



**Higher National and Vocational Qualifications
Internal Assessment Report 2016
Construction: 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

F8PA 33 Specialised Decorative Effects
F8PH 34 Producing Faux Finishes
F8PD 34 Applying Specialised Wall Hangings
F8PE 34 Colour and Design
F8PG 34 Papering Complex Surfaces
F8PC 34 Applying Metal Leaf and Powders

General comments

Evidence provided once again by centres selected for external verification during 2015–16 confirmed that the centres continue to demonstrate a very clear understanding of the national standards outlined in the Painting and Decorating HN units. Across all centres involved, centre staff were encouraging candidates to produce a standard of painting and decorating higher than the requirements of the unit specifications.

Unit specifications, instruments of assessment and exemplification materials

Evidence from the external verifiers' reports praised the staff at the centres for their continued hard work and diligence in familiarising themselves with the specifications for the Painting and Decorating units. Centres involved in delivering the award continue to improve their understanding of assessment instrument demands and the requirements of SQA.

Evidence requirements

External verifier reports commented on a continuous demand to improve and meet the evidence requirements of all units. Candidates' practical evidence from all centres was once again noted as being of a very high standard.

Sharing of materials and support packs to assist with a standardised approach to delivery was also commented on.

Administration of assessments

From evidence provided within external verifier's reports, the assessment process is being administered very effectively in the centres where verification activity took place. Records of candidate assessment were being kept within portfolios or folders held by the lecturers and kept in secure areas. Assessments were being used in the appropriate manner and, as commented on by the centres involved, hopefully in the not too distant future all centres will be using the same assessment materials (TAPs).

Internal verification was being 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 timeously.

General feedback

Centre staff continue to provide the best possible learning experience for all candidates involved. Excellent feedback was provided with open communication between staff and candidates on both practical and written performance. Candidates who were interviewed were more than aware of the course and realised the importance of the skills. There was, however, some discussion on the relevance of the course content (as commented on in previous years) and as to when and where they might apply the skills within the workplace.

Areas of good practice

- ◆ Good use of centre-devised handbook providing support and information on all aspects of course and coursework
- ◆ Excellent use of candidate weekly record worksheets generating feedback and discussion between candidates and staff
- ◆ Feedback from staff to external verifiers had a very positive slant

Specific areas for improvement

There were no action points or areas for improvement at the centres visited.

SVQ awards

General comments

Award codes: G8NR 23, GF1Y 23, G9G8 23 and GF20 23

Unit samples: HOHK 12 Timber, HOHJ 12 Metal, F6MF 12 App. Scaffolding, F79N 12, F79P 12, F79R 12, F79M 12 and F79L 12

There is clear evidence from external verification activity for this academic year 2015–16 that centres continue to challenge themselves and improve on their understanding of the National Occupational Standards for Painting and Decorating, and specifically for the PDA and SVQ awards.

Unit specifications, instruments of assessment and exemplification materials

External verifiers' reports confirm that assessors at the majority of centres have a clearer understanding of the requirements of all unit specifications and the SQA-devised assessment instruments, the Training and Assessment Programmes (TAPs). The evidence from verification activity continues to support the view that assessors at almost all 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.

There were a couple of instances relating to internal verification at centres where staff were carrying out internal verification without holding the relevant qualification to do so. The external verifiers informed the centres about the requirements and discussions to address the problem took place. Action points were agreed and will be followed-up to confirm resolution.

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 continues to be noted as being of a very high standard and indeed was noted as good practice in a couple of reports.

The changes to the structure of the qualification for the last academic year resulted in the introduction of two additional units. These units require 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). These two units are now embedded in the awards and all staff at centres are more familiar with their requirements. In the majority of reports evidence had been recorded of observation of candidate phase testing evidence. Where on a few occasions phase testing had not been observed or recorded, follow-up visits were arranged and live observation of candidate performance recorded in the required reports.

Administration of assessments

Most centres were complying fully with the requirements of CITB's Assessment Strategy in terms of assessors and internal verifiers being occupationally competent, having a sound in-depth knowledge of the National Occupational Standards (NOS), participating in relevant CPD and holding appropriate assessor and verifier qualifications. However, as reported by external verifiers there were instances of staff within centres carrying out internal verification activity without the correct qualification. This issue has been reported, actioned and hopefully rectified in full for next term.

In the main, internal verification activity at most centres was reported as effective or very effective.

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

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

Administration support arrangements were in place in the majority of centres and these arrangements supported staff well during delivery of the qualification.

General feedback

In all centres 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 identified and addressed using personal learning plans. Supported learning by staff and drop-in sessions were arranged within programme delivery and used by candidates and staff to plan short-term targets and goals.

Areas of good practice

The following areas were identified as good practice:

- ◆ Positive and descriptive feedback being given to candidates to provide added motivation on their learning
- ◆ Centres' use of a diagnostic test at the beginning and during the course to highlight any additional support needs for candidates
- ◆ Good use of PDPs by centres to assist with, and develop, candidate learning

- ◆ Good system of mentoring and support for new members of staff
- ◆ Good system of encouraging candidates to self-critique their own work prior to assessment
- ◆ Good use of video evidence to support required candidate evidence and also authenticate candidates' own work

Specific areas for improvement

Centres are reminded to monitor staff qualifications and suitability to deliver, assess or internally verify units or awards.