in a systematic, robust and professional manner.

Further general feedback

All centres ensured appropriate access to assessment opportunities for candidates in good workshop facilities that effectively simulated the workplace environment.

Candidates received very effective support and developmental feedback from their assessor at almost all centres. This feedback was recorded and candidates were made aware of the next steps in terms of progression and attainment.

Almost all centres that were externally verified had positive comments recorded by External Verifiers in relation to candidate access to resources for training and assessment purposes.

Candidates interviewed were, in the main, happy with their programme of study, the pace of assessment, feedback from their assessor and guidance on future progress.

Areas of good practice

External Verifiers reported the following good practice during verification year 2010–11:

- ◆ Candidates were achieving high standards of work in their practical activities and resulted in candidates being selected to participate in national and international competitions.
- ◆ Candidate involvement in assessment planning decision-making and the use of feedback to candidates as a learning opportunity was noted, thus creating an excellent assessment and learning environment.
- ◆ The high quality of resources including specialist accommodation, equipment and materials was reported at all centres. One centre had devised a drop-down cabling arrangement in workshops to negate any hazards that may have resulted from trailing cables. This improved the learning environment and increased the time available for candidates to focus on developing craft skills.

Specific areas for improvement

The following areas for improvement were recorded by External Verifiers:

- ◆ The need to ensure that the evidence for generic Units should be integrated with practical specialist Unit delivery and candidate evidence portfolios. This needs to be a focus of External Verifier activity and support during the new verification year.
- ◆ One External Verifier report noted developmental comments in relation to the availability of candidate evidence from the workplace (work evidence reports).