



**Scottish Vocational Qualifications 2011
Internal Assessment Report
Business and Administration**

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

SVQ awards

Titles/levels of SVQ awards verified

G7Y3 22 — Business and Administration: Level 2

GA3V 22 — Business and Administration: Level 2

G7Y5 23 — Business and Administration: Level 3

G8LH 23 — Business and Administration: Level 3

GA41 23 — Business and Administration: Level 3

General comments

Appropriate assessment instruments were available in all of the centres sampled. Candidate evidence was sufficient and the judgements made in relation to candidate evidence were appropriate. Records of candidate achievement were also available.

There was clear evidence that assessment decisions were valid and reliable.

Candidates were in appropriate job roles to support the collection of evidence.

From the centres sampled, there was evidence that centres were well aware of the national standards and of the appropriate assessment strategies relating to these SVQs.

The Assessment Guidance developed by SQA has helped some centres to gain a full and comprehensive understanding of the national standards. Members of staff within centres attended the SQA launch events of the new SVQs and standards. These events provided information and guidance on the new standards and delegates were actively encouraged to cascade this information to the rest of their teams in centres.

There was clear evidence of assessment planning which included the correct stages of the process — planning, assessing, review and feedback.

Candidate feedback indicated that they were well supported by assessors. All candidates whose evidence was sampled stated that they had fair access to the assessment process. Many centres provided ongoing additional support between assessor visits via telephone and e-mail correspondence.

Across the centres there was good evidence of internal verification procedures being applied appropriately with robust internal verification procedures in place. This included evidence of prompt, accurate and helpful feedback to assessors and candidates. Within internal verification it is good practice to have the activity spread evenly over the life of the portfolio rather than at the end. There was strong evidence that this was the procedure in many centres. In addition, there was also strong evidence that centres effectively review their internal verification procedures.

There was an increasing use of e-portfolios within centres. One of the main advantages of e-portfolios is that candidate evidence is available online to the assessor at any time so allowing the assessor to view it prior to visiting candidates. There was also a good variety of evidence including photographs, audio files and video files.

New standards

A variety of comments on the new standards were recorded during the External Verifier (EV) visits. Feedback indicated that the launch events held in Edinburgh, Glasgow and Perth were very informative.

One centre said that they felt the wider choice of Units and the ability to pick the level of Unit undertaken by candidates gave a much better fit for candidate job roles.

Centres are looking forward to starting the new standards and believe they look like an improvement on the previous standards, wherein the Units are now smaller and less restrictive in terms of choice. Centres feel they can now more accurately tailor the SVQs to suit the job roles of their candidates. Some assessors also said they felt the Units more closely matched the tasks candidates had to do.

New development points

It is important that centres ensure that the candidate evidence explicitly covers all the Performance Indicators (PIs) claimed. There were occasions where the coverage was implied.

For internal verification it is best practice to spread the activity throughout the life of the portfolio. It is also useful to carry out internal verification soon after assessment decisions have been made. This allows candidates and assessors to respond quickly to any feedback from the internal verification process.

Where possible, centres should obtain evidence of the underpinning knowledge from performance evidence rather than using a bank of questions.

All centres should make themselves familiar with the new Assessment Guidance material produced by SQA. SQA's website contains a variety of information and resources to support these SVQs.

Where Holds occurred, centres very quickly generated appropriate evidence and Holds were lifted in a timely and effective manner.

Unit specifications, instruments of assessment and exemplification materials

Centres are familiar with the Unit specifications of the, now, old standards and are becoming increasingly familiar with the new standards.

There was a good balance between Performance Evidence and Supporting Evidence with good use of storyboards and personal statements to place the evidence in context with good annotation of evidence. Centres had a good holistic approach to assessment.

There were very good examples of Observation Reports which indicated where the Performance Indicators (PIs) and Knowledge and Understanding (K&U) were covered and the use of cross-referencing to the Core Units. This helped to confirm full coverage of the PIs and K&U.

Evidence Requirements

Centres are well aware of the need to balance performance evidence and supporting evidence.

Administration of assessments

There was also strong evidence that centres effectively review their internal verification procedures.

Areas of good practice/areas for improvement

It was encouraging to see that the development points noted during visits last year had been adopted by centres.

Candidate evidence was well presented and assessed. Portfolios were easy to follow with very good 'Evidence Tracking Sheets' for Units, showing evidence tracked against Performance Indicators and Knowledge and Understanding. There was also a good range of evidence reflecting competence over time. Evidence within the Portfolios was clearly structured with good cross-referencing from the Optional Units into the Core Units.

There was effective selection and induction of new assessors and Internal Verifiers (IVs). Centres recruited assessors for their occupational competence and IVs from experienced occupationally competent assessors. All assessors had appropriate qualifications and experience — either D32/33 or A1. New assessors were working towards A1.

There was clear evidence that assessors take part in standardisation meetings within centres. These regular meetings are minuted and tend to cover a variety of issues including assessment evidence, IV feedback, EV feedback and issues relating to standards. There was also strong evidence of both formal and informal opportunities for standardisation.

Continuing professional development

In centres there was a variety of ways of recording this continuing professional development (CPD). A particular example of best practice CPD was where the CPD record did not only show the courses/meeting attended but also recorded the impact of this CPD on the assessor/verifier.

Internal verification

There was excellent evidence of internal verification procedures being applied appropriately with robust internal verification procedures in place which were well documented. Centres showed evidence of prompt, accurate and helpful feedback to assessors and candidates. It is also useful to carry out internal verification soon after assessment decisions have been made. This allows candidates and assessors to respond quickly to any feedback from the internal verification process.

Assessment Guidance

The Assessment Guidance developed by SQA has helped centres gain an accurate understanding of the national standards.

Specific areas for improvement

There were fewer Holds than the previous year — however, any Holds were due to the following criteria:

- ◆ inappropriate assessment instruments
- ◆ insufficient evidence of candidate performance
- ◆ inappropriate judgement of candidate performance

It is therefore important that centres pay particular attention to these issues.