National Qualifications 2013
Internal Assessment Report
NVQ Road Freight Transport

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

National Courses

VG472: Ofqual Road Freight Transport

QCF Qualification Verified:
GC09 54 QCF level 2 Certificate in Driving Goods Vehicles

General Comments

All assessors and Internal Verifiers are fully qualified and competent and regularly update their knowledge, experience and qualifications through a variety of CPD activities. Centre CPD records show that assessors/ Internal Verifiers are current and occupationally competent.

Centres hold organisational charts and show job roles and responsibilities. The staff have a good knowledge of the Units and the requirements of the qualification and all the Units it includes. Assessors and Internal Verifiers are competent in the schedules of assessment for the Units to which they are allocated.

Staff CPD is strongly supported, including centre and externally provided CPD opportunities.

At one centre, assessors and Internal Verifiers meet regularly and all operate from the same base, which means that information can be easily disseminated.

All centres hold a log of correspondence between themselves and SQA. Centres offer pathways covering articulated/drawbar, rigid and van pathways.

All centres have developed and implemented procedures to meet the changes within the awards to meet the QCF requirements.

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

Centres have in place student induction checklists, agreed learning plans and knowledge materials. These are usually locally devised but they also have commercially produced materials.

They all have equal opportunity, guidance, diversity and centre policies in operation.

Individual learning plans are in place for candidates.

Centres operated regular, minuted meetings to ensure that all staff involved in the delivery of the qualification are fully aware of the national standards, the qualification requirements and assessment procedures. These meetings include standardisation of assessments.

They also include course resource requirements and the dissemination of any external verification feedback.

Each centre operated some form of compliance mechanism which included anti-plagiarism processes.
Well-established candidate inductions including checklists are in place.

Two centres utilised Skill Scan to ascertain prior knowledge, including functional skills. This offers centres the opportunity to develop skills shortfalls.

Assessment policies and procedures are in place which include induction, assessment agreed schedules and feedback policies.

The assessments examined within candidate portfolios were equitable, valid, reliable and fair. The internal verification sampling was robust. The assessment and verification decisions made are in line with SQA requirements.

Evidence Requirements

Centres had a good understanding of the Evidence Requirements of the qualification.
A variety of assessment methods were in use including; direct observation, Q&A, video capture, formative and summative reports, checklists and witness statements.

Two Centres made good use of DVD capture as supportive evidence on both the underpinning knowledge elements and the student explanation within the Units of the award, helping and confirming the assessor's decision.

These centres' candidates' demonstrated well laid out portfolios, supported with DVD capture which identified the student, and gave a good insight to the explanation of the knowledge required for this award.
All the evidence requirements are based on the QCF Units and involve well laid out portfolios giving clear evidence trails, supported by various materials, and feedback from assessors and Internal Verifiers.

Administration of assessments

All centres have well-established facilities and arrangements to support assessment. Assessor/candidate agreements are in place. Each centre had clear assessor schedules and lists of allocated learners to individual assessors. Access statements and procedures such as agreement letters giving access to information were in place, as were employer agreements. All centres have assessment and record retention policies. SQA assessment and retention procedures are built into all centre policies. One centre is moving towards the 'One File' electronic recording programme and is introducing an electronic portfolio: when the 'One File' record-keeping system is introduced, all records will also be kept remotely.

Centres operate agreed visit dates and keep to this schedule as closely as possible, depending on the candidates' work patterns and employers' needs.

General feedback

The move to pathway-based qualifications has been welcomed and embraced and the change to these qualifications is being well managed.

Areas of good practice

The following areas of good practice were identified in various centres:

- The use of DVD video to support decisions made by direct observation of the assessor and as an evidence storage medium
- Well laid out portfolios with constructive feedback to the candidate
- Skill Scan results used by two centres to identify candidates' weaknesses and point to opportunities to make up skill shortfalls
- Presentation of candidate certificates in a folder by one centre to highlight achievement
- Installation of CCTV in classrooms by one centre as an additional support to their malpractice policy

Specific areas for improvement

No areas for improvement have been identified.