



**Scottish Vocational Qualifications
Internal Assessment Report 2013
Food and Drink Operations**

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 Food Manufacture SVQ awards verified within the period September 2012 to July 2013.

Level 3

G92R Specialist Meat and Poultry Skills
G8RY Specialist Supply Chain Skills
G8RX Specialist Improvement Skills
G8TI Specialist Management Skills

Level 2

G8RR Production Control Skills
G8RP Facilities Support Skills
G92J Operational Skills
G92L Meat & Poultry Skills
G92P Butchery Retail Skills
G92K Process Bakery Skills
G8RW Distribution Skills
G9GJ Seafood Processing Skills

General comments

Twelve centre visits were undertaken, nine traditional and three using SQA's New Approach to Quality Assurance.

A total of 78 portfolios were sampled:

- ◆ Traditional: 58 portfolios at Level 2 and 10 at Level 3.
- ◆ All selected sample portfolios requested under the New Approach to Quality Assurance were available as requested. Additional spontaneous sampling was also carried out.

One Hold was applied under traditional quality assurance.

Two centres did not meet full compliance for some of the criteria under the New Approach to Quality Assurance.

There were five centre approval visits for:

- ◆ GA53 54 Certificate for Proficiency in Food Industry Skills
- ◆ G8TI 23 Specialist Management Skills
- ◆ GFOH 23 Food Manufacturing Excellence
- ◆ GF0G 22 Achieving Food Manufacturing Excellence
- ◆ GG55 22 Fresh Produce Skills

One centre was not granted approval.

One development visit was undertaken.

Three centres are working with e-portfolios.

Verification found good evidence of:

- ◆ compliance with National Occupational Standards for assessment and working to the requirements as stated in the assessment strategy
- ◆ awareness of the qualification requirements and national standards
- ◆ clear understanding of the need for procedures for standardising assessment and internal verification — this enhanced the quality of the assessment process
- ◆ increased awareness of the need for a diverse range of continuing professional development (CPD) activities

Unit specifications, instruments of assessment and exemplification materials

It was evident on external verification centre visits that assessors are familiar with Unit specifications, instruments of assessment and exemplification materials. Assessors are using these materials to inform their assessment decision making and feedback practices.

Evidence Requirements

From information sampled in learners' portfolios of work, it is clear that SQA Co-ordinators, assessors and Internal Verifiers have a clear understanding of the Evidence Requirements for the awards.

These are demonstrated by the information, support and guidance provided to learners to enable them build up their portfolios of evidence for the respective awards.

Administration of assessments

All centres complied with the sector's Assessment Strategy.

Centres have put in place adequate internal verification procedures and processes. These processes help the centres to meet the quality assurance requirements for SQA and Improve (Sector Skills Council).

The assessment and internal verification practices observed at centres confirm:

- ◆ Centres are aware of and make effective use of the Assessment Strategy.
- ◆ It is common practice that candidates are provided with individual assessment plans.
- ◆ The instruments of assessments are robust and fit for purpose.
- ◆ Assessor judgements have been consistent and standardisation has been achieved through assessor meetings and assessor/internal verifier meetings.

- ◆ The Hold related to 'insufficient and inadequate internal verification processes and a lack of standardisation and internal verification meetings'.
- ◆ New Approach to Quality Assurance non-compliance related to 'insufficient CPD' in one case and 'insufficient internal verification process, CPD and standardisation/internal verification meetings' in the other case.
- ◆ In general, the internal verification systems in place at centres are adequate.
- ◆ The internal verification systems have been used to monitor internal standards while using the SQA and Improve standards as references.
- ◆ The record keeping for assessment and internal verification meetings was good and accurate.
- ◆ Concern was raised about the risks associated with candidate/assessor ratios.

General feedback

There continues to be a steady increase in the uptake of Level 3 Units and awards, which is very encouraging.

Although the quality of feedback provided on assessment of learners' performance continues to improve, there is still scope for further improvement. Assessors should endeavour to provide learners with comments, suggestions and pointers on how to further enhance their performance after each Unit and on completion of the award.

Feedback from learners suggests that they find the vocational awards enjoyable and beneficial for their personal and professional development. A majority of learners express an interest in progressing to a Level 3 award. However, as the majority of the candidates are undertaking awards through Modern Apprenticeships (MA), an increase in MA places would depend on funding being available. Learners have found engagement with relevant individual Level 3 Units as valuable CPD.

Record keeping for CPD continues to be a recurring issue. Whilst centre staff undertake a range of CPD activities, some individuals fail to keep accurate and up to date records of the activities. External verification continues to encourage centres to undertake a range of diverse CPD activities and to keep accurate records of development activities as these form an important part of any quality assurance audit.

Internal verification is very strong in the majority of centres. However, at two centres there has been a problem with this, which has resulted in a Hold/Non-compliance to criteria being applied.

Centres that used e-assessment are commended for this approach, which simplifies internal and external verification. The centres involved have secure systems in place relating to plagiarism and retention of candidate material.

Three centres were verified using the New Approach to Quality Assurance and gave very positive feedback. Where there was non-compliance to criteria, these were resolved by the centres within the agreed time scale.

Where there is an increase in the number of awards and candidates undertaking assessment, concern was raised that there are risks associated with the candidate/assessor ratios. Centres must ensure that assessors have adequate time and resources to undertake the assessment process as laid down in the Assessment Strategy.

Areas of good practice

Good practice observed during visits to centres included:

- ◆ high-quality induction, learning resources, support materials and the provision of information on plagiarism as part of the learners' induction pack
- ◆ the use of a diverse range of assessment methods
- ◆ a diverse range of evidence to support candidates' performance: video recording of assessment and feedback, photographic evidence, etc
- ◆ good and effective feedback after assessment which enabled candidates to further improve their performance
- ◆ innovative training and learning resources (both paper and electronic based materials). These resources could be mapped to the new VQ standards, adding value to the centre's training and development programme(s)

There was an increased uptake of the Level 3 awards, this is very encouraging. Centres should be commended for the investment in training and development. Also, the centres should be supported by the sector, SQA and EVs to further increase the number of candidates progressing beyond the Level 2 award.

Annual Quality Network events continue to prove to be a good and effective vehicle for centres, SQA Co-ordinators, assessors and Verifiers to share knowledge and good practice and to network with colleagues. These events continue to be very relevant and are supported by SQA, SSC, SDS and REHIS.

Specific areas for improvement

Assessors should provide learners with robust and constructive comments, suggestions and pointers on how to further enhance their performance and achievements. Internal Verifiers should provide feedback on assessment decisions and provide guidance and support to assessors.

The records should be detailed, accurate and available for external verification visits and relevant quality audits. While there is evidence of adequate and relevant CPD, centres should ensure that records of CPD activities are detailed and complete.

Centres should ensure that assessors and Internal Verifiers are fully competent to carry out the assessment and internal verification process as laid down in the assessment strategy for the awards.

Centres should have detailed minutes of internal verification and standardisation meetings relating to the award.

Centres should make sure that there is a manageable candidate/assessor ratio for the awards.