



**Higher National and Vocational Qualifications
Internal Assessment Report 2014
Painting and Decorating**

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

F8PA 33 – Specialised Decorative Effects
F8PH 34 - Producing Faux Finishes
F8PD 34 – Applying Specialised Wallhangings
F8PE 34 – Colour and Design
F8PG 34 – Papering Complex Surfaces

The evidence generated by external verification activity for academic year 2013–14 confirmed that the one centre selected for verification has a very clear understanding of the national standards in the Painting and Decorating HN Units. In the main, centre staff were encouraging candidates to produce a standard of Painting and Decorating higher than the requirements for the Units.

Unit specifications, instruments of assessment and exemplification materials

Evidence from the External Verifier's report praised the staff at the centre for their hard work and diligence in familiarising themselves with the specifications for the units. The delivering centre has a clear understanding of assessment instrument demands and SQA's requirements.

Evidence Requirements

The 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 to confirm this.

Administration of assessments

The assessment process was being administered very effectively in the centre reviewed. Assessments were being used appropriately. Internal verification was well planned and implemented rigorously with a view to ensuring that any issues that were likely to arise in the delivery of the qualification are identified and addressed.

General feedback

Centre staff are providing the best possible learning experience for all candidates involved. Excellent feedback being provided with open communications between staff and candidates on both practical and written performance. Candidates interviewed were more than aware of the course and realised the importance of the skills. There was however some discussion as to when and where they might apply the skills in workplace.

Areas of good practice

The following points were reported on at the centre:

- ◆ The planning and implementation of internal verification for this award within the centre was highly effective and very clear. The External Verifier felt this worth a mention.
- ◆ The practical work being carried out and produced as evidence for the visit was to be commended due to diligence and hard work from staff.

Specific areas for improvement

Discussions with the staff by the External Verifier were very open, and both assessors involved in delivery of the programme would like to see SQA moving towards a NAB for all centres delivering the award. The EV explained to staff that, while it is an excellent idea, this would take a significant amount of development and input from various parties. The current assessment criteria and materials being used by the centre were more than meeting all requirements outlined by SQA.

SVQ awards

General comments

There was clear evidence resulting from external verification activity for academic year 2013–14 to confirm that all centres continue to have a well-developed and detailed understanding of the national occupational standards for Painting and Decorating, and specifically at PDA and SVQ qualifications level. However, some centres are still a little unclear on the timelines for resulting PDA and SVQ Units and qualifications, including generic and CREWs and Phase Test Units.

Unit specifications, instruments of assessment and exemplification materials

Assessors at almost all centres had a clear understanding of the requirements of all Unit specifications and the SQA-devised assessment instruments and Training and Assessment Programmes (TAPs). The evidence from verification activity continues to support the view that assessors at almost centres have managed the recent changes to the TAPs well and have continued to maintain high standards in assessing the 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 Painting and Decorating evidence was once again noted as being of a very high standard and indeed was noted as Good Practice in the report. Changes to the structure of the qualification, resulted in the introduction of two additional Units. These Units required centres to collate and review candidate evidence from the workplace (CREWs) and assess each candidate's practical competence at the end of each academic year (Phase Tests).

All External Verifier reports noted that the Evidence Requirements for these additional Units were being addressed appropriately at all centres.

Administration of assessments

All centres were complying fully with the requirements of the industry's Assessment Strategy in terms of assessors and internal verifiers being occupationally competent, having a sound and in-depth knowledge of the National Occupational Standards (NOS), participating in relevant CPD, and holding appropriate assessor and verifier qualifications. However, some CPD records were reported as being very limited in terms of detail at one centre.

Effective internal verification activity was reported at all centres during academic year 2013–14.

Evidence from the workplace (CREWs) was available for all candidates and these were being used to identify candidate development needs and plan interventions.

Assessment records and materials, candidate documentation and portfolios were well organised and consistent in all centres. All dates and signatures were recorded for all candidates, ensuring an effective internal and external quality assurance focus.

Effective administration arrangements were in place in all centres and these arrangements supported staff well during delivery of the qualification.

General feedback

In all the centres that were verified, feedback to candidates from both competence and knowledge assessments was very effective, and was supportive and developmental in nature. Candidates at almost all centres commented that they valued this feedback.

In general candidates were happy with the assessment process, the pace of assessment and the support they received from centre staff.

In a few centres candidate development needs were being identified and addressed using Personal Learning Plans which were used by candidates and staff to plan short-term targets and goals.

Areas of good practice

The following areas have been identified:

- ◆ Positive and descriptive feedback being given to candidates to provide added motivation on their learning
- ◆ Centre use of Diagnostic Test at the beginning of the course to highlight any additional support needs for candidates
- ◆ Centre use of Candidate Disclaimers held within portfolios
- ◆ Good use of PDPs by centres to assist with and develop candidate learning
- ◆ Use of IT to support learning in the Colour Unit of the TAP
- ◆ Devised focus group meetings to allow candidates opportunities to raise action points towards learning

Specific areas for improvement

Some CPD records had limited or non-industry-based activity.