

City & Guilds Digital Skills for Construction – Wales – Q&A

| Question | Answer |
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| <p>It said in here about the task being internally assessed and externally quality assured. Does this mean it does not need to be Internally Quality Assured? We have IQA'd all completed files are our EQA is happy with our process, I just wanted to check what your stand is as it didn't state IQA in this presentation.</p> | <p>It is expected that IQA will take place following the centres IQA Strategy. There is a box on Recording Form 6 (Unit assessment and verification declaration) where there is an Internal Verifier Declaration.</p> |
| <p>The examples you give assume our learners have quite a high level of responsibility. Most of our learners are at a much lower level.</p> | <p>The learners are not expected to be the decision makers in their employment and can simply carry out their use of Digital Technologies alongside how the employer works currently. If successful, it may be something that the employer looks at implementing but to meet the outcomes of the Award, learners will be selecting and using a Digital Technology, reflecting on the benefits or drawbacks it brings in improving productivity and efficiency.</p> |
| <p>We have also had difficulty understanding the difference between LO2 and LO3.</p> <p>Is LO2 mainly about what is currently happening on site, so they are describing what currently happens? The wording is unclear. LO3 is trying out the new tech?</p> | <p>Looking at specifically LO2 and LO3, 2.3 is assessing the strengths and weaknesses of the final work in being able to complete the job before describing ways to improve the work (2.4).</p> <p>3.1 is reviewing benefits and drawbacks of the tools specifically in terms in productivity and efficiency. 3.3 is then looking at how the learner can improve their own productivity so this may be less about the business and more about things they have identified they can improve for their role which they can test in 3.4. This <i>could</i> be an addition to LO2 should it improve their own productivity.</p> <p>If the learner was to talk about strengths and weaknesses of the technology in achieving the outcome but also discuss productivity and efficiency, the Evidence Location document can be used to identify evidence that covers more than one criterion.</p> |
| <p>Main issue is majority of students work for sole traders and do not use any technology. How are they able to develop and test solutions in the workplace?</p> | <p>It is not expected that employers will be using or have access to technology. It is the learner who is exploring and using a technology, evidencing its effectiveness at improving productivity. Should they be</p> |

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| | <p>unable to access or have opportunity to use technology due to the role or location of jobs, then projects set by the centre, training provider or employer replicating realistic working environment tasks can be used. There will need to be practical application of the digital tool/solution.</p> |
| <p>So just to confirm we can use college-based projects to meet all Learning outcomes, as Pg 16 of Qual hand book states - Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.</p> | <p>The theoretical statement is against case-studies where the learner wouldn't be practically carrying out a project and more researching something that has already completed.</p> <p>While Centre/Employer set Projects, which have realistic work application tasks can be used, these will still need to be applied in practice, within a Centre Workshop for example.</p> |
| <p>We got told by our EV that we couldn't use VLE?</p> | <p>There needs to be practical application to evidence testing solutions and to be able to effectively review productivity and efficiency. So while the VLE can be used, there will need to be practical application of the digital tool/solution.</p> |