



Higher National Qualifications

And

Scottish Vocational Qualifications

Senior Verifier Report

2007

Subject: Business and Administration

The purpose of this report is to provide feedback to centres on verification which has taken place within Higher National and Scottish Vocational Qualifications in this subject.

SVQ AWARDS

TITLES/LEVELS OF SVQ AWARDS VERIFIED

SVQ Business and Administration – Level 1, 2, 3 and 4

FEEDBACK TO CENTRES

General comments:

External Verifiers found clear evidence of the following in the majority of centres:

- Centres have an effective selection and induction process in place for assessors and internal verifiers. Assessors are selected primarily for their occupational expertise. Internal Verifiers are selected primarily for their occupational expertise and from experienced assessors. Shadowing of existing assessors is a regular practice during induction to familiarise themselves with procedures, assessments, candidates and placements.
- Assessors and internal verifiers have appropriate qualifications and experience or are working towards a qualification.
- CPD is continuous and well recorded. Best practice is the inclusion of a section which includes what has been agreed from the CPD activity and how this knowledge will impact on the assessment process.
- Good assessment planning in place. Standardisation between assessors takes place formally through minuted meetings and informally through ongoing discussion.
- Internal Verification procedures are applied appropriately. Internal Verifiers provide prompt, accurate and helpful feedback to assessors on their assessment decisions. Good Internal Verification records are maintained.
- Good evidence tracking sheets – Evidence tracking is unambiguous and comprehensive.
- Robust Internal Verification processes backed up by good documentation. Internal Verification should take place on a regular basis throughout the assessment process. This would enable issues to be addressed at the earliest stage of the assessment process.
- Good support is provided for candidates.
- Good triangulation of Performance Evidence and Supporting Evidence.
- Good use of storyboards/personal statements placing the evidence in context.
- Observation Reports, Work Product and Personal Statements included Performance Indicator and Knowledge references annotated at the side.
- Many centres had made a good attempt at holistic assessment involving good cross-referencing between optional Units and core Units. Cross-referencing from the Optional Units to the Core Units should take place at the point of the original assessment. It is best practice to holistically assess at the original time of assessment, not to go back and reassess the evidence at a later date.

- Knowledge and understanding should be covered from performance evidence where possible. Questions should be used to fill gaps.
- In the majority of Centres, Portfolios were well presented and showed a variety of assessment methods, which produced appropriate evidence. Portfolios were well structured using a straightforward sequential numbering system. One or two centres still had rather bulky portfolios with evidence sectioned through the portfolio. This could be rectified by using a straightforward sequential numbering system. This will also assist in cross-referencing.

Centres found the Regional Support Events held in Glasgow (25 April), Edinburgh (26 April) and Aberdeen (2 May) very helpful. Topic areas covered: Incremental change

Supplementary Assessment guide

SVQ Business and Administration Web Page

Roles and Responsibilities of Standard Setting Bodies/awarding Bodies

Feedback from these sessions was very positive.

Advice on good practice and areas for further development:

There are benefits to be had in spending time at the start of the qualification to ensure the correct optional Units are selected in agreement with the candidate – the evidence generated from the Optional Units will provide evidence for the Core Units.

There has been some continuing uncertainty in relation to some areas of the Core not automatically falling out of the Optional Units – diversity and equal opportunities being areas specifically mentioned. It may be necessary to fill gaps in the Core with additional evidence.

Evidence submitted for assessment as part of the Optional Units should be cross-referenced to cover the Core Units. Limited stand alone evidence should be used to meet the Core PIs.

All evidence produced by candidates should be authenticated with a signature and date (candidate and assessor). This will assist in showing the document is valid and reliable.

Evidence presented should clearly show competence over time and breadth of competence of the candidate.

Assessors and candidates should be encouraged to spend time planning the assessment to meet the holistic approach to the SVQ.

The main issues this year related to the imported e-skills Units ie Word Processing and Spreadsheet Units and led to a number of centres being held. Centres need to be careful that the evidence generated is of the appropriate level and complexity. In order to support centres with this, SQA produced new Supplementary Assessment Guidance to assist assessors and internal verifiers to help gauge the appropriate level of complexity.

When assessing imported Units assessors should remember to refer to the relevant assessment strategy for that area.

The Business and Administration Assessment Strategy states “you must be sure that the evidence you assess confirms consistent competence” – good triangulation of evidence, using both Performance Evidence (Observations and Work Product) and Supporting Evidence (Professional Discussion, Personal Statements, Witness Testimonies and Knowledge Questions) and the adoption of a holistic approach will help ensure “consistent competence”.

Documents such as handouts from courses or procedures are not evidence of candidate competence, and as such should not be included in the portfolio evidence. Although it is recognised that the knowledge gained from these events can provide evidence, it would be preferable for the candidate to provide evidence of how this is put into practice. For PIs such as CPD and attending relevant courses the front page could be used with an explanation from the candidate of the learning that took place and has been put into practice

Good practice within CPD records is to include a Section/Column to record the impact of the CPD undertaken.

In Summary:

Good CPD records are being kept – best practice is to include an Impact column to record the impact of CPD undertaken.

Centres have an effective selection and induction process.

Assessors and internal verifiers have appropriate qualifications and experience or are working towards a qualification.

The majority of centres are following the recommended best practice of cross referencing evidence from the Optional Units into the Core Units.

There are good internal verification procedures in place.

Good evidence tracking sheets are being used.

There is good triangulation of Performance Evidence and Supporting Evidence.

Observation Reports, Work Product and Personal Statements included performance indicators and knowledge references annotated at the side.

Concerns/Issues relating to the e-skills Units have been addressed:

1. During EV visits
2. During the 3 Regional Support Events
3. Through the development of Supplementary Assessment Guidance

Portfolios were well presented and well assessed.

Feedback from the Regional Support Events was very positive.