



**National Qualifications 2012  
Internal Assessment Report  
PDA Education Support  
Assistance**

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

# National Qualifications (NQ) Awards

Professional Development Award: Education Support Assistance  
SCQF level 6

## General comments

During 2011–12, nine external verification visits were carried out by three External Verifiers. The focus was on the Units: F7HY 12 Supporting Children and Young People in an Educational Setting; F7HR 12 Supporting The Development of Children and Young People from Birth to Eighteen Years; and F7HV 12 Professional Practice in an Educational Setting. If any of these Units had been certificated and candidate evidence was not available, an alternative Unit was verified.

All the centres visited were experienced with the Units in this verification group and were able to demonstrate a clear understanding of the requirements of the national standards.

## Unit specifications, instruments of assessment and exemplification materials

All centres verified used SQA NAB assessments.

All centres had experience of delivering Units from this award in previous sessions.

Master folder packs were available in all centres with up to date learning materials. Curriculum for Excellence and Getting it Right for Every Child were evident in all packs.

## Evidence Requirements

All centres verified provided examples of candidates' work, including the Workplace portfolio.

SQA NAB marking schemes were used throughout and mark allocation was fairly distributed with clear and constructive feedback given. Most centres used a 'strengths and areas for development' approach when providing feedback.

In the majority of candidates' workplace portfolios, the classroom teacher signed off the candidate's work when they observed the activity. However, in one centre this task was undertaken by a 'senior classroom assistant'. The importance of ensuring this person was suitably qualified was discussed.

Candidates who were present during the visits spoke about their positive learning experience and the route into employment, or how the award was essential to them remaining employed.

### **Administration of assessments**

Assessment criteria were being adhered to in relation to time allocation of assessment.

Marking guidelines were used effectively and all centres had a robust ongoing internal verification system in place. Evidence of moderation meetings with Course teams was available and action points addressed to standardise issues. Most centres had evidence to show staff induction to the Units was being carried out.

The majority of candidates were working at SCQF level 6. The few who were working at level 5 achieved lower marks and feedback reflected this with clear guidelines on how marks could be gained.

### **Areas of good practice**

Where candidates were identified as 'distance learners', some used online forums/blogging to discuss issues. Centres that did not use this system were encouraged to consider it for next session as it was good practice.

Across all centres, master teaching packs were of a high standard and encouraged experiential learning, reflecting placement experience and the theoretical links.

Curriculum for Excellence and Getting it Right for Every Child were referred to in the candidates' work.

All centres had a robust ongoing internal verification system in place.

Candidate feedback was clear, concise and accurate giving a good basis for candidates to improve their work.

### **Specific areas for improvement**

Some candidates lacked confidence in citing and referencing materials. Where this was evident, strategies to support developing this skill were discussed.

A few candidates were allocated marks for the command word 'explain' when they had only identified with no explanation. This was discussed fully with the centres involved.

Both these issues were discussed as development points during the visits.