XSQA

Higher National and Vocational Qualifications Internal Assessment Report 2015
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 Wall hangings
F8PE 34 Colour and Design
F8PG 34 Papering Complex Surfaces
F8PC 34 Applying Metal Leaf and Powders

The evidence generated by external verification activity for academic year 2014–15 confirmed that the three centres selected for verification all have a very clear and concise 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 for the Units listed above.

Unit specifications, instruments of assessment and exemplification materials

Evidence from the External Verifiers' reports praised the staff at the centres for their hard work and diligence in familiarising themselves with the specifications for the Painting and Decorating Units above. All three centres involved in providing the award have a clear understanding of assessment instrument demands and the requirements of SQA.

Evidence Requirements

Evidence reported by EVs on their visits to the three centres delivering the above Painting and Decorating Units explains a continuous demand to meet the evidence requirements of all Units. Candidates' practical evidence from all three centres was once again noted as being of a very high standard with a particular emphasis being mentioned on the use of IT to support delivery of the Colour and Design Unit, supported by sufficient evidence of written assessment available for each Unit to confirm this. Sharing of materials and support packs were also commented on since the implementation of the 'new' centres to assist with a standardised approach to delivery.

Administration of assessments

The assessment process was being reported as being administered very effectively in the three 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, hopefully over the future, all centres involved will be using the same devised assessment materials. Internal verification was being planned and implemented rigorously with a view to ensuring that any issues

which 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 was being provided with open communications 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 as to when and where they might apply the skills in the workplace.

Areas of good practice

The following points were reported:

♦ The planning and implementation of internal verification for this award within all centres was highly effective and deserved to be mentioned

♦ The practical work being carried out and produced as evidence for all visits is to be commended and was due to diligence and hard work from staff

♦ Excellent use of IT software to enhance the candidate learning experience in the Colour and Design Unit

♦ Good relationships being formed by involving industry and the community in projects — one centre is involved with a charitable trust in a restoration project which will hopefully give candidates the opportunity to carry out practical work of a highly skilled level

Specific areas for improvement

There were no points from the EV reports that reflected anything significant — quite the opposite, in fact, with the higher percentage of comments being very positive. The three centres involved in delivery are very experienced in working with SQA and have been developing and sharing information and resources.

SVQ awards

General comments

There was clear evidence resulting from external verification activity for this academic year 2014–15 to confirm that all centres have, and continue to improve, an 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

Comments from EV activity this term suggest that assessors at the majority of centres have a clearer understanding of the requirements of all Unit specifications and the SQA-devised 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.

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 a number of reports. The changes introduced to the structure of the qualification two years ago, resulted in the introduction of two additional Units. These Units required centres to collate and review candidate evidence from the work place (CREWs) and assess each candidate's practical competence at the end of each academic year (Phase Tests). These two Units are now embedded into the award and all staff at centres are more familiar with their requirements. 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 industry's Assessment Strategy in terms of assessors and internal verifiers being occupationally competent, having a sound in-depth knowledge of the National Occupational Standards, participating in relevant CPD, and holding appropriate assessor and verifier qualifications. However, as with points raised last term by EVs, some CPD records were reported as still being very limited in terms of detail at one centre and also the relevance of CPD undertaken in relation to occupational area.

Internal verification activity at most centres was being reported as effective in the main, however there were a number of anomalies at a few centres during academic year 2014–15 due to staff leaving or long-term sickness. External Verifiers had discussed and agreed action plans with the centres and delivering staff to rectify.

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 most centres. 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 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 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 to their learning
♦ Centres use of Diagnostic Test at the beginning of the course to highlight any additional support needs for candidates
♦ Good use of PDPs by centres to assist with and develop candidate learning
♦ Use of IT to support learning within the Colour Unit of TAP
♦ Devised focus group meetings to allow candidates opportunities to raise action points towards learning
♦ Good system of mentoring and supporting new members of staff
♦ Good system of encouraging candidates to self-critique their own work prior to assessment

Specific areas for improvement

♦ CPD records with limited or non-industry-based activity