Scottish Vocational Qualifications 2011
Internal Assessment Report
Hospitality

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

G82N 21 Hospitality: Food Preparation and Cooking
G82X 21 Hospitality: Multi-Skilled
G82Y 21 Hospitality: Quick Service
G82V22 Food Processing and Cooking
G82H 22 Food and Drink Service
G82G 22 Food and Drink Service: Food Service Only
G831 22 Housekeeping
G836 22 Multi-Skilled Hospitality Services
G82K 22 Professional Cookery
G82J 22 Professional Cookery: Preparation and Cooking
G82R 23 Professional Cookery
G830 23 Professional Cookery: Preparation and Cooking
G6XN 23 Hospitality Supervision
G9V9 21 SVQ1 in Food and Beverage Service
G9VA 21 SVQ1 in Food Preparation & Cooking
G9VV 21 SVQ1 in Hospitality Services
G9VV 21 SVQ1 in Hospitality Services
G9VG 22 SVQ2 in Kitchen Services
G9VP 22 SVQ2 in Beverage Service
G9VL 22 SVQ2 in Food and Beverage Service
G9VN 22 SVQ2 in Food Service
G9VM 22 SVQ2 in Food Production and Cooking
G9VK 22 SVQ2 in Front of House Reception
G9VJ 22 SVQ2 in Housekeeping
G9VR 22 SVQ2 in Hospitality Services
G9VH 22 SVQ2 in Professional Cookery
G9VF 22 SVQ2 in Professional Cookery: Preparation and Cooking
G9VE 23 SVQ3 in Professional Cookery
G9VD 23 SVQ3 in Professional Cookery: Patisserie and Confectionery
G9VC 23 SVQ3 in Professional Cookery: Preparation and Cooking
G9HH 23 SVQ3 in Hospitality Supervision and Leadership

General comments

The revised framework of SVQs in Hospitality and Professional Cookery were successfully re-accredited from 1 August 2010 to 31 January 2015, with the exception of Hospitality Supervision and Leadership which was accredited from 1 October 2009 to 31 August 2014. These replaced the SVQs that lapsed on 31 July 2010. Revised assessors guidelines, Unit records, knowledge questions, etc have been produced by SQA to support the introduction of these qualifications; and they have been adopted by centres in most cases.

Appropriate awards and Units have been chosen by relevance to the candidates' work role, development opportunities and aspirations by assessors in the workplace. Realistic work environments have mapped the standards to reflect industry job roles; including the use of cyclical menus and restaurant facilities, with clearly defined supervisory responsibilities where appropriate.

Unit specifications, instruments of assessment and exemplification materials

There have been positive reports from assessors who have welcomed the revised SQA candidate recording materials, and these have been adapted in some cases to suit their needs; for example, increasing the size of the space in which to record the description of evidence, rather than providing the information on an separate observation record. Some centres have devised questions to test knowledge and understanding, supplementing or substituting those provided by SQA. These have reflected the requirements of the standards and in some cases have been tailored to the workplace environment.

More experienced assessors have taken an increasingly holistic approach to assessment planning, with cross-referencing reported between records of performance and questioning; while this has tended to be suggested as a development point to some recently approved centres as they become more familiar with the standards and recording formats.

Three per cent of centres have devised their own recording materials, a reduction on the seven per cent reported last year. There has been an increased use of alternative means of recording assessments; notably online portfolios which have in some cases facilitated 24 hour access by candidates, assessors and Internal Verifiers. This, in turn, can reinforce understanding and ownership by all involved in the assessment process.

Evidence Requirements

All recording materials sampled have had the Evidence Requirements mapped into the format, and there has been an additional requirement to confirm that a mapping exercise has been carried out when third-party materials have been used.

There have, however, been a few instances where guidance has been misunderstood. Examples include:

♦ the requirement to cover all of the range, once the minimum has been observed, either by observation or additional and specified methods of assessment
♦ knowledge statements, including re-assessment where required
♦ the limitations to the use of simulation

These issues have been addressed; with advice being requested through development visits and contact with both SQA and the team of External Verifiers.

APL has been applied to specific Units which are transferrable between Level 1 and 2 and between the lapsing and new frameworks, with any additional Evidence Requirements clearly mapped.

Examples given are:

♦ F9DA 04 Maintain a safe, hygienic and secure working environment
♦ F9DC 04 Work effectively as part of a hospitality team
♦ F940 04 Give customers a positive impression of yourself and your organisation (ICS)

Administration of assessments

It was apparent that observation has been used as the primary source of evidence, especially at Levels 1 and 2, as recommended in the People1st Assessment Strategy.

Observation has been backed up by alternative forms of evidence, particularly at Level 3; with an increased use of candidate reports, witness testimony, authenticated photographs, authenticated products of work, professional discussion etc; and in most cases these had been well indexed and cross-referenced.

While qualifications have been closely matched to job roles and/or realistic work environment (RWE) provision, there can be a tendency to assess to a higher level of performance, particularly at Level 1. This approach has been justified on more than one occasion as a 'skills test' to determine whether a candidate is ready to progress to the next level of qualification.

Some innovative approaches to internal verification and standardisation have been reported, particularly in larger organisations and those where assessors are dispersed over a wide geographic location.

These have included:

♦ conference calls
♦ telephone and e-mail contact
♦ newsletters
♦ information posted on Facebook and Twitter
♦ online access to portfolios
♦ 1:1 reviews which are planned and held annually, and are additional to team meetings
♦ a company devised pro-forma for cascading information from, for example, awarding body forums

There has been a recurrent theme in reports that where assessment planning is closely linked to candidate reviews, candidates are more likely to take ownership of their qualification and progress is accelerated. This is the case for both college and work-based providers, particularly at Levels 1 and 2, and can create a sound platform for progress to Level 3. It can also promote a sense of achievement and motivation.

Candidates were interviewed during 74% of external verification visits. All feedback was extremely positive, as demonstrated by comments that candidates:

♦ 'Are motivated and receive support'
♦ 'Are positive, and have developed in their job role'
♦ 'Benefit from well-planned and structured visits'
♦ 'Have learnt a lot, and are happy with the support from their centre'

The quality of feedback from assessors to candidates, however, varies considerably and is again a frequent development point for centres.

The frequency of assessments can be driven by a variety of factors; such as pressures of business, geographical location, opportunities to observe outstanding objectives. Candidates confirmed that work-based assessors plan regular visits, and that college programmes are clearly mapped to the learning and assessment process. Some college providers offer a flexible learning route to meet the needs of work-based candidates, with a roll-on/roll-off approach to registration and attendance.

Additional support has been provided in the form of:

♦ oral questioning
♦ specially adapted units for wheelchair users
♦ coloured acetates
♦ large font
♦ classroom assistants
♦ language support
♦ digital recorders

Laptops have been made available to candidates for resource, reference and knowledge and understanding use.

Industry-based candidates have confirmed the value of SVQs; while those attending colleges or training centres have commented that provision closely matches industry practice. This has been exemplified by some newly designed and/or refurbished RWEs, which have been developed to provide appropriate assessment sites for SVQs.

Areas of good practice

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

♦ The use of electronic assessment tracking records, which can be accessed by all concerned in the assessment process, have not only been particularly beneficial to candidates working remotely, but have also accelerated internal verification procedures.

♦ In one instance, candidates have downloaded electronically recorded evidence to a password protected pen-drive, which can be safely and easily submitted for assessment.

♦ The development of procedures manuals has facilitated the induction process for new assessors and acts as a reference and standardisation tool. Induction packs for candidates have also been developed.

♦ Progress review sheets have been designed to allow the Internal Verifier to track the planning of evidence and evidence capture, and their use within the candidates' portfolios also provides them with a means of tracking their progress.

♦ The practice of ticking and initialling successful responses to both knowledge and supplementary questions confirms success and also indicates where further remediation is required.

♦ Written feedback to candidates after each assessment visit can confirm achievement while incorporating planning for outstanding evidence.

♦ The effectiveness of standardisation policies can be evidenced by consistency of evidence in candidate portfolios. Where assessors do not work in close proximity and in small teams, alternative forms of communication have been found to be effective; such as e-mails, telephone conversations, accompanied visits and assessor newsletters.

♦ Virtual learning platforms have been constantly updated to reflect award requirements. Learning has also been supported by the provision of information on Facebook, You Tube, and online and intranet systems and textbooks.

♦ Knowledge and experience have been reinforced by various means, eg national and international work placements, industry visits, organising competitions to establish industry links, visiting lecturers and demonstrations, provision of free training courses and demonstrations in specialist areas such as chocolate work, butchery and hazard analysis.

♦ Opportunities have been provided for some candidates to: learn new skills; enhance existing knowledge and skill through taking part and being involved in additional activities (such as working with the marketing team to produce their own college video featuring the restaurant); and gain work experience in placements in hotels in European countries.

♦ Communication within the team has been enhanced where assessors and verifiers have the opportunity to assess and verify, and therefore exchange methods and different ways of collecting evidence.

♦ A Hospitality Supervision and Leadership assessor has drawn upon his experience in Management and Leadership to devise quality activities, questions and handouts for candidates to work through and gain more in-depth knowledge of the role.

♦ The centre continues to have strong links with local and national businesses. This allows the centre to offer opportunities to learners that may not be available otherwise.

♦ Excellent use of work products in the Unit records. This provides really good evidence of standardisation within the Unit records throughout the awards.

♦ Assessors are now looking at each other's work and meeting to discuss any issues or good practice. This is to be commended as it provides excellent evidence of standardisation.

♦ A Progress, Planning and Review form has been developed, which is easy to use and provides clear and simple information to candidates as to when the next assessment is and what is expected. It also provides comments on the previous assessment.

♦ The use of Unit records securely stored on a memory stick is a great feature for students. It also means it is easy for others to read and to verify.

Specific areas for improvement

While few specific issues were recorded, the following areas for improvement were identified in some newly approved centres.

1 Centres are reminded that clear records of the following should be documented:

♦ Feedback from the Internal Verifier to the assessor; this should also be counter-signed to indicate that any remedial action required has been carried out.

♦ A record of instances where assessors are accompanied on visits by their Internal Verifier.

♦ Counter-signatures on candidate evidence are required if the assessor or Internal Verifier has not yet achieved their relevant qualification. These should be achieved within eighteen months of commencing their role.

♦ A sampling strategy and records of Internal Verifier activity to confirm that this has been carried out (usually in matrix form)

♦ Site selection checklists for all assessment sites used.

♦ Witness status lists, or alternative records.

♦ Candidate reports and Witness Statements should be signed and dated.

♦ Assessor-devised questions should be recorded and clearly referenced to the relevant origin, eg supplementary questions to cover gaps in performance; knowledge questions to cover any outstanding knowledge statements.

♦ Feedback to candidates on completion of each Unit.

♦ While a holistic approach to assessment is good practice, clear cross-referencing should be recorded of evidence which is used to claim competence in more than one Unit.

♦ Reflective accounts are useful but could be further enhanced by witness testimony, especially in regards to behaviours in the Hospitality L3 Units.

♦ Details of observations of assessors by Internal Verifiers should be recorded.

2 Despite the fact that CPD is carried out in most cases to meet the requirements of the People1st Assessment Strategy, records should be made available for external verification. Examples have included:

♦ Minutes of internal standardisation meetings
♦ Invitations to placements' in-house training programmes
♦ Revamping and researching menus
♦ Attending food forums
♦ Work-shadowing and industry experience, both national and international
♦ Awarding body updates and subject network meetings
♦ Running college events and functions
♦ Guest speakers and demonstrations
♦ Attending industry conferences, events and trade fairs
♦ Industry links and visits to local hotels, fish farms, butchery demonstrations
♦ Online research and trade publications
♦ Visiting other educational establishments to share good practice
♦ Undertaking the new Learning and Development Units
♦ Attending courses
♦ Achieving qualifications such as health and safety, food hygiene, licensing
♦ Attending SSC events