



Internal Assessment Report 2010: SVQs in Catering and Hospitality (269)

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

SVQ Awards

Titles/levels of SVQ Awards verified

G82N 21: Food Preparation and Cooking
G82T 21: Food and Drink Service
G82Y 21: Quick Service
G82X 21: Hospitality Multi-skilled
G82H 22: Food and Drink Service
G82L 22: Food and Drink Service Drink Service Only
G82G 22: Food and Drink Service: Food Service Only
G82V 22: Food Processing and Cooking
G82P 22: Front Office
G831 22: Housekeeping
G82K 22: Professional Cookery
G82J 22: Professional Cookery: Preparation and Cooking
G836 22: Multi-Skilled Hospitality Services
G9HH 23: Hospitality Supervision and Leadership
G6XN 23: Hospitality Supervision
G82R 23: Professional Cookery
G830 23: Professional Cookery: Preparation and Cooking
G832 23: Professional Cookery: Patisserie and Confectionery

General comments

The National Occupational Standards accurately reflect job roles found in industry, which are reproduced in the recording materials used by centres and are in most cases provided by SQA and by other commercial providers. Four centres have devised recording formats which are detailed and thorough.

Understanding has been evidenced by reports of increased initial skills-testing and mapping of job specifications to the national standard by work-based Assessors. Realistic work environments (RWEs) provide opportunities for assessment which reflect those found in industry, such as the use of cyclical menus which are mapped to the standards, catering for functions, and giving candidates supervisory responsibilities.

Details of Unit specifications are included in performance checklists and Assessor guidance documents. Overall, these had been completed to a high standard.

Centre-devised materials had been used in four centres. It was suggested that, while these matched the national standard, there was a tendency to over-complicate the amount of recording required.

Evidence requirements were also mapped into performance checklists and Assessor guidance documents. In 78% of cases, these had been interpreted correctly. The remainder were new centres, who misunderstood that the minimum requirements stated for performance evidence in each Unit must be supplemented by additional forms of evidence

such as questioning or witness testimony to cover all of 'What you must do' and 'What you must cover'.

In the majority of cases, centres have complied with the People1st Assessment Strategy guidance that assessments should be based on performance evidence, ie direct observations, outputs of work, and witness testimony within the workplace or an RWE.

There has been an increased use of additional sources of evidence such as products of work, witness testimony, photographic evidence, audio tapes, and professional discussion. It was reported that assessments had been carried out at an appropriate level, and that work-based candidates were in a suitable job role, particularly to meet the new standard for Hospitality Supervision and Leadership at SCQF level 7.

Internal verification procedures have become more robust. This was evidenced by increased reports of observed assessments being carried out, the detailed recording of feedback to Assessors, and standardisation activities, such as meetings, shadowing and team-teaching.

Assessment planning varied considerably from centre to centre, depending to a certain extent on the assessment environments and geographic location of candidates. College RWEs tend to issue a structured plan for learning and assessment based on the development of skills and pre-determined assessment opportunities. Planning for work-based assessments is more likely to be timetabled according to progress and to maximize candidate/Assessor contact time.

The recording of feedback to candidates is still an area for improvement. While it was reported that improvements had been made following development advice from previous visits, this was a recurring weakness in the documentation of the assessments.

Candidates were interviewed during 72% of external verification visits. Feedback is generally extremely positive regarding the opportunity to obtain a qualification, support from Assessors, and the learning environments. An exception was reported when contact with Assessors had been sporadic.

Access to assessment has been fair, with appropriate frequency to meet award requirements. Additional support arrangements have included arranging work experience within an organisation to allow the assessment of alcoholic beverages, assessments being planned late at night to observe closing-down procedures, and the organising of special functions.

Extra time has been allowed to support candidates with additional needs, such as literacy or English as a second language. Sign language has also been made available.

Although the Sector Skills Council removed the requirement for the controlled testing of knowledge in September 2009, some centres still prefer to administer questions as a test, particularly when using IT-based systems such as TestVQ.

Areas of good practice

In addition to the general comments listed above, the following examples of good practice were reported:

- ◆ Pre-start checklists provide a skills check and assist with assessment planning.
- ◆ Videos of performance, authenticated photographs of procedures, and products of work.
- ◆ Detailed storyboards, which can be clearly cross-referenced to several Units.
- ◆ Professional discussion, which can reiterate understanding and provide evidence for gaps in performance.
- ◆ Online portfolios, which can be accessed remotely by all involved in the assessment process.
- ◆ Colour-coded recording materials to facilitate record-keeping.
- ◆ Checklists which have been customised to match cyclical menus.
- ◆ The imaginative use of internet and intranet platforms for both formative and summative assessment.
- ◆ Telephone, email and text communication between Assessors and candidates; in some cases 24-hour cover is offered to meet the needs of candidate shift patterns.
- ◆ Banks of supplementary questions have been developed to match specific work locations.
- ◆ Extra time has been planned to allow for remediation and additional support.
- ◆ Feedback from candidates is used as a quality assurance tool.
- ◆ Spreadsheets of each candidate's progress have been signed by the Assessor to allow centre records to be maintained without access to candidate portfolios.
- ◆ Sampling matrices, which help to track candidate achievement and internal verification activity.
- ◆ Visual displays such as notice boards can be a valuable source of information and also motivate candidates by highlighting successes.
- ◆ A partnership with primary schools has been set up to encourage culinary development.
- ◆ Creative work-sheets have been designed to enhance knowledge and understanding.
- ◆ Detailed Assessor handbooks help to provide standardisation and consistency.
- ◆ Assessor diaries are maintained to report observations and/or concerns.
- ◆ Centre newsletters have been produced to provide updates to Assessors.
- ◆ Detailed progress reports have been issued to candidates to reiterate achievement and provide a framework for planning.
- ◆ Links between colleges and industry provide opportunities, eg in a meat processing plant.
- ◆ Menu specifications in an RWE have been supported by photographs – this also reflects industry practice.
- ◆ Candidates have been motivated to achieve by the provision of graduation ceremonies, a 'Chef of the year' competition, and scholarship opportunities.
- ◆ External visits have included international experience.

Areas for improvement

1. In some cases, the following recording issues have been identified in candidate portfolios:
 - ◆ The first page, which details information such as candidate and Assessor names and confirmation of achievement, should be completed.
 - ◆ Supplementary evidence to cover gaps in performance evidence for all 'what you must do' and 'what you must cover' should be clearly indicated.
 - ◆ Signatures on records of remedial actions required by the Internal Verifier would confirm that these have been completed and agreed.
 - ◆ Evidence such as products of work and witness testimony should be clearly referenced to the Unit for which competence is being claimed.
 - ◆ Evidence such as products of work, candidate statements and photographs should be authenticated.
 - ◆ Assessment planning should be formalised and agreed with the candidate and, where applicable, the workplace.
 - ◆ Dates of assessment activity recorded by Assessors and candidates should be consistent.
 - ◆ The recording of candidate activity should be sufficiently detailed to illustrate the specific task.

2. The recording of continuous professional development for Assessors and Internal Verifiers to meet People1st Assessment Strategy requirements would be enhanced by the inclusion of:
 - ◆ Evidence of planning for activities to meet personal development plans
 - ◆ The updating of both industry and VQ delivery skills

Examples of appropriate CPD have included: internal workshops; industrial placements; industry visits and work shadowing; attendance at professional body forums such as SQA and People1st; Scottish chefs' conference; visiting chefs to colleges; workshops, eg on developing skills, equal opportunities, and websites such as SQA, People1st, and REHIS; National Licensing Conference; SQA Quality Networking Days; SQA Academy; and work experience, eg catering for functions.

Please note that exemplar Units and the Assessment Strategy are available to download on the subject-specific pages of the SQA website.