



**National Qualifications
Internal Assessment Report 2012**

Catering and Hospitality

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

National Courses

Titles/levels of National Courses verified:

Hospitality: Practical Cookery — Intermediate 1

Hospitality: Practical Cookery — Intermediate 2

General comments

Of the 75 centres selected for visiting verification, four were not running this Course this year. All of the remaining 71 centres were found to be marking to the National Standard and were 'accepted'.

The majority of centres had a clear and accurate understanding of the requirements of the National Standard.

Most centre staff valued the visit, looked on the exercise as part of their own continuing professional development, and welcomed the reassurance of positive aspects and the support given for issues that needed to be addressed in the future.

Verifiers reported that most centres were well prepared for the visit and most candidates had been well prepared for the assignment.

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

The majority of assessors are very familiar with the Course Arrangements documents, Unit specifications, instruments of assessment and exemplification materials.

Teachers/lecturers welcomed the new exemplification materials regarding time plans and had adhered to the new guidelines.

Evidence Requirements

The vast majority of centre staff have a very clear understanding of the Evidence Requirements for both of these Courses. In order to prepare fully for the visit, centre staff must familiarise themselves with the new centre instructions for the current year and adhere to them at all times.

Most candidates had made very good use of the preparation time, weighing and measuring all of the ingredients and collecting all of the equipment before beginning the assignment.

There was a marked improvement in several areas — the completion of the time plans, knife skills demonstrated, anchoring of chopping boards, safety and hygiene, refrigeration of perishable foods, and a 'clean as you go' approach.

Administration of assessments

All centres were following the current assignment briefs and were using the marking scheme and the mark record sheet as issued by SQA.

A few centres were not using the ingredients as stipulated in the recipes.

Only a few centres demonstrated internal verification of the practical assignment. Best practice would be to encourage cross marking between teachers on at least one occasion. Following the visit, other teachers within the department should cross mark with the teacher who has undergone the verification exercise.

Areas of good practice

The majority of candidates were well organised for the assignment and had made good use of the preparation time.

Appropriate protective clothing was worn by the vast majority of candidates.

Most candidates made good use of refrigerators for storing perishable foods.

Good knife skills were observed.

Specific areas for improvement

Time management was an issue at Intermediate 1 and therefore a lot of candidates failed to serve dishes on time and were unable to be awarded marks.

Many candidates are missing out on valuable marks due to not tasting and seasoning. Teachers/lecturers should encourage tasting and seasoning throughout the delivery of the Course to prepare candidates to carry this out on the day of their assignment.

Perishable foods should be covered and labelled before refrigeration.

Washing of dishes must be carried out in clean, hot, soapy water and dishes must be dried using clean, dry towels.

Centres must ensure that candidates wash their hands thoroughly after handling raw meat and eggs.

Garnishes and decorations were minimal in many centres.

In line with all other SQA examinations, there should be no conversation between candidates, or between candidates and teachers, during the assignment. It is acceptable for candidates to request food if they spoil their original product and for teachers to prompt the class.

Dishes served outwith the five-minute window of tolerance, or after the end of the assignment, must not be awarded marks for service and presentation.

National Qualifications (NQ) Units

Titles/levels of NQ Units verified:

D792 10	Food Hygiene for the Hospitality Industry
D9NL 10	Organisation of Practical Skills
D264 10	Cookery Processes: an Introduction
D9NM 11	Practical Cookery Skills for the Hospitality Industry
D286 11	Foods of the World
D262 11	Food Preparation for Healthy Eating

General comments

23 of the 28 centres selected for central verification were 'accepted'.

Most of the centres selected demonstrated a clear and accurate understanding of the requirements of the National Standard.

Unit specifications, instruments of assessment and exemplification materials

The majority of assessors demonstrated a very good understanding of, and were familiar with, the Course Arrangements, Unit specifications, instruments of assessment and exemplification materials.

Evidence Requirements

Generally a good understanding of the Evidence Requirements for each of the Units, and a high level of consistency with the National Standards in assessment, was observed.

Administration of assessments

The majority of centre assessments are at the appropriate level and almost all teachers/lecturers had demonstrated clear evidence of marking and assessment decisions on candidates' scripts.

Some candidates continue to write in pencil.

The majority of centres showed no evidence of internal verification on documentation.

Areas of good practice

Best practice would be for teachers/lecturers to check the SQA website at the beginning of each academic year to ensure they are using the most current NABs and marking schemes.

Most centres submitted all the required documentation and were using the current NABs.

Specific areas for improvement

All candidates must be encouraged to complete NABs in black or blue ink.

Centre staff should show clear evidence of marking and assessment decisions on all candidates' scripts.

Teachers/lecturers should ensure credit is not given for incorrect answers in order to prevent incorrect assessment decisions being made.

All centres must implement a robust internal verification system to ensure consistency and standardisation of assessment decisions, and show evidence of this on candidates' scripts.