



Supported by



Onsite Assessment Infrastructure for Apprentices in Scotland

September 2022

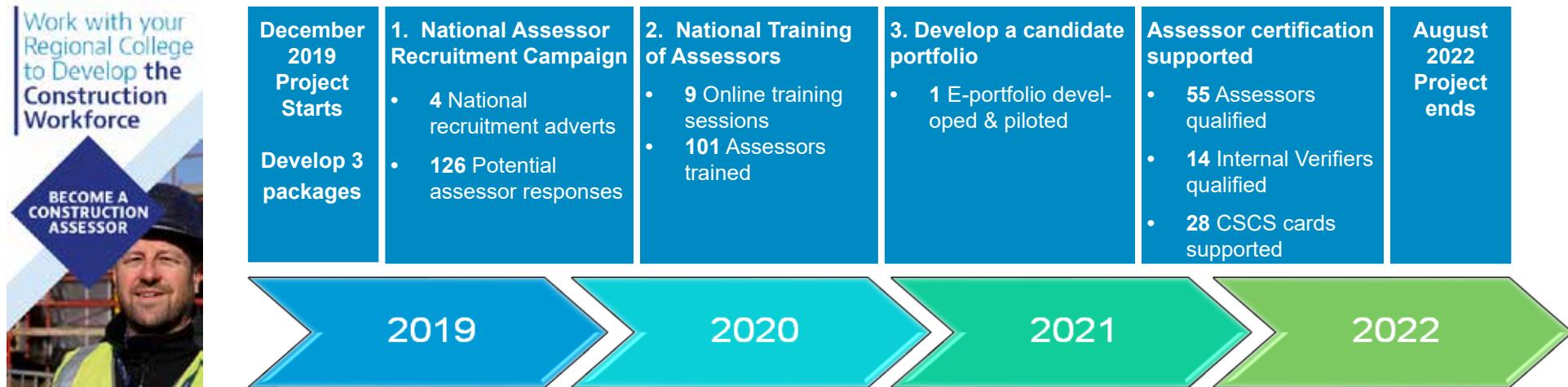


Project Summary - Onsite Assessment Infrastructure for Apprentices in Scotland



This project addressed an identified industry need to recruit and train 100 FTE new, quality assessors to enable the efficient delivery of assessments for apprenticeships in Scotland.

Key Project Facts:



Key Project Partners:



Onsite Assessment Infrastructure for Apprentices in Scotland

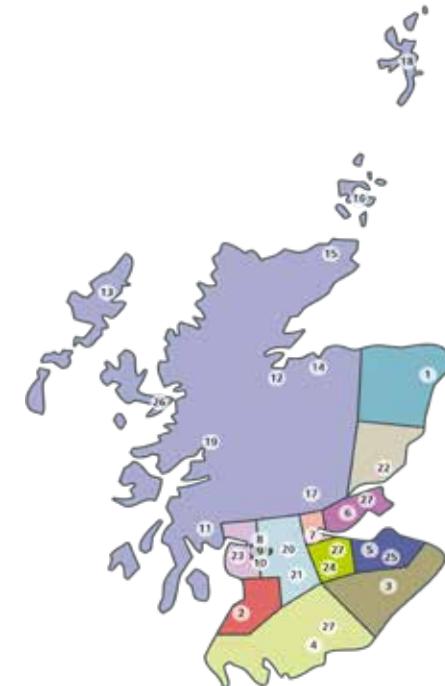
Working in partnership with 23 of Scotland's construction colleges, government agencies and private training providers, a coordinated approach in recruiting 100 FTE assessors was managed and implemented by ESP applying a good geographical spread across CITB's 7 regions in Scotland.

The project aimed to:

- Establish training and development upskilling events for new assessors to deliver quality and standardisation across the sector.
- Develop a strategic national recruitment campaign for the recruitment of the 100FTE assessors identified by ESP through analysis of Modern Apprentices intake for 2017 and 2018.
- Develop a candidate portfolio & On-site assessment App, ESP identified an opportunity through this project to create a single standardised system that will enhance the on-site assessment process for the assessor, the learner and the assessor making a smart system for all. This will be available for August 2021.

N.B. at an early stage it was agreed with CITB to remove the on-site App from the project, some research with companies developing similar apps identified a larger budget would be required and it was agreed the investment would be more beneficial focused on the E-portfolio.

ESP appointed two contractors to deliver the project aims, Forth Valley College for the recruitment and marketing package and West college Scotland for the training and e-portfolio development packages.



Methodology:

ESP and Colleges Scotland have a Modern Apprenticeship Working Group comprised of sector skills agencies and college representatives. They determined the ratio of assessor to Modern Apprentices, and this was used to analyse data received from colleges to allow a figure for total number of assessors required for the project. The table below indicates the demand per trade area for assessors.

How did the project work?

The project was developed into **THREE** packages for colleges to apply to deliver.

- National Assessor Recruitment Campaign - total funding **£59,500.00**
- National Training of Assessors - total funding **£50,200.00**
- Development & Implementation of an Electronic Portfolio - total funding **£30,000.00**



Additionally, the project offered funding to support Assessors being trained by their colleges; up to 150 FTE new assessors and 15 internal verifiers. The value attached to the qualifications is noted below:

- L&D9Di, Assess Workplace Competence Using Direct and Indirect Methods (FD41 04) (£1200.00 Per Assessor)
- L&D11, Internally Monitor and Maintain the Quality of Workplace Assessment (FD43 04) (£1200.00 Per Verifier)
- 150 CSCS cards (£46.00 Per Assessor)

The packages were offered to all 23 construction colleges with all successful applicants invited for an interview. The interview panel was composed of both ESP and external stakeholders to ensure fairness.

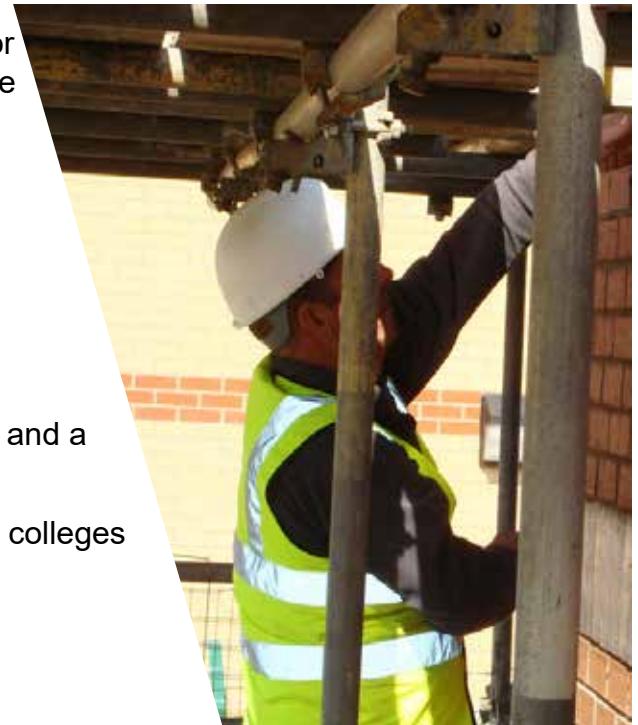
- Notes of interest were received as detailed:

Output 1 Recruitment & Marketing – one college

Output 2 Training – three colleges

Output 3 E-portfolio – one college

- A scoring sheet was prepared to ensure a fair and transparent process for all interested parties and a sample of this is included in **Appendix 1**
- The appointed contractors (colleges) formed the core members of an advisory group with other colleges also participating.
- Advisory group meetings were held monthly to guide the project
- Colleges were tied in with Service Level Agreements (SLA) for delivering each package



ESP used MS teams as a Project Management tool for the duration of the project. The benefits of the system allowed contractors to submit all evidence into teams' channels negating the need for emails with large attachments being circulated. ESP were able to monitor progress of each contractor through the channels. CITB were given access to view all evidence for quarterly claims. The project was also monitored through a master sheet held in teams.

E-portfolio promotional video extracts





In March 2020 COVID 19 impacted the UK and ESP moved to work from home along with all Scotland's Colleges. Having established the project on MS teams at the implementation stage it made continuing to work with stakeholders a relatively smooth transition.

However, the project was impacted as noted below:

- the project was paused in agreement with CITB
- training moved to an online model and additional sessions were added
- the total fund value was reduced to £366,430.00 - refer to project budget timeline below for details of reduced costs

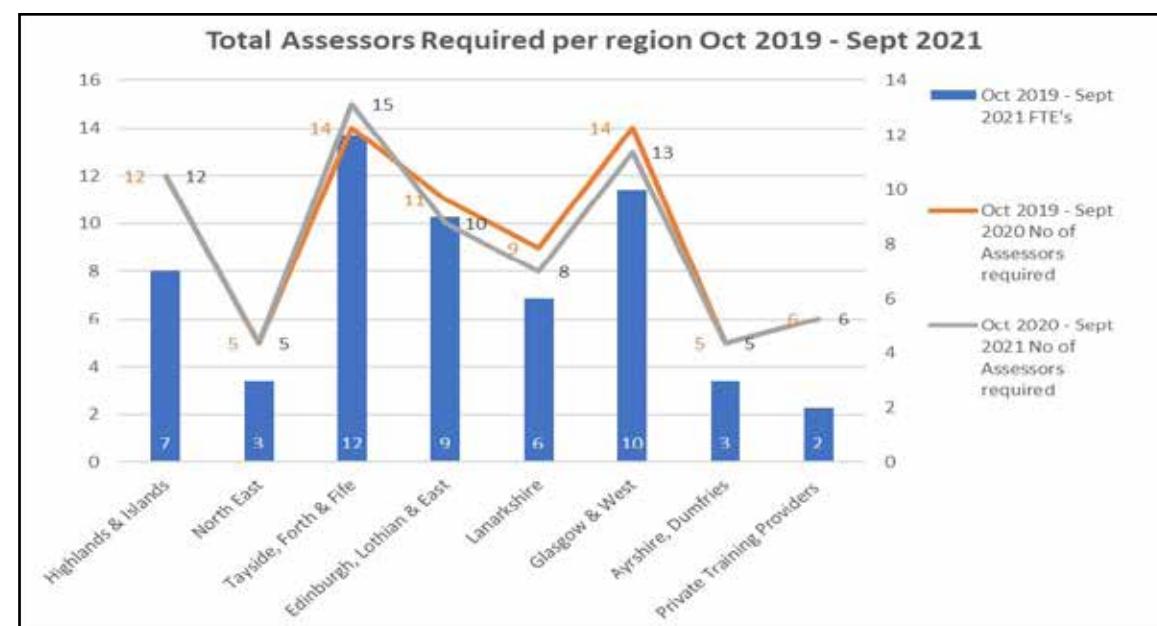


How did you get your data for your project?

Data was collected at various points through the duration of the project, and we used a variety of formats to collect this including Excel Spreadsheets, Smartsheet, MS Forms and ESP Website.

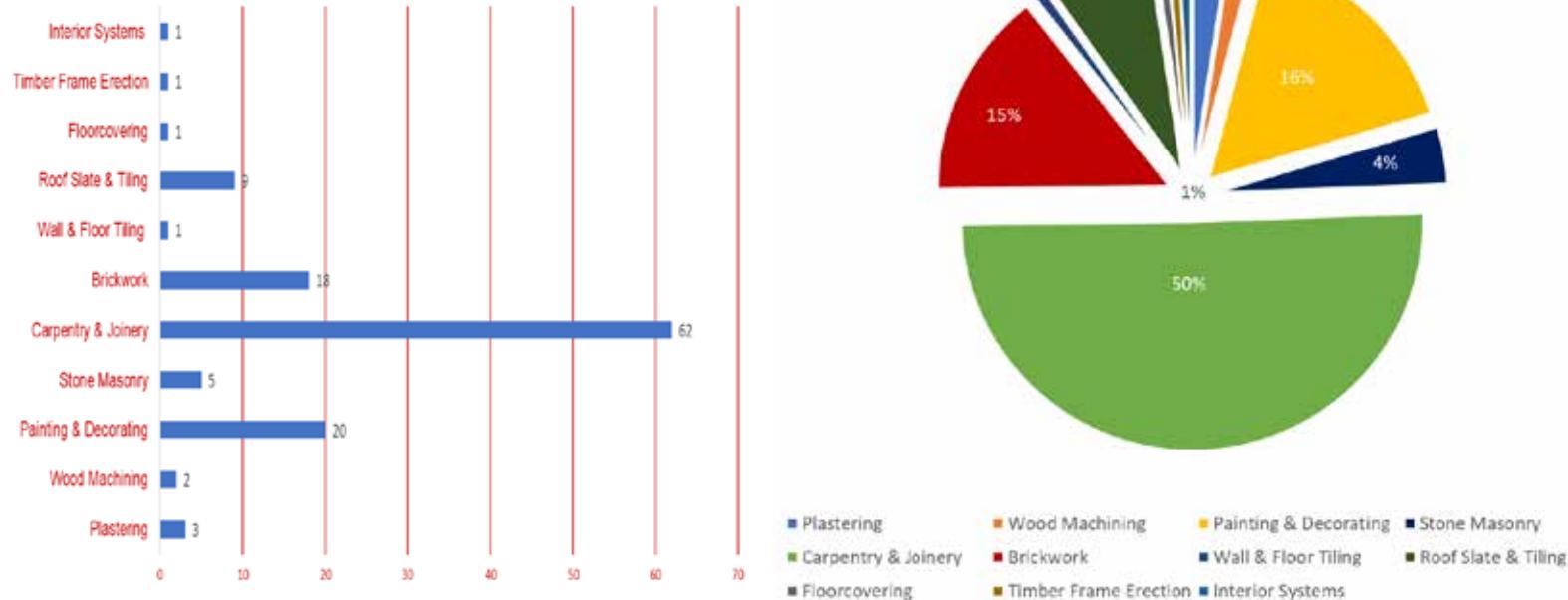
At project conception all 23 construction colleges were surveyed to determine total MA intake figures.

Modern Apprentices intake for 2017 and 2018 in Scotland's colleges indicates the total number of assessors required to meet the demand for the college sector is 100 FTE over the two-year period. The breakdown by region as indicated right.



ESP and Colleges Scotland have a Modern Apprenticeship Working Group comprised of sector skills agencies and college representatives. They determined the ratio of assessor to Modern Apprentices, and this was used to analyse data received from colleges to allow a figure for total number of assessors required for the project. The charts below indicates the **demand per trade area** for assessors.

College Construction Assessor demand by trade area



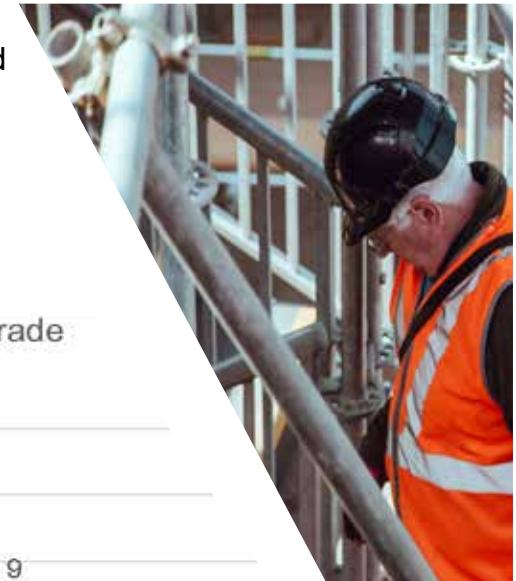
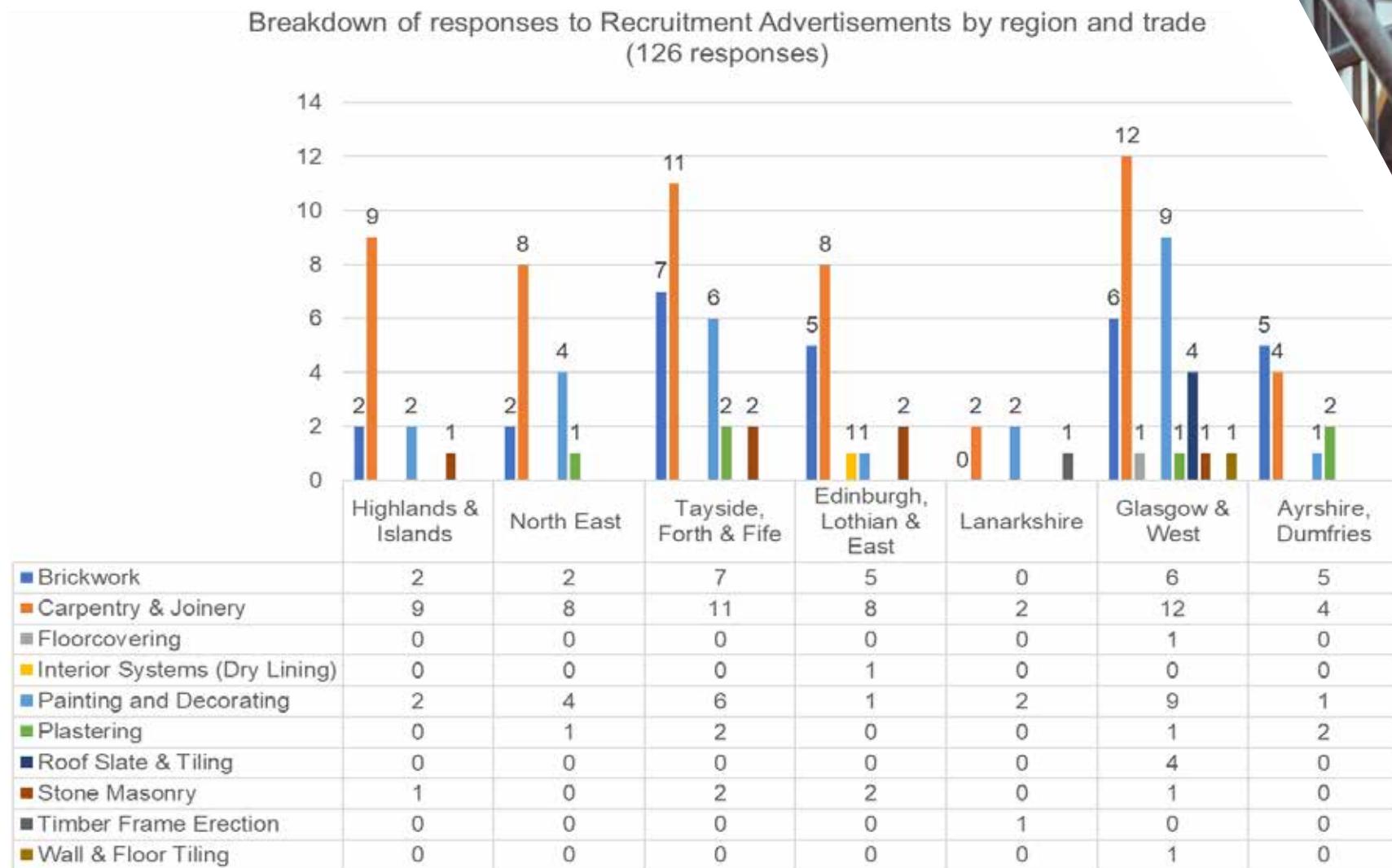
This data was used to assess the total number of assessors required in Scotland however this was further broken down into FTE positions and therefore the total number of Assessors required was 150 FTE.

Quotes collected from Assessors currently working in the sector

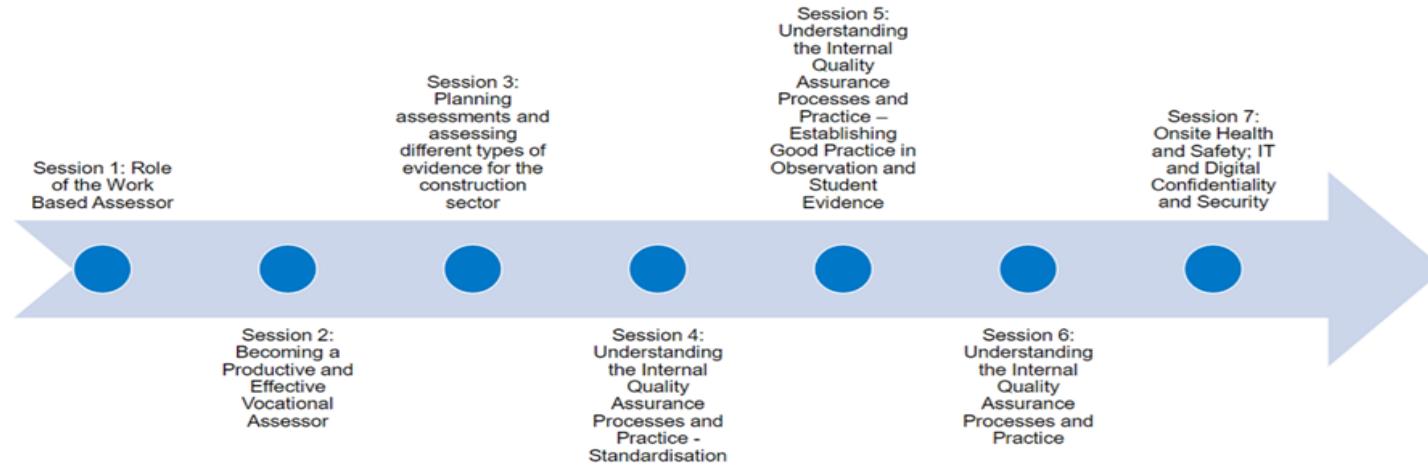
"An assessor has a major impact on the students' experience during their time as apprentices, instilling the correct industry knowledge in regards to working practises, health and safety and sustainability."

"you get to build a range of skills, including communication and time management, flexible working hours and visiting different locations and it give you a great opportunity to meet new people and create networking opportunities."

As the project progressed, we continued to capture data relevant to the different outputs. Working with Forth Valley College, appointed as contractor to deliver on **Output 1 Recruitment and Marketing**, ESP developed a database to collate all responders to the adverts in the national press and this was circulated to colleges looking to recruit assessors. The table below shows 126 responses through ESP website broken down by region and trades for college use.



West College Scotland appointed to deliver **Output 2 - Training** did not have the same need to undertake data analysis for their training package. Initially employed to deliver their training face to face; following COVID-19 they had to move to an online model and re-develop their programme. The illustration below shows how the programme was delivered, successfully to 101 candidates.



Prior to embarking on the development Output 3 E-portfolio West College Scotland conducted a survey of all colleges to determine how many were currently employing an electronic portfolio, the results indicated 70% were still using a paper version.

From the survey of all colleges there were 13/23 respondents

Colleges were asked a variety of questions; full survey responses can be found in **Appendix 2**, however notably the majority noted that current methods for collecting evidence could be improved with 70% of respondents still using paper portfolios.

On a scale of 1-5 (1 - Very Ineffective, 5 - Very Effective), how effective is your current method of candidate evidence gathering in terms of meeting the needs of potential internal and external stakeholders (i.e. candidates, assessors, internal verifiers, external verifiers, employers, other key stakeholders)?		Number of Respondents	Percent
Very Ineffective (1)	Very Effective (5)		
1	█	1	7.69%
2	█	1	7.69%
3	██████	6	46.15%
4	██	2	15.38%
5	███	3	23.08%
Total		13	100.00%



Findings:

The Covid Pandemic had a huge impact on the delivery of the project and the recruitment of new assessors to the college sector.

The applications for L&d9di, 11 and CSCS cards dropped through the pandemic due to staff prioritising students training.

	Original Targets	Revised targets due to COVID	Achieved
Recruitment Campaign			
National adverts	4	4	4
press releases	4	4	4
Assessors recruited	150 FTE	150 FTE	126 candidates*
Training			
Face to face	6	0	0
Webinars	6	0	0
Online training sessions	-	9	9
Assessors trained	150	150	101
L&D 9di	150	76	55
L&D 9di (insulation)	-	4	0
L&D 11	15	15	14
CSCS Cards	150	86	26
E-portfolio	1	1	1
Candidate evidence app	1	0	0

* Total number that have responded to advert, however it has been difficult to track actual recruitment in colleges



The table above illustrates the outputs from the project against deliverables agreed at inception. The project has delivered

Output 1 = 100%

Output 2 = 67%

Output 3 = 100%

L&D 9di,11 & CSCS cards = 52%

Conclusions and Recommendations:

Recruitment Campaign

This was delivered by Forth Valley College Marketing team who were contracted to

- Develop a recruitment, marketing, and communications strategy for 100FTE Construction Assessors
- National advertising recruitment campaign in partnership with a leading Scottish newspaper, membership bodies and career transition partnership, 4 adverts:
 - 1st Feb 2020
 - 2nd July 2020
 - 3rd Feb 2021
 - 4th July 2021
- Run social media recruitment campaigns weekly throughout the duration of this project on national assessor jobs availability.
- Produce 4 x press releases throughout the duration of this project in partnership with SSC's, Key Stakeholders and Public Agencies.

This was successful at attracting potential talent however, the construction industry has emerged very buoyant from the pandemic and assessors have been difficult to recruit due to the pay differential from industry to college sector, candidates who were employed have returned to a flourishing industry and this has made it difficult to achieve agreed targets. In 2022 the Scottish Funding Council cut College funding which will impact any further recruitment of assessors.

Social media content used through project



The adverts produced by Forth Valley were very successful, refer **Appendix 3**, and the social media campaign was able to focus on areas where there were not high levels of response with targeted campaigns being run in the Highlands & Islands. The table below shows the response rates from the adverts.

Date of Advert	No of responses
April 2020 (Advert 1- National)	54
November 2020 (Advert 2 - National)	41
No response from Highlands & Islands region - decision taken to target H&I	
October 2021- database cleansed	reduced to 28 candidates
November 2021 (Advert 3 - Highlands & Islands)	20
November 2021 (Advert 4 - National)	6
Total responses to adverts received over project	126
Current number of potential assessors on database	53

Assessor Training

This was delivered by West College Scotland who were contracted to deliver:

- Coordinate, plan and deliver a total of 18 regional training sessions for new assessors and verifiers, 3 training blocks in the North of Scotland & 3 training blocks in Central Scotland.

Training Event 1	<ul style="list-style-type: none"> Preparing the candidates to be productive and effective vocational assessors. Planning assessments and assessing different types of evidence for the construction sector. Understanding the Internal Quality Assurance Processes and Practice
Training Event 2	<ul style="list-style-type: none"> Digital & IT Systems Training
Training Event 3	<ul style="list-style-type: none"> On site health and safety awareness



- Coordinate, plan and deliver a total of 18 webinars training sessions for new assessors and verifiers.

- | | | |
|------------------|---|---|
| Webinar 1 | - | Preparing the candidates to be productive and effective vocational assessors. |
| Webinar 2 | - | Planning assessments and assessing different types of evidence for the construction sector. |
| Webinar 3 | - | How effective assessing is vital in guiding candidates through their learner journey |
| Webinar 4 | - | Digital & IT Systems Training |
| Webinar 5 | - | Understanding the Internal Quality Assurance Processes and Practice |
| Webinar 6 | - | On site health and safety awareness |

Due to Covid 19 pandemic this programme had to be re-developed for online delivery and was well received by those who underwent the training.

One candidate noted in feedback to the lecturer:

*"I just wanted you to know that your time is very much appreciated. I am finding it very useful and can see it all beginning to make sense when I come to do the job.
 You have made the sessions feel very inclusive and personal.
 You have kept the information light and easy to digest"*



Further feedback information contained in **Appendix 4**

E-portfolio

This was delivered by West College Scotland were contracted to :

- Identify and develop an electronic portfolio for apprentices to ensure standardisation across the sector
- Develop a responsive interface linked to electronic portfolio, for collecting & uploading evidence

The responsive interface was dropped at an early stage due to budget constraints, refer to previous notes in this report.

The E-portfolio was designed for use with SVQ craft qualifications and was NOS aligned

The advisory group was used to develop and comment on progress throughout each stage. The portfolio is available to all colleges and has been adopted for 2022/23 by West College Scotland to run a full class on the system to fully test. This will be evaluated with the prospect of rolling out nationally as a CITB recommended system.

The funding supported a national training programme for new assessors which afforded quality and parity in assessment decisions within the sector as well as establishing a support network for all new assessors in Scotland.

It also ensures all employed assessors have current/relevant L&D 9 & 11 qualifications as well as CSCS cards. It encouraged collaboration with CITB assessors also undertaking the training.

ESP would recommend

- A national standard e-portfolio would support colleges to ensure parity of delivery and assessment of all candidates
- Portfolio – needs funding for maintenance – kickstart only but needs more investment and critical thinking with all parties involved and endorsing. Portfolio would data of start and end dates skills test dates etc – issues ongoing – this model could carry this forward
- Job description – Colleges Scotland policy needs to be fast tracked – not happened

Lessons Learned:

The main barriers to the success of the project are still centred around COVID-19 with college closures during lock down and staff shortages due to self-isolation restrictions. However, as the project as concluded and reflection by all parties has been carried out, we would note the following;

1. Use SMARTSHEET software for aspects of project management from inception of the project; ESP have found it exceptionally worthwhile for collating data throughout a project with user friendly surveys easily created.
2. Create a HR live database – all colleges HR contacts could have had access; this was considered initially however discussions with the advisory group focused on the management of this to ensure it was updated regularly and who would take ownership of this for 23 construction colleges. In hindsight with the difficulties colleges have faced in recruiting new assessors this may have been beneficial
3. ESP contacted numerous private training providers however no funding was drawn down from this sector this may have seen a better outcome had face to face meetings been possible.
4. ESP's proposed budget for the development of an E-portfolio should have been substantially more given the complexities it presented.
5. Colleges Scotland are undertaking a national support staff job evaluation for the college sector; the assessor role is part of this process. It would have been beneficial for some funding to be attached to this process to ensure a single job description and salary was agreed across the sector. This may have made recruitment easier and reduced the number of assessors moving from college to college.

What are the next steps?

There are various next steps which have been considered by all parties to the delivery of the project.

The recruitment and social media campaign stands on its own merits and if required could be replicated.

The training of assessors was popular and beneficial for those who participated. One candidate noted;

"I was already a trained assessor and working as one before any training took place. I would recommend this to anyone taking on the role."



Ideally, the training sessions could be updated and recorded to MS teams for continued delivery to all assessors within the college sector. There would need to be time and possibly funding directed to this however ESP are happy to take this forward for discussion with their Construction Leads Forum now the project has concluded.

The E-portfolio is being fully trialled at West College Scotland and it would be recommended that this be fully evaluated at the end of the first academic semester and presented to CITB for consideration of a National Standardised approach to the SVQ portfolio. Again, funding would need to be directed towards the maintenance of this product.

The project will still have role within Scotland's colleges with regards the recruitment of new assessors and the sharing of information between centres. It is difficult to comment on the outcomes in 5 years' time due the new TEG approach to qualifications for construction crafts in Scotland, until they have been fully developed and there is an understanding what that may look like. The long-term impact has been the introduction of new staff from industry into the colleges assessor role.

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List of Appendices

- Appendix 1 Scoring sheet for contractors' interviews
- Appendix 2 E-portfolio survey
- Appendix 3 Assessor Adverts
- Appendix 4 Feedback from assessor training

Appendix 1 sample scoring sheet



Onsite Assessment Infrastructure Project

National Training of Assessors

Project Code - ESP-SA-19-02



Financial Value - £50,200.00

Output 2:

Quarter Period	Reference	Output	Output to be completed by	Claim Date	CITB Funding	In Kind College Funding
Period 2 total (Activity to 31/05/20)					£15,000.00	£6,540.00
2	2.3	North Scotland Assessor Training Events (50 Assessors)	31/05/20	15/06/20	£5,700.00	£2,500.00
	2.4	Central Scotland Assessor Training Events (50 Assessors)			£5,700.00	£2,500.00
	2.5	Assessor Webinars			£3,600.00	£1,540.00
Period 3 total (Activity to 31/08/20)					£1,800.00	£770.00
3	3.4	Assessor Webinars	31/08/20	15/09/20	£1,800.00	£770.00
Period 4 total (Activity to 30/11/20)					£16,800.00	£7,310.00
4	4.3	North Scotland Assessor Training Events (50 Assessors)	30/11/20	15/12/20	£5,700.00	£2,500.00
	4.4	Central Scotland Assessor Training Events (50 Assessors)			£5,700.00	£2,500.00
	4.5	Assessor Webinars			£5,400.00	£2,310.00
Period 6 Total (Activity to 31/05/21)					£11,200.00	£4,500.00
5	6.3	North Scotland Assessor Training Events (50 Assessors)	31/05/21	15/06/21	£5,600.00	£2,300.00
	6.4	Central Scotland Assessor Training Events (50 Assessors)			£5,600.00	£2,200.00
Period 7 Total (Activity to 31/08/21)					£5,400.00	£2,310.00
7	7.4	Assessor Webinars	31/08/21	15/09/21	£5,400.00	£2,310.00
					Totals	£50,200.00
						£21,430.00

Proposal scoring sheet

Project name: National Training of Assessors

Bidder:

Scorers Name:

Category 1. Understanding the Project

Primary measure

- Understanding of the work to be performed and all its associated tasks.

Scoring Criteria:

90 to 100 points Applicant's proposal demonstrates a clear and detailed understanding of all aspects of the work to be performed.

70 to 89 points Applicant's proposal demonstrates a good understanding of the work to be performed.

50 to 69 points Applicant's proposal demonstrates only a general understanding of the work to be performed.

0 to 49 points Applicant's proposal demonstrates a lack of understanding of significant aspects of the work to be performed.

Score allocated, enter (X) where appropriate:

O to 49	50 to 69	70 to 89	90 to 100
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Narrative comments as to reasons for score:



Category 2: Approach

Primary measures -

- Completeness and reliability of the indicated procedures/techniques to perform and measure the stated work, and;
- Inclusion and adequacy of alternative methods and materials

Score allocated, enter (X) where appropriate:

O to 49	50 to 69	70 to 89	90 to 100
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Narrative comments as to reasons for score:

Category 3 - Probability of success

Primary measures:

- Completion of all tasks on time
 - Detailed and logical work plan with major tasks and key milestones for technical and logistical factors indicated
 - Reasonableness of project schedule
 - Anticipation of setbacks

Score allocated, enter (X) where appropriate:

O to 49	50 to 69	70 to 89	90 to 100
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Narrative comments as to reasons for score:

Category 4 - Qualifications and experience

Primary measures:

- Principal deliverer and key personnel's professional credentials in a relevant field (as demonstrated by academic and professional achievement/skills)
- Past experience in delivery of similar project

Score allocated, enter (X) where appropriate:

O to 49	50 to 69	70 to 89	90 to 100
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Narrative comments as to reasons for score:

Category 5. Quality of facilities and resources to perform the work.

Primary measures:

- Adequacy of facilities and resources
- Availability of facilities and resources

Score allocated, enter (X) where appropriate:

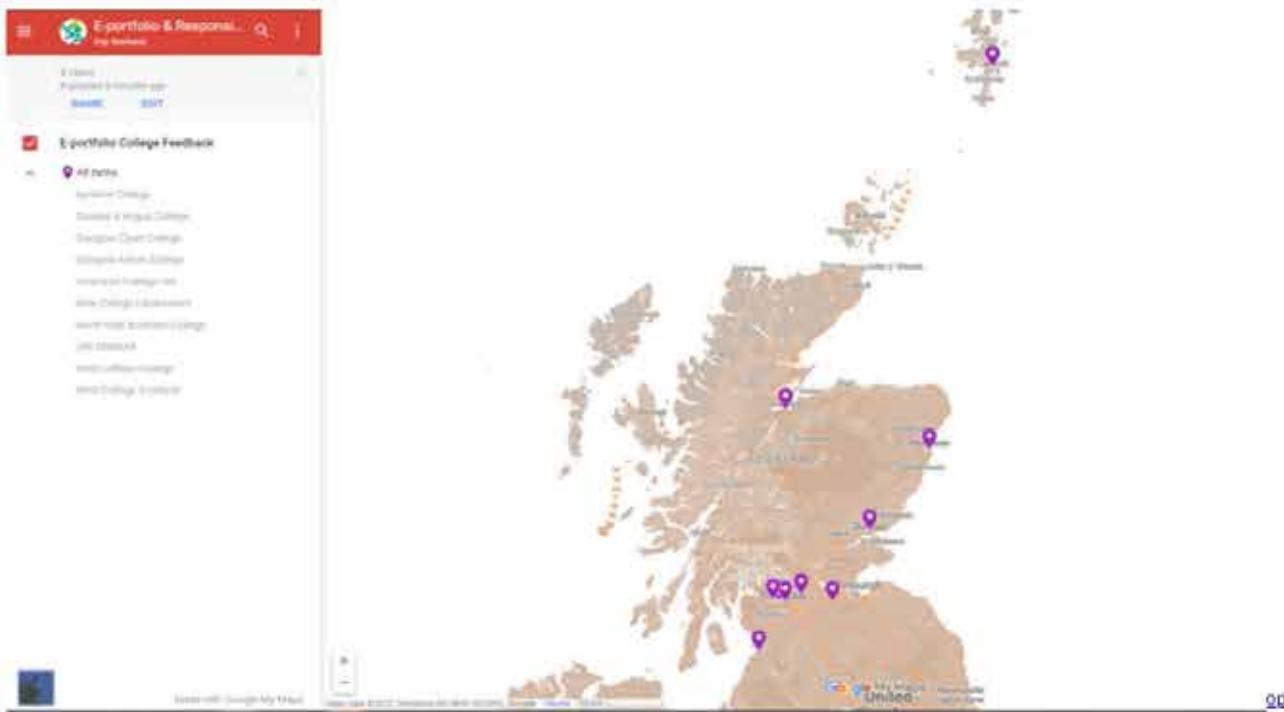
O to 49	50 to 69	70 to 89	90 to 100
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Narrative comments as to reasons for score:

Appendix 2 E-portfolio survey

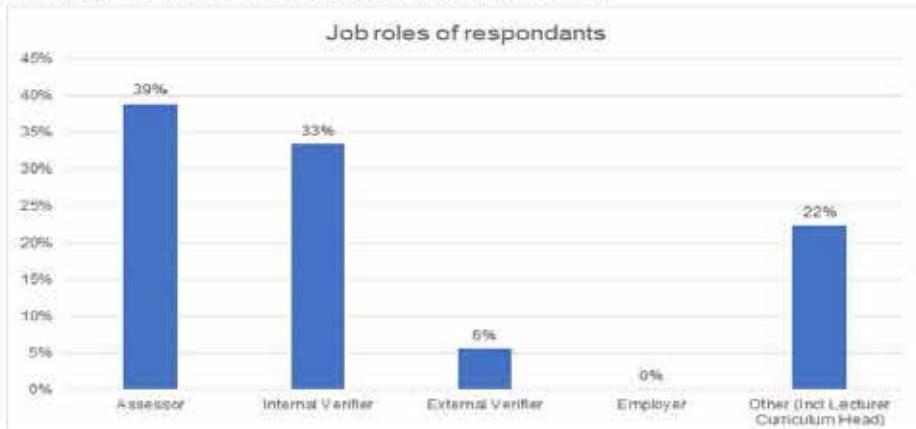
Question 1

Name of college or training establishment



Question 2

With regard to your role(s) within the construction sector, in terms of candidate evidence gathering and/or data interrogation and/or information reporting/reviewing please select all that apply to you from the list below.



Question 3

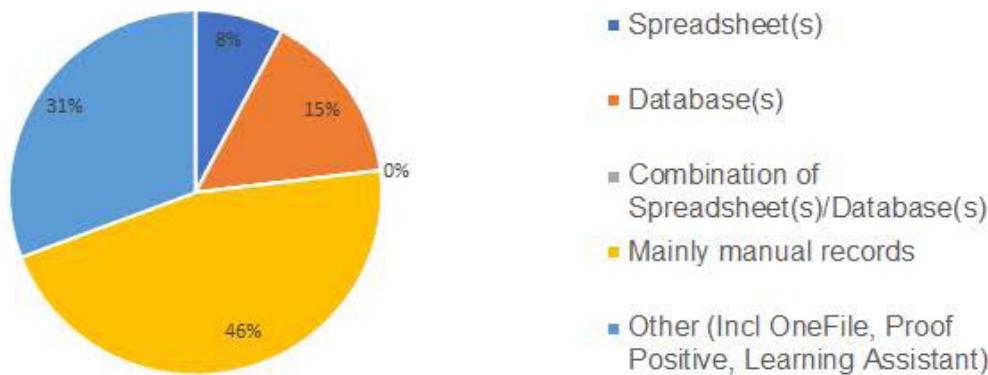
What other job role(s) would you envisage using the e-portfolio system with regard to evidence gathering and/or interrogation and/or reporting?

	Number of Respondents	Percent
Apprentice, Lecturer, CITB Apprenticeship Officers	1	14.29%
Apprentices (candidates) College lecturers (recording knowledge evidence from TAPs) Employers? EVs Managing Agents	1	14.29%
Candidate, Employer	1	14.29%
It could be adopted into NPA for example	1	14.29%
Student knowledge evidence which can be mapped to their VQ in the portfolio. This evidence could/would be in formative assessment style (summative if SQA clear open book). This would allow us to use the system as remote learning base	1	14.29%
Will be used as part of ongoing monitoring, development and reporting of the activities carried out on the SVQ element of the programme	1	14.29%
Work based learning team leader	1	14.29%
Total	7	100.00%

Question 4

What is your current method of portfolio evidence gathering, interrogation and reporting for construction candidates?

Current method of portfolio evidence gathering

**Question 5**

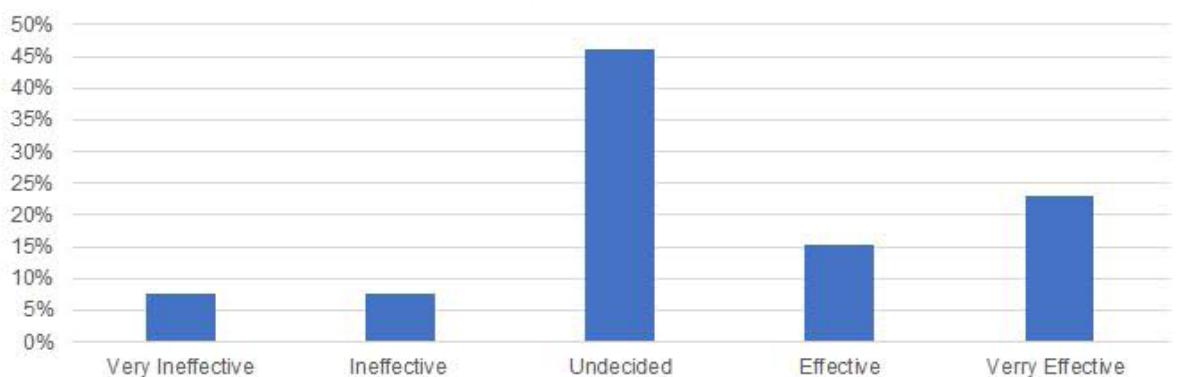
Please describe your current system of gathering, interrogating and reporting on portfolio evidence for construction candidates. Once complete, please continue with question 8.

	Number of Respondents	Percent
1 File	1	11.11%
Digital photographs, written documents, excel tracking with links to evidence, paper-based portfolios	1	11.11%
Direct observation methods, professional discussions, photographic evidence, personal statements and witness testimonies. all these are collected throughout the apprenticeship and stored in a folder in a fireproof cabinet. These are used with the apprentice for assessment planning and completion.	1	11.11%
Independent paper based portfolio with Video and Photographic supporting evidence.	1	11.11%
One File	1	11.11%
Paper based portfolio via personal folder per student	1	11.11%
Spread sheet to monitor progress Papework documents to gather evidence not readily available in the work place Moodle to upload pictures and evidence from site Moodle to drop site visit data and any recordings, voice or Video	1	11.11%
Student portfolio is derived from standard SQA template. All learners have an electronic (MS Word) version to ensure access to all documentation. Evidence is gathered by being physically brought into college, sent electronically (email/One-drive etc.) and through professional discussion when learners attend. All evidence is collated in hard copy portfolios at present.	1	11.11%
Students use a proforma document into which they insert photographs along with a description of the work they have been involved in doing. There is also a witness testimony document which will be signed by employer/supervisor to authenticate the work submitted. The submissions by the apprentices will be assessed against the checklists we have generated which match the assessment/evidence criteria from the National Occupational Standards. On-site visits by an assessor will also take place. Reports will be written using appropriate documentation.	1	11.11%
Total	9	100.00%

Question 6

On a scale of 1-5 (1 - Very Ineffective, 5 - Very Effective), how effective is your current method of candidate evidence gathering in terms of meeting the needs of potential internal and external stakeholders (i.e. candidates, assessors, internal verifiers, external verifiers, employers, other key stakeholders)?

How effective is your current method of candidate evidence gathering in terms of meeting the needs of potential internal and external stakeholders



Question 9 .

Please state up to 3 key features which you feel works well in your current system of evidence gathering, interrogation and reporting for construction candidates.

	Number of Respondents	Percent
1. The ability for candidates to directly upload information to the college Assessor. 2. Excel spread sheet monitoring progress 3. Communication between assessor and candidate All working well but not the most efficient	1	7.69%
Criteria selection Gap Analysis Activity reports	1	7.69%
Documents used by the candidates to submit evidence are clear and easy to follow. The checklists which we use are accurate and easy to use when assessing candidates submissions. Candidates induction information with regards to what they have to do to meet the criteria for their submissions.	1	7.69%
Ease of navigation and ability to have dialogue/comms between stakeholders in relation to and in addition to evidence generated. Ability to track candidate progress. Excellent visuals to aid interpretation. Wide range of evidence types can be utilised as confirmation of competence.	1	7.69%
Ease of use for student and staff Students can upload evidence using the app on their phone As its all online the evidence can be uploaded by the student assessed by assessor internal and external verifiers remotely All portfolios are online- no paper no ink stored securely	1	7.69%
Ease of use, links across units, links to PDA qualification	1	7.69%
easy access when attending college. easy for referring to for assessment planning and recording easy access for IV/EV purposes	1	7.69%
Hard copies Face to face evidence gathering Relatively safe storage, ie, not on digital platform	1	7.69%
Hard copy	1	7.69%
Mapped criteria Storage is no problem Straight forward to navigate (once trained) Additional support on and with any issues As it is a web based system no chance of losing files. Uploads PDA questions (cannot utilise fully until SQA confirm)	1	7.69%
Portfolios contain all required documentation. Portfolios (hard copies) are always easy to find and easy to navigate. Brickwork spreadsheets cross-reference relevant aspects of the NOS.	1	7.69%
Speed of input IV features built into learning assistant Quick visual for main criteria in excel spreadsheets	1	7.69%
Video evidence is good to support profession discussion and for delivering formative feedback	1	7.69%
Total	13	100.00%

Question 10

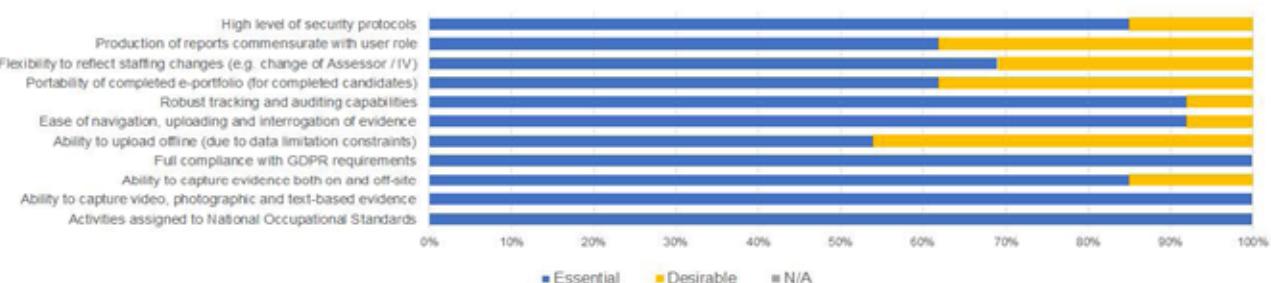
Please state up to 3 key features which you feel would make your current system operate more effectively than it is at present.

	Number of Respondents	Percent
1. All information one area for each candidate 2. Specific area where data and information can be uploaded which directly affects the outcome under assessment 3. An automatic recording progress system which indicates progress across the complete award per candidate	1	8.33%
A better app to link-sync to the system Phone view different/simpler than the web page so it is easier for the candidates to work. A way of saving files to a portfolio for candidates to keep instead of having to always access 1 file	1	8.33%
A method which allows the candidates to submit their evidence as soon as they can, digitally. If there was some method of the system automatically assessing the evidence submitted against existing criteria, this would speed up the process. This would allow feedback to the candidates to be quicker, along with what the candidate still had to submit evidence for.	1	8.33%
Access anywhere mobile friendly no paper	1	8.33%
Centralised storage of digital components, all individuals working with same standardised methods	1	8.33%
Criteria set as evidence uploaded User friendly More intuitive	1	8.33%
E portfolio will support evidence sharing and storage	1	8.33%
Ease of use for students (struggle to use learning assistant). Creating quick visual for students when they log into learning assistant, (direct display of important criteria, main practical criteria they still have to gather evidence on) Quick customizable reports for employers and updates for students.	1	8.33%
Easier uploading of candidate evidence direct to portfolio inc. photo/video. Clear "real-time" assessment planning for candidates to review Ability to track changes to portfolio and record of candidate engagement.	1	8.33%
N/A	1	8.33%
possibly going electronic. less paperwork. more cost effective	1	8.33%
Unlimited access to staff Less storage More modern	1	8.33%
Total	12	100.00%

Question 11

Please rate each e-portfolio system's feature/attribute below which you would consider to be essential or desirable (select "N/A" - if you feel that the stated attribute is neither essential or desirable). If you feel that there are other essential and/or desirable features/attributes which are not listed below, please state in question 12 marking clearly whether you consider each of your stated attributes/features to be "Essential" or "Desirable".

E-portfolio system features/attributes rated



Appendix 3 Assessor Adverts

Work with your Regional College to Develop the Future Generation of Construction Workers

Are you currently working in the Construction industry but looking for a change of role with flexibility, job security and the opportunity to support the next generation of Construction workers?

If so, consider becoming a Construction Assessor.

A project to recruit and train 100 new Construction Assessors across all of Scotland's Construction colleges has re-launched.

The role of Construction Assessor will offer you a number of benefits whilst still keeping your connection to the industry.

Benefits include:

Professional Development

Competitive Salary

Generous Holiday Entitlement

Flexible Location and Hours

Pension Scheme

Reduced Manual Labour

This is a two-year project targeting experienced tradespeople working in the Construction sector. It is being driven by ESP and the Construction Industry Training Board (CITB), in partnership with 24 Scottish colleges, government agencies and private training providers.

This unique project will enable the efficient delivery of assessments for apprenticeships in Scotland.

There is a wide selection of Construction disciplines available:

- Floorcovering
- Roof Slate and Tiling
- Wall and Floor Tiling
- Brickwork
- Carpentry and Joinery
- Stone Masonry
- Painting and Decorating
- Wood Machining
- Plastering



"In my opinion the key benefits of working as an Assessor are directly observing apprentices in their place of work. Providing direct assessment support and guidance to ensure the successful completion of qualifications, is very satisfying and rewarding. It's a great way to support others on their journey through their qualification and it's also fantastic to be able to pass on the skills and knowledge I have learned over the years."

Anna Robin, South Lanarkshire College



"I was attracted to the full-time employed position with the college as it is a secure position and there is always further training and development available. I was really interested in learning about the requirements and model of the new portfolio system."

Derek Spence, Fife College



INTERESTED?

WE WANT TO HEAR FROM YOU!

If you think you are suited to the role of Construction Assessor, scan the code or visit www.esp-scotland.ac.uk/construction-assessor-register-of-interest and we will be in touch with more information.

Assessors are based within a College or Private Training Provider.



Work with your Regional College to Develop the Future Generation of Construction Workers

Are you currently working in the Construction Industry but looking for a change of role with flexibility, job security and the opportunity to support the next generation of construction workers? If so, consider becoming a Construction Assessor.

This unique opportunity will provide new assessors with a national training and development plan. This includes essential qualifications which will provide new assessors with the relevant skills and knowledge to train the next generation of construction workers.

The role of Construction Assessor will offer you a number of benefits whilst still keeping your connection to the industry.

Benefits include:

Professional Development

Competitive Salary

Generous Holiday Entitlement

Flexible Location and Hours

Pension Scheme

Reduced Manual Labour

This project is targeted at experienced tradespeople working in the Construction Sector. It is being driven by ESP and the Construction Industry Training Board (CITB), in partnership with Scottish Colleges, government agencies and private training providers.

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There is a wide selection of construction disciplines available:

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- Plastering



"Being assessed on my practical work in a familiar environment by my Work-Based Assessor is great, as it feels relaxed and doesn't feel like a test."

Katie McLaren
Painting & Decorating Apprentice
Borthwick Decorators Ltd

"I'd recommend the Assessor role to others as working with apprentices and supporting them to achieve their qualification is extremely rewarding. It's a privilege to work with new employers and gain an insight into their businesses."

Christine Tyrrell
Assessor
Forth Valley College



INTERESTED?

WE WANT TO HEAR FROM YOU!

If you think you are suited to the role of Construction Assessor, scan the code or visit www.esp-scotland.ac.uk/construction-assessor-register-of-interest and we will be in touch with more information.

Assessors are based within a college or private training provider.

CITB continues to invest in the workforce of the future

A project to recruit and train 150 high quality assessors for the construction industry in Scotland will play a vital role in the Country's economic recovery.

The two-year project, driven by CITB and ESP, in partnership with 24 Scottish colleges, government agencies and private training providers, was originally unveiled back in early 2020. It was put on pause due to the COVID crisis but re-launched in November 2020 and is on track to achieve its target.

Benefits include:

Professional Development

Competitive Salary

Flexible Location and Hours

Pension Scheme

Reduced Manual Labour

BECOME A
CONSTRUCTION
ASSESSOR



Darren Johnstone, Perth College UHI.

"My role is to build a relationship with students and employers then build a plan to get students through their apprenticeship. I also interact with employers to try to get them to take on future students for apprenticeships."

"I really like travelling the country meeting a wide variety of students and companies, large and small, where I will also be learning new things in the construction industry that will be beneficial to me in my job. It is also good to meet new colleagues in other assessing and training departments for networking purposes."

"I would recommend this role to others as you go to interesting places, meet lots of interesting people and are rewarded when you get students through their apprenticeships."

"The challenge of becoming an assessor was what attracted me to this rewarding and interesting job, as it is relatively new to this industry and I like to test myself and become the best I can be."

This is a two-year project targeting experienced tradespeople working in the Construction sector. It is being driven by ESP and the Construction Industry Training Board (CITB), in partnership with 24 Scottish colleges, government agencies and private training providers. The unique project will enable the efficient delivery of assessments for apprenticeships in Scotland. There is a wide selection of Construction disciplines available:

- Floorcovering
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Ian Hughes, Partnerships Director at CITB Scotland, said:

"The Scottish Assessors project is a great example of how we work in partnership with training delivery organisations to ensure that Construction has the right people, with the right skills, in the right place. "The recruitment and upskilling of Assessors for specific trades – and in specific regions of Scotland – will have a hugely positive impact on the delivery of a greater number of much-needed, fully trained and qualified apprentices to the Scottish workforce."

This sector leading project will also deliver a national training and development plan for new Assessors which will complement essential qualifications being undertaken through the colleges.

Jim Brown, ESP Director, said: "We're delighted to be looking forward and ensuring we have a talented team who will develop the workforce of the future for the construction industry. This is an exciting time as we emerge from the challenges faced over the past year and this project will play a key role in economic revival. We are bringing fresh experience, skills and knowledge to the sector and it's an opportunity to put a crucial network of support in place for apprentices. The Assessor role is also a secure and rewarding career choice for individuals who have the skills and passion to shape the next generation. It's a chance to continue to work in the industry they love whilst also doing something different and progressing in their career."



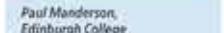
Gordon Lee, Fife College

"My primary role as an assessor is to assess the performance of candidates and their related knowledge in a range of tasks, to ensure their competence and knowledge meets the requirements of the National Occupational Standards and learning objectives."

"One of the key benefits of working as an assessor is that you get to see the apprentices – who are the next generation of sector professionals – grow as tradesmen and women through the time you are working through the portfolio and assessments with them."

"Other benefits of being an assessor advancing your professional development as you get to build a range of skills, including communication and time management, flexible working hours and visiting different locations and it gives you a great opportunity to meet new people and create networking opportunities."

"I would recommend this challenging, rewarding and interesting role to others because if like me you want to train, support and assess the next generation of trades people this is the role for you."



Paul Manderson, Edinburgh College

"The role is very fulfilling and rewarding and I like helping the apprentices improve throughout their apprenticeship. An assessor has a major impact on the students' experience during their time as apprentices, instilling the correct industry knowledge in regards to working practices, health and safety and sustainability. I feel it is important and exciting to help ensure that the construction industry has quality tradespeople and a continually improving standard of safety within the sector."

"Throughout my time as a tradesman I had many apprentices and I always enjoyed taking a major role within their development. The skills I learned easily transferred over to an educational environment and I enjoyed my time teaching trade classes within the controlled workshop environment. When the assessor position was advertised I took the opportunity to take the skills I had learned through my time at Edinburgh College back into the work environment and ensure that apprentices were using these skills and theory to correctly and safely carry out all aspects of their chosen trade."



PLAYING A
VITAL ROLE IN
THE COUNTRY'S
ECONOMIC
RECOVERY

Interested?
We want to
hear from you!

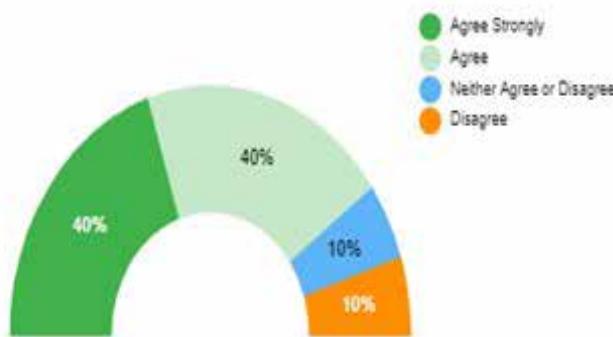
If you think you are suited to the role of Construction Assessor, please visit
[https://esp-scotland.ac.uk/
construction-assessor-register-of-interest/](https://esp-scotland.ac.uk/construction-assessor-register-of-interest/)
to register your interest and we will be in touch with more information.

Please note – Assessors are based within a College or Private Training Provider.

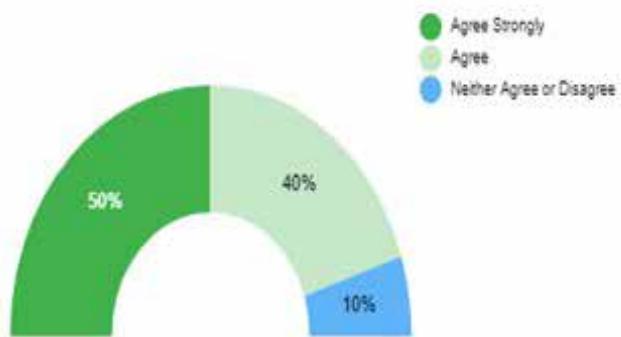
Appendix 4 Feedback from assessor training

Assessor Training feedback

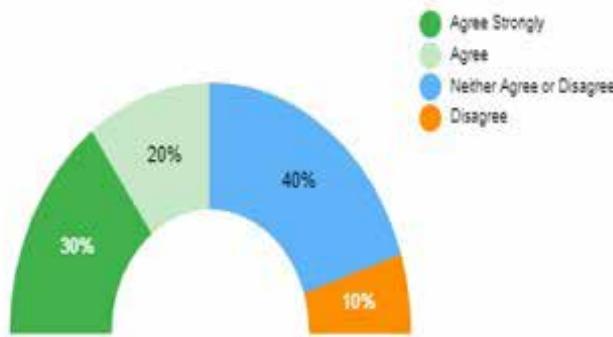
The training has helped me with my assessor role



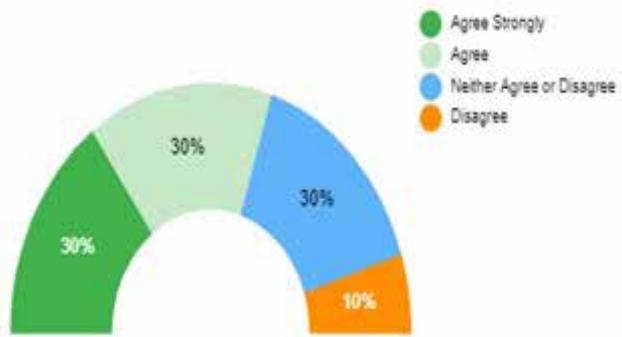
The online training sessions were useful



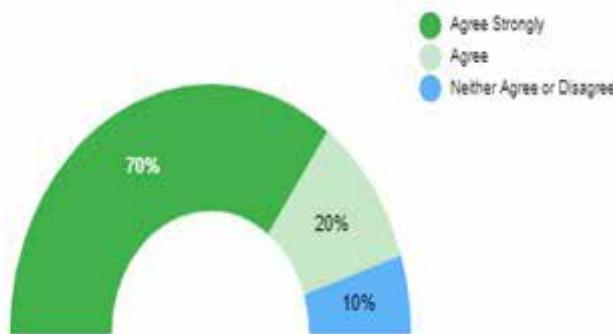
Training improved networking between assessors



Training improved parity of assessment decisions



Training should be offered to all new assessors



Comments

- "Great for a standardised approach across colleges"
- "Cleared up a lot of grey areas between what was right and wrong. Also good to see techniques and practices other colleges use to apply to our own"
- "great course where info was shared across the different assessors"
- "I was already a trained assessor and working as one before any training took place. I would recommend this to anyone taking on the role"
- "I am not sure if this was done at other colleges but I feel the assessment process as a whole would greatly benefit from internal verifiers undertaking the same training to improve standardisation."
- "It was helpful to find out how other assessors are conducting their programme in relation to the course training"
- "I found the training incredibly useful and coherent and well delivered and felt really included"