



**National Qualifications 2011
Internal Assessment Report
Fabrication and Welding**

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

National Qualifications (NQ) Units

Titles/levels of NQ Units verified

Fabrication Processes (Intermediate 2)

Fabrication Skills (Intermediate 2)

Tungsten Arc Gas Shielded Basic Welding Practice Level (Higher)

Manual Metal arc Basic Welding Practice Level (Higher)

Metal Inert Gas (MIG) Metal Active Gas (MAG) Welding Skills (Higher)

Metal Arc Gas Shielded Basic Welding Practice (Higher)

Manual Metal Arc (MMA) Welding Skills (Higher)

Pattern Development (Intermediate 2)

Thermal joining Skills (Intermediate 2)

Thermal Joining Processes (Intermediate 2)

Introductory Fabrication Skills (Intermediate 2)

Design of Welded Joints (Higher)

Introduction to Arc and Resistance Welding Processes (Intermediate 2)

Introductory Fabrication Skills (Intermediate 2)

General comments

Based on feedback from the centres visited in 2010–11, the centres had a clear and accurate understanding of the requirements of the national standards. This was fully reflected in the standard of the assessments presented for external verification. There was strong evidence that the centres placed a high priority around the national standards and ensured that these were being met. They were fully aware of the importance of ensuring quality at this level, preparing candidates for possible entry into NQ Group Awards and Higher National qualifications.

Unit specifications, instruments of assessment and exemplification materials

Based on feedback from the centres visited in 2010–11, assessors are familiar with all assessment materials associated with the Units verified. A number of centres had identified scope for producing alternative assessment materials and this was discussed during their external verification visit.

There were good examples of innovative exemplification materials being used across a range of centres. In the majority of cases the instruments of assessment used were designed to allow candidates the opportunity to demonstrate skills, knowledge and understanding. It was encouraging to see good real, practical assignments being used to assess competence in skills.

Evidence Requirements

Based on the feedback from centres visited in 2010–11, there was clear understanding of the Evidence Requirements for the Units verified. Candidates produced good quality assessment materials which reflected well on the centre's understanding of Evidence Requirements. In all cases there was sufficient evidence to justify achievement of competence within candidates' responses, especially in practical-based assessment materials.

Administration of assessments

In all centres visited in 2010–11, feedback confirmed that administration arrangements were good with supporting procedures and documentation. Robust internal verification procedures ensured assessments were carried out appropriately and standards were being fully met. In the majority of centres good use was made of well designed marking schemes and alternative assessment instruments.

There is still evidence in a minority of cases of over-assessment and examples where candidates are being assessed in tasks that are not required to achieve the competence for particular Units.

Areas of good practice/areas for improvement

All centres visited demonstrated good practice through the use of team work when assessing practical tasks. Where centres used real practical tasks to assess competence, the standard of the work was very high. This is not always possible, however the benefit to the candidates and the quality of work being produced is enhanced by this practice.

Good use was also made of integration of assessments. This practice ensured that candidates made links between practical and theoretical assessments. Once again, this practice enhanced the quality of the candidates' work.

When choosing Units, some centres ensured that a match was made between theoretical Units and a suitable practical Unit — thereby broadening the experience and knowledge of the candidates.

Specific areas for improvement

As in previous years, not all centres produce appropriate or sufficient alternative assessment instruments, marking schemes and sample responses. This should be encouraged during external verification visits and promoted by centre managers.