



National Qualifications 2012 Internal Assessment Report

Community

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:

G9YN 46 NC Working with Communities

General comments

It was clear from discussions with the Head of Business Department and her staff in one centre that they were fully acquainted with the award and the national standards.

In the other centre visited, staff had worked extremely hard to get the award up and running and this was reflected in the enthusiasm shown by candidates.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

The assessors were fully conversant with Course Arrangements, Unit specifications, instruments of assessment and exemplification materials. The lead assessor had been fully involved in the development of the award and in writing and vetting some Units.

Evidence Requirements

The instruments of assessments were centre-devised and fully reflected the needs of the award. These had been through a process of standardisation and levelling.

The evidence available was authentic, sufficient and valid, and reflected the existence of good teaching and learning approaches underpinned by reliable guidance and support systems and opportunities for re-assessment when required.

Assessors had made judgements about the competence of candidates by reference to written standards for the award. These judgements were based on a variety of candidates' evidence, ranging from local investigation surveys to answers to set questions on sociological theory.

Judgements sampled were accurate, consistent and fair for all candidates and tasks, and consistent with the judgements of other assessors.

Administration of assessments

The assessment decisions made by the assessor were fair and in keeping with the requirements of the award. The feedback to the candidates was supportive and presented in such a way that, even when remediation was requested, it was supportive. The internal verification was thorough and met the requirements of the centre's policy. The IVs gave good advice to the assessors and took a supportive approach.

Areas of good practice

The following good practice was noted.

- ◆ The centre used experienced practitioners as guest speakers to link theory to practice.
- ◆ One of the projects undertaken by candidates involved their participating in 'Money Skills Week'. This gave them a real project and a real opportunity to be involved with their communities.
- ◆ The assessors and IVs worked together to ensure the assessments were standardised and set at the correct level.
- ◆ The assessor for *Local Community Investigations* and the assessor for *Communications* worked together and used the report for *Local Community Investigations* as the basis for the report writing of *Communications*.
- ◆ Good guidance for candidates undertaking *Local Community Organisations* via centre-devised progress sheets enabled the assessor and the candidates to monitor progress.
- ◆ The candidate handbook issued at the start of the Course provided useful information such as Course content, staff roles and responsibilities, and how to access additional guidance and support.
- ◆ The centre had started an 'assessment of the assessment environment' pilot to make sure that conditions such as restrictions on access to handouts for candidates carrying out closed book assessment in class met the standards required.
- ◆ The internal verification documents outlined in a clear and concise manner developments, actions required and by whom, in relation to assessment/IV at all stages throughout the Course.
- ◆ The Course team meetings had student representation and, therefore, took into account quality improvement from the candidates' perspective.
- ◆ The candidates interviewed during this visit were very enthusiastic about the Course in general and optimistic about their future career/employment prospects. They spoke very highly of the teaching/learning approaches adopted and of the bank of resources and the levels of support available to them.
- ◆ All those involved in the delivery of this new Course had worked very hard to get it off the ground and were very committed to making it a positive and worthwhile experience for the learners

Specific areas for improvement

There were no major areas for improvement, but the following advice was given.

- ◆ As some of the Units covered in the Course emanated from a different department, eg Care, it was agreed that these could also be cross-checked by the source department for IV purposes.
- ◆ A space on the candidate feedback form for a candidate's signature would both authenticate discussions with candidates in general and formalise recognition of further action required on the part of non-achieving candidates.