



**National Qualifications 2013
Internal Assessment Report
Skills for work: Energy**

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:

Skills for Work Energy — Int 2

General comments

Seven centres were externally verified during 2012–13, compared to eight during session 2011–12.

All centres were successful in the external verification process this session.

All centres externally verified were using NAB materials for all the Units in the Course.

They were also all using centrally devised learning and teaching materials (developed through Colleges Scotland) and when used in conjunction with NABs these led to a clear understanding of the national standards, which were clearly demonstrated at all centres during the EV visits.

All EV visits had positive feedback on the standard of student responses, assessor marking and feedback.

Internal verification was found to be carried out to a satisfactory standard in all seven centres.

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

EV reports indicate that all assessors in the centres were familiar with the appropriate SQA documentation. The NABs play an important role in this; they explicitly link the Outcomes and Performance Criteria to the Instruments of Assessment — this gives a standardised approach to delivery and marking.

All centres were familiar with Course Arrangements and no issues were found on any of the visits.

Evidence Requirements

Evidence Requirements were clearly understood. The NABs clearly defined the evidence required for all Units and Outcomes.

A few centres indicated that they wanted to alter NAB content and were advised to gain prior verification before using integrated or modified NABs.

Administration of assessments

NAB materials were used by all centres so the standard of assessment materials was appropriate from a quality and standardisation viewpoint. Marking guidelines and the use of pro-formas (provided in the NABs) has ensured that standards are consistent across all centres.

Internal verification systems were robust and gave a clear indication of the processes taking place.

Areas of good practice

- ◆ Use of the VLE for course materials and assessments — and also giving feedback — was seen as making delivery and progress monitoring easier.
- ◆ Use of a spreadsheet to monitor assessment progress and attainment was found to be very helpful to both candidates and staff.
- ◆ The VLE was being used to signpost employability skills and proved to be very valuable.
- ◆ Post-lesson evaluations were found to be beneficial in reviewing the delivery of learning & teaching and assessment materials.
- ◆ Photographic and video clips are an excellent way of retaining candidate evidence.
- ◆ A ‘formal’ review of Units and Outcome progress was found to be of great help to staff and candidates.
- ◆ Partnerships with universities and colleges were working well, giving school staff and candidates access to qualified staff, particularly college staff from the vocational side of engineering and construction.
- ◆ Work books/jotters were being used throughout the course to record practical skills, employability skills, and results from laboratory work. They were seen as an excellent learning tool which reflected the use of a ‘log book’ in industry.
- ◆ A wind-turbine blade design using a sophisticated aerodynamic profile was manufactured from HD plastic using a hot-wire technique and then covered in heat-shrink plastic. This gave a professional profile to the turbine blade at a relatively low cost and introduced some novel practical skills.
- ◆ A supportive relationship between the schools and their local council proved to be of great benefit to all involved.

Specific areas for improvement

- ◆ In some centres candidates found the work on employability skills challenging. Candidates found this easier in centres where staff discussed these skills at regular intervals and gave candidates a level of feedback which they could evaluate and respond to in their assignments.
- ◆ Candidates should be encouraged to identify which employability skills are being attributed to which tasks.
- ◆ Staff at one centre were disappointed that candidates were underestimating the value of employability skills. Efforts will be made through the use of more

external speakers to raise the profile and importance of this part of the course.

- ◆ Assessors and Internal Verifiers should annotate scripts to ensure evidence is available for standardisation and quality assurance purposes.
- ◆ The use of more formal feedback for all Units would produce a permanent record which candidates could then use at any time to recall important issues; or they could use the information for other assessments, eg the careers and employability Unit.