



**Higher National and Vocational Qualifications  
Internal Assessment Report 2015  
Core Skills: Information and  
Communication Technology (WA)**

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

# Workplace Assessed Units

Titles/levels of Core Skills Units verified:

D6CN 04 Information and Communication Technology (SCQF level 3)

D6CP 04 Information and Communication Technology (SCQF level 3)

D6CR 04 Information and Communication Technology (SCQF level 3)

D6CS 04 Information and Communication Technology (SCQF level 3)

## General comments

The Accreditation end date for the Workplace Assessed Core Skills Units has been extended from 31 January 2015 to 31 January 2020. All centres that already had approval for the Workplace Assessed Core Skills Units prior to 31 January 2015 can continue to offer these Units during the extended accreditation period.

Many centres are employing the integrative approach to the delivery of Core Skills Units together with the main SVQ within Modern Apprenticeships. This approach is to be recommended as they are then recognised by the learner as an integral part of the 'main' qualification and are not seen by the learner as an unnecessary add-on.

External Verifiers reported that many centres were using online recording methods for storing candidate evidence. So long as External Verifiers can be given access to these online records, we accept that this is an excellent method for portfolio/evidence building.

## Unit specifications, instruments of assessment and exemplification materials

From our visits it was obvious that most assessors are very familiar with the Unit specifications, instruments of assessment and exemplification materials. Most centres, during the induction period, provide details to learners of what the qualification comprises and how they are expected to achieve this.

Many centres are using the checklists taken from the SQA-published ASPs to ensure complete coverage of the requirements of the qualification.

## Evidence Requirements

The vast majority of centres have a clear understanding of the Evidence Requirements for the Units, however, it was noticed that in a few centres staff must ensure that the candidate can select and start up application software, not just follow instructions about which software to use.

Screen dumps are an excellent method of providing evidence of the use of tools. For example, a print screen of the Print Manager page with number of copies,

orientation, and selected printer changed, etc or a screen dump of File Manager before and after changes could be used.

### **Administration of assessments**

Most centres were found to be following the SQA and qualification requirements for the delivery of these qualifications and the specified assessment/verification practices required by sector assessment strategy for the modern apprenticeship, where appropriate.

Centres were seen to be delivering the qualifications to the correct level and most had robust and documented internal verification procedures.

Many centres are adopting online recording systems for the administration of the assessment process.

Since most centres have their policy documents electronically stored it would be possible to hyperlink these to an electronic template of the External Verifiers' report form. This would lead to greater efficiency of the external verification process and reduce the incidence of centre staff looking for documentation on the day of the visit.

### **General feedback**

When learners are undertaking the qualification as part of a vocational qualification, assessors should look at the requirements of the vocational area and identify best practice in the development of ICT skills.

Centres using checklists taken from the SQA-published ASPs should ensure they are populated in some detail and not merely ticked as completed.

### **Areas of good practice**

The Core Skills Units emphasise the need to contextualise and personalise learning and offer the learners the opportunity to translate their Core Skill achievement into their everyday lives. Many centres have adapted the ICT learning and assessment with this in mind.

A number of centres have produced project work which is designed to allow the learner to produce the required evidence. This can be a suitable way to cover the requirements. Every effort should be made to source/provide candidates with assessment materials that relate to their specific area of work. You should work out where opportunities for meeting the standard are likely to arise. Where possible this should be built into the assessment process. You should also discuss this assessment process with the learners so that they are quite clear about what is expected from them.

Some centres keep detailed minutes of standardisation meetings often including on-going reviews of assessment environment(s), assessment procedures, equipment and learning and assessment materials.

External verification reports and all policy documents are often uploaded to the centre's intranet to allow all staff access to current information.



## **Specific areas for improvement**

In a few centres with multiple sites it was noticed that different formats of assessment recording documents were being used. It is essential that a common format is used throughout the centres various sites. The checklists within the SQA-published ASPs can be used as a template.

In some centres efforts should be made to update individual CPD records with more information on how Core Skills knowledge is kept up to date, such as visiting SQA's website.

Some centres delivering the Core Skills qualification preferred to deliver this as a standalone Unit rather than in an integrated manner. In some cases the SQA-published ASPs were being used as assessment materials. It should be remembered that, where appropriate, the Core Skills Units should follow the sector assessment strategy of the 'main' SVQ qualification/Modern Apprenticeship.

Centres should look for opportunities to develop assessments which are exciting and engaging for candidates. Opportunities should continue to be sought to use as much variety of natural evidence for assessment purposes as practical.

Although the SQA-published ASPs can, in some situations, be used for assessment purposes, they were only developed as exemplars to give centres an indication of the level required.