**Scottish Vocational Qualifications
Internal Assessment Report 2012**

SVQ Food Manufacture

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

SVQ awards

This report covers the SVQ awards verified within the period September 2011 to July 2012:

G8RT 21 Level 1 Food Manufacture
G8RR 22 Level 2 Food Manufacture: Production Control Skills
G8RW Level 2 Food Manufacture: Distribution Skills
G92L 22 Level 2 Food Manufacture:
G92P 22 Level 2 Food Manufacture: Butchery Retail Skills
G92R 23 Level 3 Food Manufacture: Specialist Meat and Poultry Skills
G8T023 Level 3 Food Manufacture
G8T123 Level 3 Food Manufacture

General comments

Five centre visits were undertaken and a total of 66 portfolios were sampled: 48 portfolios for Level 2 and 18 portfolios for Level 3.

There were no Holds.

There were two centre approvals and one development visit. The approvals were for the new Food Manufacture Excellence Awards at Levels 2 and 3.

Based on the range of activities undertaken by centres, there was demonstrable evidence to suggest that centre staff have a clear and thorough understanding of the national standards. The quality and standard of work verified at centres remains consistently high. Some innovative practices were noted and all the activities were fully compliant with national standards.

Unit specifications, instruments of assessment and exemplification materials

Evidence from assessment and feedback practices suggests that assessors are familiar with the Unit specifications, instruments of assessment and exemplification materials.

Assessors are confidently contextualising instruments of assessment and exemplification materials to suit their business processes and the learners' job roles and personal development needs.

Evidence Requirements

Centre staff, in particular assessors and Internal Verifiers, demonstrated clear understanding of the Evidence Requirements by the consistent interpretation of standards and effective judgement of learners' level of performance and achievement for all the awards.

In one or two instances where assessors/Internal Verifiers may have been uncertain about Evidence Requirements, these have been cleared up at standardisation meetings or through consultation with the External Verifiers. The lack of Holds is clear demonstrable evidence to support the above statement.

Administration of assessments

In general, the administration of assessments at all centres and for all the awards was fully compliant with the Assessment Strategy. Also, robust internal verification systems are in place at centres to help ensure an adequate and effective assessment process.

Assessment and feedback practices and quality of assessments observed at centres were robust and fit for purpose. The assessment processes and procedures were logically structured and adequately staged to help learners progress and develop. The range of assessments used by centres was: diversified, valid, reliable, rigorous, transparent, accessible and fair. Effective use was made of alternative assessments for re-testing learners' progress and performance. Also, reasonable adjustments (for example, the use of scribes) were made to help enhance the accessibility of assessments.

Standardisation meetings now feature very prominently in assuring the quality of assessments and assessors' judgements of learner performance and achievement.

The management of the feedback practices, recording of performance and storage of outcomes of the assessment process are adequate.

General feedback

There is demonstrable evidence of the increased uptake of SVQ Awards in particular at Level 3. This is very encouraging and centres must be commended for their efforts and hard work.

The Quality Network held on 8 March 2012 continues to serve as an important platform by which assessors, Internal Verifiers, trainers and External Verifiers meet to discuss and share ideas, knowledge and good practices.

Overall, the quality and standard of work verified at centres was consistently high and compliant with national standards.

Whilst quality of assessment and feedback practices are good, there is room for further improvement. Assessors and Internal Verifiers should ensure that learners are provided with robust, constructive feed forward and opportunities for the learners to close the feedback loop.

In terms of assessment, the following issues were highlighted:

- For Level 3 Awards, candidates are required to generate more evidence which reflects working practices. The use of observation as the only form of assessment is inadequate and inappropriate. Therefore, assessment at this level should include observation and some documented written/audio or photographic evidence to help demonstrate achievement of the required assessment criteria.

- Where company documents are used as supplementary evidence in the learner's portfolio, such evidence should clearly be mapped and linked to the relevant Unit and assessment criteria.

- Whilst centre staff undertake a range of continuing professional development (CPD) activities, in some cases detailed records are/were not kept. EVs will continue to strongly encourage centres to update their CPD records accurately and timeously as these records form an important part of any quality assurance audit.

Areas of good practice

The following are aspects of good practice observed during centre visits and are worthy of adoption to help further improve the effectiveness and efficiency of the Course.

- An excellent QA management system which charts the centre's process from conceptualisation of ideas, product development, through to quality assurance, etc. This helps enhance the quality audit trail.

- A robust induction programme supported with a resource pack which includes information on plagiarism.

- Innovative materials and resources which promote effective learning. The use of an innovative and diverse range of evidence in supporting candidates' performance. For example, video recording for assessment and mediated feedback.

- Provision of high quality support and targeted guidance to enable learners to develop employment skills and to gain educational and vocational qualifications.

- A good and robust system for tracking learners' progress and detailed record keeping.

- The use of a 'traffic light system' as a method of providing effective feedback/feed-forward which contributes to the development of learners' abilities and competences.

- Effective use of integrating assessment to reduce assessment workload for both the learners and assessors.

To help disseminate innovation and good practices, EVs continue to encourage centres to share their good practices at the annual Quality Network meeting or as case studies in SQA or other relevant national publications, and where appropriate to seek recognition through the STAR Awards.

Specific areas for improvement

Aspects for further improvement include:

♦ Centres to update their policies and procedures to reflect the Assessment Strategy.

♦ The master folders for each award to be updated and contain all relevant materials: list of assessors/Internal Verifiers and record of CPD activities, Unit specifications for each Unit being assessed, assessment plans, assessment materials, appeals procedure, dates/records of standardisation meetings, etc.

♦ Detailed, accurate and up-to-date CPD records for all assessors and Internal Verifiers to be made available for verification visits and relevant quality audits.

♦ Assessors should continue to provide constructive, robust feed-forward comments on learners' performance.