



Scottish Vocational Qualifications

Qualification Verification Summary Report 2018

Workplace Core Skills: ICT

Introduction

Titles/levels of SVQ Units verified:

F42D 04 Workplace Core Skills: ICT (SCQF level 3)

F42E 04 Workplace Core Skills: ICT (SCQF level 4)

F42F 04 Workplace Core Skills: ICT (SCQF level 5)

F42G 04 Workplace Core Skills: ICT (SCQF level 6)

Almost all centres visited during this session were able to demonstrate appropriate evidence across all quality criteria with very few concerns being identified. There were many examples of good practice in relation to the instruments of assessment being used and contextualised for learners and improved consistency of assessment decisions. Internal assessment and verification procedures across almost all centres was robust. There was clearer evidence that standardisation was taking place. Continuing professional development records were held consistently across all centres, however as previously noted, these were not always explicit to the Core Skill ICT.

The workplace-assessed ICT Core Skills units are predominantly delivered as part of Modern Apprenticeship (MA) Frameworks. Many learners have already achieved this Core Skill through their Core Skill profile and therefore numbers are quite low.

Where Workplace Core Skills are delivered as part of an MA, there is a risk that they do not receive the same focus as the vocational element of the framework, are frequently left to the end, and may be a source of frustration to the candidate and the assessor. However, attention to the ICT Core Skill would seem to be improving and centres seem to be recognising the validity and relevance of this to the learner's overall experience.

Category 2: Resources

Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.

All centres provided evidence of staff competence in assessment and verification. All were able to provide evidence that staff either had, or were working towards, an appropriate qualification.

Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

There was good evidence of initial reviews being carried out. An increasing number of centres are using their own centre-devised materials. Many of these are based around the assessment support packs, some are very innovative and have been developed in an attempt to improve contextualisation for the candidate.

Category 3: Candidate support

Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

Centres are evidencing recognition of prior achievement and the individual development needs of candidates. Most centres use Core Skills profiles, which are discussed during induction.

Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

Centres were able to evidence assessors regularly scheduling and meeting with their candidates. Staff within centres were using a range of different ways to communicate and maintain contact with candidates over and above the usual face-to-face contact.

Category 4: Internal assessment and verification

Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.

Most centres were applying their assessment and verification procedures appropriately. However, in a small number of centres internal verification was not identifying some minor irregularities. However, the quality of internal assessment and internal verification does seem to be improving.

Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

Many centres were using the assessment support packs. In a very small number of cases, there is some over-reliance on the assessment checklists, which were being used as instruments of assessment. However, the evidence presented by candidates was, in all cases, sufficient to meet the requirements of the unit.

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

Almost all centres met the requirements for conditions of assessment. Most centres had a plagiarism policy and there was clear evidence of assessment observation signed by assessors.

Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

There was sufficient evidence in almost all centres that candidates' work was accurately judged by assessors. In a very small number of centres, this was not the case and this is being addressed. However, in general terms there were no real issues with consistency. There continues to be a marked improvement from previous years, with better consistency and standardisation.

Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.

All centres met SQA requirements in terms of evidence retention. All centres were aware of SQA's evidence retention requirements.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2017–18:

- ◆ CPD records were maintained effectively. Staff were sufficiently qualified and competent to deliver the qualification.
- ◆ Good evidence of initial assessment, prior learning needs and development needs fully documented in a candidate learning/training plan.
- ◆ Good candidate evidence that continued to meet, and sometimes exceed, evidence requirements.
- ◆ Evidence of good practice being shared with other assessors/verifiers.
- ◆ Good use of e-portfolios in some centres.

Specific areas for development

The following areas for development were reported during session 2017–18:

- ◆ CPD should be more explicit towards the ICT Core Skill.
- ◆ Clearer referencing of candidate evidence is required in some cases.
- ◆ Better integration of the assessment of the ICT Core Skill with the vocational element of the MA.
- ◆ More contextualised or embedded evidence through naturally occurring tasks with less reliance on the assessment support packs.
- ◆ Centres should use the opportunity to evidence Core Skills through naturally occurring evidence where possible. It is unlikely that in any portfolio all four tasks within the ASP would be required.