XSQA

**Ofqual Qualifications
Internal Assessment Report 2016**

Construction and Civil Engineering Services

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

Ofqual awards

General comments

Evidence across external verification activity for academic year 2015–16 confirmed that most centres continue to have a comprehensive and detailed understanding of the National Occupational Standards and assessment strategies which underpin Construction and Civil Engineering Services NVQs.

Staff CVs and continuing professional development records (CPD) confirmed that the assessors/internal verifiers continue to hold the appropriate qualification and have the relevant subject knowledge and experience to allow them to deliver these qualifications at most centres.

However, at one centre the external verifier reported that the centre should ensure that all assessors and internal verifiers hold, or are working towards, an appropriate assessor/verifier qualification. While at the same centre a recommendation relating to assessor and internal verifier CPD reported that:

'The centre should ensure that assessors undertake suitable continuing professional development (CPD) to ensure currency with construction health and safety working practices and legislation developments.'

Unit specifications, instruments of assessment and exemplification materials

Assessors at almost all centres continue to have a clear understanding of the requirements of all unit specifications and any SQA-devised assessment instruments or Training and Assessment Programmes (TAPs) which support the delivery of these qualifications.

The evidence from most external verification activity again supports the view that assessors at almost all centres have enhanced and streamlined the delivery of these qualifications in the natural working environment.

Evidence requirements

Most centres continue to meet the evidence requirements of all specialist and generic units within Construction and Civil Engineering NVQs.

At one centre innovative practice was reported in relation to:

♦ the Assessment Plan Review and the Assessment Decision Sheets focusing discussions on candidate needs in terms of the assessment requirements of each unit
♦ use of video evidence to effectively capture candidates displaying competence in the natural working environment with voice-over comments from the assessor identifying the units and performance criteria being met

♦ approaches to gather candidate evidence through the use of ICT that are both innovative and user friendly and have no impact on the daily work activities of the candidate or their employer

However, recommendations were reported at a few centres in relation to evidence requirements:

♦ that further knowledge questions be developed to cover performance criteria relating to methods of work for all specialist units

At one centre an action plan was identified to:

♦ ensure that internal verification is administered consistently across all delivering locations in line with the centre's quality assurance requirements — this should include standard documentation for planning, implementing and reporting on internal verification activity
♦ ensure that all assessors and internal verifiers hold or are working towards an appropriate assessor/verifier qualification
♦ ensure that there is documented evidence of ongoing reviews and developments in relation to this qualification across all delivery locations
♦ ensure that agreed actions from all future standardisation meetings are disseminated to all staff at all centres — this should include any feedback from internal or external verifiers

Administration of assessments

Most centres were complying fully with the requirements of industry's assessment strategy in terms of assessors and internal verifiers being occupationally competent, having a sound in depth knowledge of the National Occupational Standards, participating in relevant CPD and holding appropriate assessor and verifier qualifications.

Effective internal verification activity was reported at almost all centres during academic year 2015–16.

A report at one centre highlighted good practice for:

♦ assessment feedback given to candidates being detailed, evaluative, conveying competence and identifying the range of evidence assessed

A few reports made recommendations for:

♦ assessors to ensure that any evidence to support prior achievement provided by the candidate is evaluated against unit requirements

General feedback

At almost all centres verified, feedback to candidates from both competence and knowledge assessments was effective, supportive and developmental in nature.

Most centres cover their plagiarism policy with candidates during induction. This clearly meets SQA's requirements and checks are also carried out during the internal verification sampling. On completion of the qualification most candidates sign a declaration that the evidence provided for the unit is their own work.

Areas of good practice

The following areas of good practice were reported during the 2015–16 session:

♦ Assessment Plans and Assessment Decision Sheets focusing discussions on candidate needs
♦ Use of video evidence
♦ Approaches being used to gather candidate evidence through the use of ICT

Specific areas for improvement

The following areas for improvement were reported in 2015–16 (at one centre):

♦ Assessors to undertake suitable continuing professional development