Higher National and Graded Unit, National Units

Qualification Verification Summary Report 2018

Events

Introduction

The units selected for qualification verification in session 2017–18 were:

National Units

HJ2X46   Corporate Events: An Introduction
F3PN12   Event Organisation
FP6211   Contribute to an Event
FP6312   Events Investigative Project
F5A311   Event Organisation

Higher National

F35S34   Budgeting and Funding
H91J34   Organising an Event
H91L34   Event Legislation
H94234   Conferences an Introduction
H91K34   Events Industry: An Introduction
H91M35   Managing an Event
H91N34   Food and Beverage Events
H91G34   Principles and Practices of Sustainable Development
H91H35   Contemporary Issues
F35S34   Events Funding and Budgeting
F36434   Exhibitions and Planning

Graded Units

H91934   Events: Graded Unit 1
H91R35   Events: Graded Unit 2

Fourteen centres were selected for qualification verification visits — four for NC units, four for HN units and six for graded units.

Category 2: Resources

Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

All centres provided sufficient evidence to confirm that there were effective ongoing reviews of assessment environments, assessment procedures, equipment, learning resources and assessment materials. Evidence presented by centres included pre-delivery checklists, standardisation meeting notes, team meeting notes and internal verification reports.

Category 3: Candidate support

Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

All centres identify candidate prior achievements and development needs against the awards delivered. Prior achievements are identified during the application process and discussed with candidates at the start of the course to ensure they have the current knowledge and understanding required. Additional support needs are discussed prior to commencing the course to identify resources and additional assessment needs for each unit of study. Individual learning/assessment plans are recorded and available to all members of the teaching team. Candidates can be referred, or self-refer, for additional support during their course.

Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

Candidates at all centres have timetabled classes for each unit. Almost all centres give candidates feedback on the marking checklists to enable candidates to review their progress and prepare for reassessment and/or remediation. Candidates interviewed said they can approach their assessors face-to-face and via email to discuss their progress. Some centres produce assessment schedules for the whole year to avoid assessment overload.

Category 4: Internal assessment and verification

Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.

All centres have assessment and verification procedures and policies in place, and evidence available at centres confirmed that the policies and procedures were applied appropriately for the awards sampled. Evidence included unit pre-delivery checklists, standardisation meeting notes, internal verification sampling documentation, and master folders for units (paper and electronic).

Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

Where available, centres are all using SQA exemplars/ASPs for assessment, and these are checked pre-delivery to ensure they are valid, fair, reliable and equitable. Centre-devised assessments are internally verified prior to use, and some centres use SQA's prior verification service. Assessment instruments clearly state the assessment conditions and give candidates sufficient guidance on the pass requirements for each assessment. Centres have marking checklists and/or solutions in master folders to ensure assessments meet the outcomes and evidence requirements for the units.

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

All centres have policies and procedures for dealing with academic malpractice, and candidates are made aware of these at induction, and have access to the policies in course information (booklets and online). In most centres, candidate evidence is uploaded via the VLE and is passed through plagiarism-detection software. In most centres, candidates sign statements confirming that the assessments are their own work. Where malpractice is evident, appropriate action is taken in line with the centre's policies and procedures. Assessment instruments all clearly state the assessment conditions for the assessment.

Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

Almost all centres are using marking checklists and feedback sheets to ensure candidates have achieved the outcomes and evidence requirements for the units. In almost all centres, standardisation meetings and internal verification sampling documentation confirmed that assessor judgements were accurate and consistent. Marking checklists and feedback sheets provide candidates with detailed feedback on performance, and guidance where reassessment/remediation is required.

One centre had to re-mark candidate evidence in line with the standards and evidence requirements stated in the unit specification.

Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.

All centres have policies and procedures for the retention of candidate assessment evidence for internal and external verification. The disposal dates are all in line with SQA requirements.

Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.

All centres confirmed that qualification verification reports are received by the SQA co-ordinator (Quality Department) and disseminated to all relevant staff for discussion and review. In almost all centres good practice/recommendations are discussed and recorded in meeting notes. Where actions are identified, they are recorded and implemented, and areas for improvement are tracked and signed off when completed. One centre did not formally record any discussions/actions identified in qualification verification reports.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2017–18:

♦ The use of one document for recording pre-delivery, standardisation and post-delivery makes it easy to check and monitor any action points.

♦ Summer School to help applicants bond and become familiar with the centre before starting the course. The content of the course was mainly about working in teams and managing conflict. The staff reported that it helped with retention and made the students more confident.

♦ Candidates received additional certificates from external organisations who benefited from the students undertaking assessment or volunteering at events.

♦ The centre used a 'live' exhibition and conference as the basis for the content of their assessment for the unit. This is an excellent idea and meets the knowledge and skills for the unit. Students were also able to gain work experience from the exhibition and conference.

♦ Good use is made of the centre's restaurant/event space to facilitate assessment while undertaking other units in the programme.

♦ The feedback given to candidates by the assessor was extensive and to a very high standard. The comments were extremely helpful, detailing clearly why they had not gained a mark, and explaining what they could have done to improve their result.

♦ The use of a second marker sampling the full cohort is beneficial and supportive for the assessor. It ensures that marking is standardised and fair for all candidates.

Specific areas for development

The following area for development was reported during session 2017–18:

♦ Ensure that all verification/team meeting action minutes have action points, dates and signatures completed. The action points from checklists/meetings should be tracked and recorded when actioned or met.

♦ Schedules for assessment for all units should be available to all learners on the VLE prior to delivery of all units.

♦ When undertaking internal verification/standardisation across units/groups, different candidates should be selected for cross marking/verification.

♦ Development of alternative assessment instruments for units, to allow candidates to undertake reassessment. It is recommended that the centre seek prior verification for the alternative assessment/reassessment, to ensure assessments are valid, reliable, practicable, equitable and fair.

♦ Where checklists are used for making an assessment decision, the centre could consider creating model answers. This would ensure consistency of marking across all candidates in different campuses, and would assist the internal verifier. This practice would ensure independent judgement of candidate evidence.

♦ Centre staff should regularly check for changes or updates to unit specifications, to ensure they are meeting the requirements as stated in the current unit specifications.

- Centre staff should be fully aware of the conditions of assessment and reassessment. Assessment plans should be revised to meet the conditions and methods for the assessment exemplar being used.
- Where group assessment is permitted, the size of group should be in line with evidence requirements for the unit.
- Candidate signatures should be added to all assessment documents to indicate it is their own work. This is particularly important for group assessments.
- The centre should standardise the abbreviations used for marking, and ensure that all checklists are fully completed by both assessor and candidate for units where applicable.
- Recording of grades on the VLE should be altered to ensure accurate recording for the candidate, for example 'Pass' or 'Remediate'.