



**Regulated Qualifications 2014
Internal Assessment Report
Licensed Trade Qualifications**

The purpose of this report is to provide feedback to centres on verification in Regulated Qualifications in this subject.

Regulated Qualifications

Titles/levels of awards verified:

GG7T 46: Scottish Certificate for Personal Licence Holders

GG7N 46: Scottish Certificate for Personal Licence Holders (Refresher)

GG7R 45: Scottish Certificate for Safe Sale and Service of Alcohol

General comments

Centres have adapted well and updated courses to meet the requirements of the [national standards for Personal Licence Holders, Refresher requirements and staff training](#), which came into effect on 1 August 2013.

Changes to requirements for tutor qualifications, course delivery and candidate identity were introduced via the Training Delivery and Assessment Strategy (TDAS) for the Scottish alcohol licensing qualifications. Centres have been closely monitored against the TDAS and been found to comply with the requirements.

Arrangements for visits had, where possible, been organised in order to observe delivery of training. The option of carrying out unannounced visits, as intimated in the SQA Alcohol Licensing Qualifications: Operational Handbook, had also been exercised.

In general, centres had been able to provide all of the files, staff and candidate information, and training and invigilation environment checklists as requested in Visit Plans. However, there were also occasions when visiting a course delivery at a site when it was not practicable to provide all of the administrative/internal quality assurance information.

It was also reported that, as a rule, centres operate well organised systems of delivery and assessment for the Licensing qualifications, comply with the requirements of SQA's Operational Handbook, and maintain good practice and understanding.

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

Course delivery and examination arrangements had been as advised to SQA using the online course notification form. Candidates were also issued with handbooks and advised of acceptable forms of identity in good time.

Group sizes were appropriate for delivery of this type of training. Course locations contained the equipment and materials necessary for the delivery of these qualifications, and where applicable, site selection checklists had been completed.

SQA's course materials and handbooks were often supplemented by centre-devised learning materials to support points around age checks, local licensing issues etc. This helps to contextualise delivery to suit the learners' place of employment. This approach also helps to build up a good rapport with the candidates, using the candidates' own working knowledge of the licensed trade to good effect.

Evidence Requirements

Course delivery conformed to evidence requirements, which are based on the [National Standards for Personal Licence Holders and Staff Training](#) and meet the mandatory qualification and training requirements of the [Licensing \(Scotland\) Act 2005](#) and the [Alcohol etc. \(Scotland\) Act 2010](#).

These are reflected in the following SQA materials:

- ◆ Tutor and course delivery material
- ◆ Examination papers
- ◆ Candidate handbooks
- ◆ SQA Alcohol Licensing Qualifications: Operational Handbook

Administration of assessments

SQA-devised examination questions were generally paper based; although centres were increasingly using the SOLAR online testing system. Online delivery had also been developed, and this option is particularly attractive to candidates in remote locations and whose work patterns are not conducive to attending a course.

Examination procedures were found to comply with sections 5–8 of the TDAS, and also the SQA Operational Handbook. Further comments highlighted included:

- ◆ The effective use of marker reports to feed information to SQA's Qualifications team
- ◆ Options for transporting exam papers securely
- ◆ Reasons for maintaining detailed tracker forms, and SQA exemplars
- ◆ Arrangements for candidates who have special assessment requirements, and how these are communicated
- ◆ That invigilators should ensure that the candidates are provided with a full brief prior to the start of the exam, for example, how to indicate answers on the paper and how to change the answer if necessary
- ◆ That candidates should be advised to remove mobile phones from the assessment area prior to the commencement of the examination

Areas of good practice

The following areas of good practice demonstrate instances where centres have successfully developed systems and materials to meet the needs of candidates:

- ◆ Where questions are identified as being poorly answered, course delivery is altered to ensure that candidates understand
- ◆ Organised systems cover enrolment, delivery, assessment and internal verification
- ◆ Interesting and engaging course content has been contextualised to suit the needs of learners
- ◆ Tutors receive prompt and helpful feedback on their performance. This is given as a result of the monitoring of tutor practice as carried out periodically by the Programme Manager
- ◆ The course materials are reviewed and updated on an ongoing basis based on candidate feedback, exam results, and acquired CPD
- ◆ The use of someone other than the tutor delivering the course to carry out exam invigilation reinforces transparency
- ◆ Changing the layout of the room from a 'U' shape into a formal setup ensures that requirements of the exam are met
- ◆ Demonstrating the knowledge of the tutor by the use of real examples to illustrate the facts being taught
- ◆ The use of group work allows the candidates to undertake a little practical work, and break up the delivery of facts
- ◆ Carrying out CPD activities which include legislative and awarding body updates, local policies and practice, licensing board and licensing forum membership, and hands-on experience in the licensed trade.
- ◆ Relaxed, lively and participative course delivery, which engages all the candidates
- ◆ The use of course materials which have been contextualised to meet the needs of both the on- and off-trade candidates, drawing on both local examples and personal experience
- ◆ Recognition being made of the experience of the group, who were encouraged to discuss personal experiences
- ◆ Opportunities for co-tutoring have been provided as part of the tutor's induction programme, which encourages standardisation across the delivery sites
- ◆ Close links with local licensing boards ensure that delivery is contextualised to support the local community
- ◆ The use of candidate feedback forms provides an additional source of information to feed into course reviews

Specific areas for improvement

While continuous professional development activities had clearly been carried out to enable tutors to update materials to meet the new national standards, this had not always been recorded effectively. Further guidance on appropriate CPD is

also given in the Training Delivery and Assessment Strategy, and example templates for recording CPD activity can be found on www.cipd.co.uk/cpd/guidance

The importance of timely submission of marker reports (within five working days of the date of the examination) was sometimes overlooked. These are a valuable source of information for the Qualifications team at SQA, and are used to monitor achievements and to review course materials and examination content.

While candidates were informed in advance that they must present themselves on the day of the examination with relevant documentation, they were not always informed of acceptable forms of ID. It is recommended that this information is included in their joining instructions.

Centres are advised that courses delivered should be participative and interactive. Suggestions to improve delivery have included:

- ◆ having examples of actual alcohol measures to create an activity around this part of the course
- ◆ devising some activity sheets to consolidate learning

While centres understand the reason for checking course/exam venues prior to delivery, it would appear that records of pre-course delivery checks were not always maintained.

Some improvements to centre records had been suggested to simplify registers for each course — showing each candidate's name, ID provided and the exam paper version used for each candidate.

Candidates for whom English is an additional language were not always aware that the use of bilingual dictionaries during the examination is permitted. Further guidance on assessment arrangements can be found at 6.7 of the SQA Operational Handbook. It has also been suggested that this information could be given to candidates in their joining instructions.