



**National Qualifications
Internal Assessment Report 2012**

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

Skills for Work: Energy (Intermediate 2)

General comments

Eight centres were externally verified during this session (2011/12).

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

The use of centrally devised learning and teaching materials (Scottish Further Education Unit) with the use of NABs led to a clear understanding of the national standards, which were clearly demonstrated at all centres.

All EV visits gave positive feedback on the standard of students' responses and assessors' marking and feedback.

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

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

All EV reports indicate that all assessors are familiar with the appropriate documentation. The NABs play an important role with this, as they explicitly link the learning Outcomes, Performance Criteria and instruments of assessment.

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

Evidence Requirements

The NABs clearly defined the Evidence Requirements for all Units. Some centres stated they may wish to integrate or modify some of the NABs in future, and were advised to gain prior moderation before using any new assessment materials.

Administration of assessments

NAB materials were used; this ensured that the standard of assessment materials was correct and that marking guidelines given in the NABs helped maintain standards.

Assessments were being assessed at the correct level for the Course; again the use of NABs has helped in this process.

Internal verification systems were robust and gave a strong indication of the IV process taking place. There were a couple of instances where students' names and IV signatures should be added to give clarity to the system being used.

Areas of good practice

Photographic and video evidence was used to demonstrate the highlights of learners' practical work and systems testing, and also during site visits.

Candidates had the opportunity to see the operation and maintenance side of engineering in action during the overhaul of an industrial wind turbine.

All practical work completed by candidates for the wind turbine and solar hot water systems was available to view during the visit. Video and photographic evidence was also available as backup.

All Units had a comprehensive master folder containing the Unit specification, assessments, Unit summary form, week-by-week scheme of work, record of achievement, NABs and IV documentation.

Written feedback given to candidates was of a very high standard. It was clear and comprehensive and also very supportive of the candidates' responses.

A class of full-time students were able to manufacture as well as assemble/test their wind turbines. This gave an opportunity to further develop practical skills as well as give a better understanding of wind turbine components and systems.

Staff had obtained formal written evaluations of the programme. Their reviews are considered, informative and helpful, and should inform future programme delivery.

Centre staff with specialist skills have been used to aid skills delivery.

Cross-referencing of the core skills to the delivered Units is a significant benefit to the matching and recording of these.

Delivery of the practical Units is considerably aided by the use of innovative reclaiming of suitable materials and components. These are obtained from local businesses and organisations, through negotiation by the candidates themselves. The practical Units provide opportunities for candidates to practise and develop real-world communication and engineering skills.

The centre uses active renewable energy installations for use in the delivery of this programme and others. These sources are an outstanding, well-managed resource.

The integration of the tasks required to complete the wind turbine project permits candidates to practise and evaluate technical and communication skills.

Specific areas for improvement

While verbal feedback to a class is adequate, written feedback is more permanent and students could also use it to enhance their work within the *Employability Skills* Unit.

Encourage candidates to list all their sources of information. Staff with experience in the energy/engineering sector are still valid when looking at careers. The college careers service could be used to support their career investigations, either by giving sources of information or by holding a Q&A session.

Electronic documentation should be investigated to ease the assessment tasks and motivate candidates.

Staff are keen to try to ensure appropriate local contextualisation and wider social concerns.

Internal verification should be recorded on the material sampled as well as the centre's IV record documentation.