



Higher National Qualifications Internal Assessment Report 2015 Care

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

Higher National Units

General comments

This report considers the External Verifier visits to centres during the year, the delivery of the HNC Social Care, and other care-specific awards at HN level.

During this academic session, the team undertook external verification of the HNC Social Care and Professional Development Awards Group Award and HN Units offered on an individual basis in a range of centres.

Professional Development Awards verified included:

- ◆ PDA Dementia Skilled Practice
- ◆ PDA Health and Social Care Supervision
- ◆ PDA Administration of Medication

Reports demonstrated a high level of knowledge and understanding of the awards in the majority of centres.

This summary was prepared from the feedback included in 32 reports completed during the academic session 2014–15.

Unit specifications, instruments of assessment and exemplification materials

Overall, centres delivering the HNC were able to demonstrate a clear understanding of the award; marking outcomes were clearly stated and evidence contained specific comments and feedback to learners.

There was good evidence of holistic assessment and integration of HN Units with SVQ Units.

Reports show evidence of development days for teaching staff and team development opportunities. These included areas such as diversification of delivery modes and enhancing learner development.

There was robust evidence of centres undertaking regular quality reviews and revision of assessment materials.

Evidence Requirements

Overall, centres demonstrated the ability to evidence that learners had met the Evidence Requirements for the Units examined.

Staff delivering HN Units were able to show clear understanding of the standard required for achievement.

The Professional Development Awards examined this year evidenced a growing confidence on the part of the tutors in both the delivery of the teaching and the marking of the assessments.

Only one centre verified had experienced issues with regard to the marking of learners' work. This was due to learners experiencing the level 7 award as challenging, leading to evidence for some Unit requirements not meeting the required standard.

Reports evidenced good use of holistic assessment. This also included greater use of the mandatory Unit evidence to support the SVQ Units.

Administration of assessments

Centres evidenced that they are adhering to the assessment guidance contained in the Unit specifications.

Centres are making greater use of software such as Turnitin to validate and authenticate learners' work.

This year was the first opportunity for External Verifiers to look at the processes in the merged colleges. The majority of reports indicated that internal verification processes are working well between campuses in the merged colleges.

Detailed verification and sampling processes were in evidence. One EV commended a centre on the quality of their feedback sheets.

There was evidence of the use of a marking pro forma for individual learners. This indicated where the internal verifier had sampled particular pieces of work.

Evidence was provided of increasing involvement of learners in the course evaluation, and of annual quality audits taking place.

General feedback

Over this academic session 2014–15, centres have been participating in the process of planning for the HNC Social Services that went forward for validation in June 2015. This participation included centres being involved in a range of events hosted by SQA. Active participation and feedback from the events held contributed to the overall development of the new award, and helped to ensure the sector's participation. Centres noted their satisfaction in being able to contribute to the development.

Areas of good practice

Centre reports continue to demonstrate aspects of good practice and show that learners feel well supported.

Several reports identified selection processes as very thorough, consisting of written personal statements and a face-to-face interview.

Continuous professional development noted in the verification reports show areas covered include ASSIST, Child Protection Safe Talk and attendance at SQA events. Use of PDA awards in Dementia Skilled Practice and Administration of Medication, are also used as a part of tutor and assessor continuous professional development.

One centre had developed a toolkit for assessors and verifiers ensuring compliance with L&D9 Di standards.

An innovative partnership where Social Care learners work together with learners in the drama section of the college was highlighted in one report as good practice. This provides the opportunity for learners from both areas to take part in social care scenario work and evidences the benefits of integration across disciplines.

Completion of SVQ Units alongside taught option Units in the award was recognised as good practice.

Specific areas for improvement

Feedback from learners identified that they would welcome greater integration of assessments.

Learners on the full-time route who met with the External Verifiers requested more integration of learning with SVQ Units and their placement experience.

Higher National Graded Units

Titles/levels of HN Graded Units verified:

HN Social Care Graded Unit 1 F29 34 at SCQF level 7

Leadership and Management for Care Services F92E 36 at SCQF level 9

General comments

Centres were able to evidence that they had followed the SQA Assessment Strategy and guidance ensuring that assessments are valid, reliable and fair.

Verifier reports provide evidence that the Graded Units are consistently marked to the required standard in centres.

Unit specifications, instruments of assessment and exemplification materials

Overall, the majority of reports evidenced good use of marking schemes that are clear, robust and ensure quality assurance measures are in place.

All centres verified are using the correct Unit specification and adhering to the assessment requirements.

Evidence Requirements

In the main, reports reflected clear evidence of achievement in the majority of cases.

Marking is clear and explicit, accurately and consistently judged against the SQA requirements.

Cross-marking was routinely used to verify grading and regular standardisation meetings were held to confirm final grades and identify any action points for future cohorts.

Administration of assessments

There is clear evidence of adherence to the Arrangements document and guidance.

The reports show that:

- ◆ Double-marking systems are in place and working well
- ◆ Marks awarded were justified and feedback specific
- ◆ The use of tracked changes was helpful where minor remediation was required

- ◆ Action points from standardisation meetings were implemented for next cohort of learners
- ◆ Marking schemes recorded process as well as tutor judgement
- ◆ Tutor discussions to resolve marking issues were clearly recorded

General feedback

Standardisation days included quality assurance, use of marking schemes, the implementation of a plagiarism policy, placement planning and marking exercises.

Planning meetings with tutors were reported as being highly valued.

Learners provided positive feedback on their experience of the course. They were very appreciative of their tutor's support — one noting they would have struggled without the support of staff.

Areas of good practice

These included:

- ◆ Topics chosen for the Graded Unit demonstrated the centre has excellent ability to help learners select projects that are relevant, will provide evidence for their Graded Unit, and be worthwhile experiences in the lives of the young people they are working with.
- ◆ Learners found feedback using tracked changes helpful when remediation was required.
- ◆ Learners reported delivery and assessment very well managed, and particularly praised the quality of the feedback they received.
- ◆ Centre used Survey Monkey to obtain learners' views on the Graded Unit process.

Specific areas for improvement

A minority of centres continue to experience some challenges in the process of marking the Graded Unit and in the production of detailed documented evidence for the marking and verification process.

Where learners are required to complete remediation or have not met the standard to achieve an overall pass mark in the Unit it is advised that care should be taken to record each step of the process in detail.