National Qualifications
Hospitality: Practical Cake Craft
Review Report

May 2016, version 1.0

01 Background

As part of SQA's initial evaluation of the new National Qualifications, we carried out two pieces of research earlier this academic year:

- **Research and Evidence Report: Internal Unit Assessment in National Courses** which looked at the policy and guidance documents that shaped the new Courses, internal SQA discussions, National Qualifications Support Teams focus groups, an online SQA teacher survey, surveys undertaken by other stakeholders, and the approach taken to Unit and Course assessment.
- **Fieldwork visits** to over 40 schools (local authority, independent and special) to evaluate the first phase of implementation of the new Courses. The visits included separate focus groups of S5 and S6 pupils, teachers and senior managers.

We will be publishing these two pieces of research on our website, shortly.

Additionally, SQA reviewed each subject area and we are now publishing the results in individual Subject Review Reports. These were prepared using feedback from the National Qualifications Support Team together with insights from teachers gathered through the online survey and by SQA's Subject Implementation Managers. They also include intelligence gathered by the quality assurance of internal and external assessment.

Broader areas for consideration

All the evaluation work has identified some broader areas that schools and teachers need to consider. These issues include:

- Ensuring that the broad general education provides good preparation of candidates for progression into National Courses within each subject, taking account of the level and depth of skills and knowledge required.
- Ensuring that candidates are presented for Courses at the appropriate level, based on reliable and robust judgements of the curriculum level achieved. This, for example, means that pupils should be secure at Curriculum Level 4 prior to starting a National 5 Course; similarly, pupils should be secure at Curriculum Level 3 prior to embarking on a National 4 Course.
- Ensuring that sufficient time is being allocated for learning, teaching and assessment — 160 hours.

Another area which has come through from the evaluation work relates to the documentation associated with the National Courses. We are developing a plan to streamline the documentation in the medium term and will report on progress on this at a later date as we intend to consult practitioners on it.

Action plan

The action plan in section 3 indicates evidence-based adjustments and/or additional guidance and support that we believe are feasible and appropriate for your subject and will help to relieve workload concerns. Some of these are around the design and operation of Unit assessment, without compromising the credibility and integrity of the qualification.

Some of the changes have been prioritised for 2016/17 so we are sharing these findings as early as possible to help teachers and lecturers prepare for next session.

Benefits

We believe these changes and adjustments will have an immediate impact on workload concerns:

- The number of candidates who need to be re-assessed will be reduced.
- Tracking attainment in Units should be easier to log and more time for teaching and learning will be released as a result.
- More time will be released for completion of the Coursework task and/or preparation for the question paper.

02 Key issues

There is a degree of repetition of assessment across Units where similar skills are being tested in different contexts.

Centres are unsure about the amount of candidate evidence they have to produce for verification.

03 Action plan

Session 2016/17

Unit assessment

For the Cake Baking Unit, Assessment Standards 1.4 and 2.5, 'Working safely and hygienically', can be assessed holistically. If Assessment Standards 1.4 and 2.5 are assessed holistically, for re-assessment purposes, seven out of the nine Assessment Standards are required.

For the Cake Finishing Unit, Assessment Standards 1.4 and 2.5, 'Working safely and hygienically', can be assessed holistically. If Assessment Standards 1.4 and 2.5 are assessed holistically, for re-assessment purposes, seven out of the nine Assessment Standards are required.

Course assessment

Detailed comments will be given in the Course Report for 2016 to assist centres with appropriate application of marks for the Course assessment.

Guidance and support

We will:

- provide further guidance on Evidence Requirements for verification
- continue to provide guidance and exemplification to promote good assessment practice
- encourage, identify and share good practice in the use of combined assessment and naturally occurring evidence arising from teaching and learning to meet the requirements of Unit assessment
- publish prior-verified recipes and centre-devised approaches to assessment, as these become available, to improve the resources available to centres

Session 2017/18

Unit assessment

We will implement any changes to Unit assessments as a result of the review in 2016/17.

Course assessment

We will review the application of marks, as a result of performance in 2016/17.

Guidance and support

We will continue to:

- provide guidance and exemplification to promote good assessment practice
- encourage, identify and share good practice in the use of combined assessment and naturally occurring evidence arising from teaching and learning to meet the requirements of Unit assessment