



# Chief Verifier Report

**NVQs in Business and Administration  
NCF and QCF Levels 1- 4  
Schemes 06607, 05560, 04702-10**

**2012-2013**

**South East**

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## REPORT FOR PUBLICATION

### 1. The qualifications and standards

<p><b>Assessment Team:</b></p>	<p><b>Findings:</b></p> <p>The rapid turnover of staff which was common several years ago has now, generally, calmed down. Teams are qualified, are aware of the need to maintain accurate and up to date CPD records and to demonstrate how they have maintained and improved their assessor/interval verifier skills. Good practice has been demonstrated where holders of previous versions of the Assessor Award, have attended updates on the requirements of the TAQA standards or have, indeed, gained the new award. Those new to assessment are generally well supported by their Centres to gain the TAQA award either in-house or with an external provider. EQAs report that Centres provide detailed, lengthy inductions for new staff and give them the opportunity to shadow experienced staff and to be observed/supported when they start to assess themselves. EQAs regularly highlight the need to see original certificates. Good practice is demonstrated in larger Centres where the various IQAs have the opportunity to meet as a team to review all aspects of internal quality assurance and to standardise their activities.</p>
<p><b>Resources:</b></p>	<p><b>Findings:</b></p> <p>Some Centres have moved to electronic portfolio</p>

	<p>development packages ie One File, EDI, VQ Manager. This is good from the point of view that less face to face contact between the candidate and assessor is necessary and can speed candidate progress. From another point of view, assessors and IQAs often become stressed in learning how to use the package, with on one occasion, the Centre losing site of assessment principles and the electronic package requirements leading the process. On occasions visits have had to be suspended due to the EQAs not being able to access the required information via the electronic package. This results in a Level 3 sanction. Fortunately, this only happens occasionally. Many Centres provide web-based resource banks which candidates and assessors can access. Centres appear to be more aware of the need to keep candidate:assessor ratios at a manageable level, being aware of the problems that result where resources are spread too thinly.</p>
<p><b>Candidate Support:</b></p>	<p><b>Findings:</b></p> <p>Agreeing the correct qualification, level and selection of units is now recognised as being critical by Centres. With their funding being totally linked to outcomes, each candidate has to be given the best possible chance of succeeding. Therefore thorough inductions and skills scans along with diagnostic testing are routine. Some Centres report not agreeing the final selection of units with their candidate until the second or third meeting, where both parties have a clear understanding of the candidate's job role. Good practice is demonstrated by Centres in their provision of additional support for those candidates who need this service. Most Centres require that each candidate is seen, face to face, by their assessor every 3 or at most, every 4 weeks. Additional support is often offered via email by the assessor.</p>
<p><b>Assessment and Verification:</b></p>	<p><b>Findings:</b></p> <p>The current standards have been in place three years and as such Centres are very familiar with the requirements and the associated assessment strategy. Good practice is often demonstrated in the preparation of detailed assessment plans where a range of assessment methods are used and a holistic approach is taken. These are generally held in the candidates' portfolios and are signed by both parties. An area of weakness is often flagged as the feedback to candidates. This is often presented as a list of assessment criteria numbers with no substantive guidance or feedback given. Problems can be identified where assessors are required to assess 'imported' units and fail to adhere to the assessment strategy that relates to that vocational area ie ITQ or Customer Service. Centres still need to be encouraged to leave work product in the workplace but to</p>

	<p>accurately signpost where the assessor has seen it along with an assessment decision which supports the criteria being claimed. Although some Centres still hold banks of Knowledge and Understanding questions, the majority now see the benefit in varying the assessment approach to cover the criteria. These can include: oral or recorded questioning and personal statements. The need for robust internal quality assurance is recognised with most Centres undertaking all aspects of the role. The value of meaningful standardisation meetings is now widely appreciated and the opportunity is used in a variety of resourceful and innovative ways.</p>
<p><b>Management Systems and Records:</b></p>	<p><b>Findings:</b></p> <p>The management are often actively involved in the delivery of the qualifications or its quality assurance. In larger Centres or in Colleges an independent person will have responsibility for organising the reviewing and updating of policies and procedures. This ensures this task is undertaken but the procedures written occasionally do not meet the needs of the assessment team or reflect practice in that area. In one Centre visited, the quality assurance manager produced a record of the policies and procedures for which he had responsibility. They amounted to 52 in total. Where Centres struggle to put together effective policies and procedures and systems, advice, in the form of recommendations is often offered by their EQA.</p>
<p><b>Assessment Summary:</b></p>	<p><b>Findings:</b></p> <p>The majority of Centres work extremely hard to deliver and quality assure the Business and Administration qualifications whilst meeting the requirements of the assessment strategy. The most common cause for sanctions to be raised is due to failure by the Centre to produce portfolios claimed via direct claim status or poor or inadequate practice is demonstrated within the IQA role. Minor 'offences' often attract a sanction at level 1. This usually has the desired effect of reminding the Centre of their responsibilities and correcting their practice. Centres which are publicly funded are, of course, offering apprenticeship frameworks, there is therefore, an expectation that the EQAs will be totally familiar with the qualifications that make up the framework, however, they are only going into the Centre to sample the NVQ.</p>

## 2. Sector Developments

The CfA have undertaken a review of the Business and Administration national occupational standards, and are currently reviewing the Business and Administration suite of qualifications. It is anticipated the new qualifications will be available to Centres in September 2014.

With the continued government promotion of Apprenticeships, it is likely that there will be regular reviews of content and the make-up of the various frameworks. It is therefore essential that 'packages' and on demand assessment is available to Centres.

With the introduction of the new qualifications, Centres will require additional support and guidance as to amongst other things, best practice in the assessment and interpretation of the assessment strategy.

With school pupils required to stay in full time education longer, a range of class room based programmes will be required within the area of Business and Administration .