



Internal Assessment Report 2010: Safe Road User Award (440)

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

National Courses

Titles/levels of National Courses verified

Safe Road User Award (SCQF level 4)

General comments

All of the External Verifier reports demonstrate that each centre has a very clear understanding of the national standards for the Award. All of the tasks within each of the Course Units are being covered in a rigorous manner, and candidate evidence demonstrated levels of knowledge and competence well beyond the minimum requirements of the Course.

There is a good understanding of the Course Arrangements and instruments of assessment. Assessors in each of the centres have shown a solid understanding of the assessment exemplars, noting accurately within the portfolio (using the record of assessment pro forma) each student who has appropriately and adequately completed the relevant assessments.

Centres are diligent in ensuring that the evidence to support the assessment of each task is appropriate and is collated and recorded accurately. However, centres should bear in mind that alternative types of evidence are perfectly acceptable. This would generate an opportunity for centres to cross reference evidence with areas of good practice and areas for improvement.

Assessments are being administered using the nationally-devised assessment exemplars and under supervised conditions. Responses to assessment tasks are being completed either electronically or by hand, both of which are perfectly acceptable.

The evidence sampled clearly demonstrates that centres are familiar with re-assessment criteria. For example, on occasion, remediation work undertaken by students who had not met the required standard on their first attempt on a particular assessment task, but passed on their second attempt, was clearly recorded. Centres are clearly aware that each of the two Units within the Award are stand-alone, assessing and recording appropriately as required. In this way, centres are ensuring that students are able to achieve either or both of the Units and, in turn, the overall Award.

Areas of good practice

Centres are demonstrating areas of good practice, particularly in adhering to the success criteria specified in the assessment exemplars. This ensures that students are undertaking tasks which should ensure that assessments within each Unit are achievable.

A particularly useful method of recording areas of focus and themes studied — using a diary entry technique for each lesson — was being utilised. This pro forma is enclosed at the beginning of each student's portfolio. This is an extremely useful method, allowing students and teacher alike to identify and remediate on any missed sessions.

One centre diligently and effectively used a 'pocket-filing' system, whereby each Unit of work was being stored and filed for easy retrieval. Centres are also very pro-active and creative in ensuring that themes and areas of study are being delivered to ensure active learning. Students are being exposed to a range of methodologies which encompass visual, audio and kinesthetic activities, thereby appealing to a spectrum of learners.

Areas for improvement

Centres are using the nationally-devised assessments with very little adaption. One area which appears to be slightly lacking in consistency is where centres are giving periodic feedback to students. Although each centre has given written feedback to students on completed sections of work, there has not been consistent use of the start/mid-way and final review pro forma for the Award.

Centres should encourage the use of this pro forma as it anchors and cross references the progress of a student to their initial self-assessment profile and personal learning plan agreement. Additionally, using the pro forma for progression through the Course gives the student and teacher/tutor a periodic and immediate check from which remediation can be promptly addressed.