



Higher National Qualifications

And

Scottish Vocational Qualifications

Senior Verifier Report

2008

Subject: Playwork

Sector Panel or SSC: Skillsactive

Date: 26th July 08

The purpose of this report is to provide feedback to centres on verification which has taken place within Higher National and Scottish Vocational Qualifications in this subject.

HIGHER NATIONAL UNITS

FEEDBACK TO CENTRES

Insert details relating to specific guidance which should be offered to centres based on the verification of centres.

Include:

- *General comments*
- *Areas of good practice*
- *Areas for further development*

General comments:

Advice on good practice and areas for further development:

HIGHER NATIONAL GRADED UNITS

TITLES/LEVELS OF HN GRADED UNITS VERIFIED

Insert details below

FEEDBACK TO CENTRES

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Include:

- *General comment*
- *Areas of good practice*
- *Areas for further development*

General comments:

Advice on good practice and areas for further development:

SVQ AWARDS

TITLES/LEVELS OF SVQ AWARDS VERIFIED

Insert details below

G73N 22 Playwork SVQ Level 2
G60W 22 Playwork SVQ Level 2
G60W 23 Playwork SVQ Level 3
G84W 23 Playwork SVQ Level 3
G84X 24 Playwork SVQ Level 4

FEEDBACK TO CENTRES

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Include:

- *General comments*
- *Areas of good practice*
- *Areas for further development*

General comments:

The Playwork sector has been extremely busy this session with a large amount of candidates enrolled on Playwork qualifications at level 2, 3, and 4.

The revised SVQ Playwork Level 2 qualification was accredited in March 2008 and a number of centres have begun delivering this qualification. A number of approved centres delivering G73N22 Playwork Level 2 are in the final stages of delivery, with candidates due to complete shortly. The majority of approved centres will commence delivery of the G8WE22 Playwork Level 2 from August 2008.

The majority of centres have now switched to the G84W23 Playwork level 3, but there are still a few candidates to complete G60W23 Playwork Level 3. Candidates previously enrolled for this qualification have until December 2008 to complete the qualification.

The assessment strategy has been in operation for a full session now. Most centres working with the assessment strategy have embraced the holistic approach to observations and reflective accounts. However, some difficulty has been encountered with the assessment strategy from a number of centres.

The Playwork theory contained within the revised Playwork Level 2 and Playwork Level 3 has meant that some assessors have to update their experience. To resolve this issue some centres are sending their assessors on a refresher course for Continuous Professional Development.

The External Verifiers reports, external verifiers unanimously recorded good assessor support to Playwork candidates across assessment centres throughout Scotland.

External Verification of all approved centres took place through out session 20007/08. External Verifiers reports indicated that there were no centres unaccepted during this session.

Advice on good practice and areas for further development:

Holistic Assessment

Holistic assessment in the old Playwork level 2 has been very successful, with centres understanding the links between **Contribute to Positive DA8804 (PW1)**, **Support Children and Young People's Play DA8904 (PW2)**, **Contribute to the Health and Safety of the Play Environment DA8A04 (PW3)**. As the move to the revised level 2 takes place, hopefully the assessment teams will take that skill and transfer it into the new qualification but keep the same holistic principals.

The Playwork Level 3 qualification is still causing problems in relation to a holistic approach. The unit **Plan and Support Self-Directed Play DV1K04 (PW9)** in particular, is approached either as a theoretical unit with project work for all the knowledge and range, or as an activity unit which is not only not holistic, but also does not relate to Playwork theory. The units **Contribute To An Organisational Framework That Reflects The Needs and Protects The Rights Of Children And Young People DV1604 (PW6)**, **Develop And Maintain A Healthy, Safe And Secure Environment For Children DV1A04 (PW7)** **Develop And Promote Positive Relationships DR7904 (PW8)** and **Plan And Support Self-Directed Play DV1K04 (PW9)** should all be holistically assessed naturally, as candidates cannot work with the children easily in a play space and not cover evidence from these units. Assessor's observations across all levels are becoming better at holistic recording, but there is still room for improvement.

The Level 4, seems to be assessed generally from a holistic point, with recognition that the unit **Work with Colleagues and other partners to develop an organizational framework for play DV1T04 (PW16)**, **Develop, Manage And Review Operational Plans For Play Provision DV1D04 (PW17)**, **Obtain The Facilities And Services Required For Play Provision DV1H04 (PW18)** and **Research, Design and Facilitate Possibilities For Self-Directed Play DV1N04 (PW22)**, all can link well to each other in research and application.

Evidence Requirements

The EV reports show that several centres are not working within the Evidence Requirements Guidelines for each unit as set out by the Sector Skills Council, Skillsactive. This was particularly noticeable with evidence for the unit **Respond to concerns about possible child abuse DV1P04 (PW12)** in Playwork level 3. The evidence requirements are for real performance rather than simulation in this unit, which changes the nature of the unit as some centres were using it.

Playwork Theory

As with last session, this is an area which most of the reports picked up on to some extent. The External Verifiers recognised that many assessors required an updating of their knowledge in relation to the new Playwork theories. There was still a tendency to have an early years approach to 'setting out an activity for the children' rather than the playwork approach to freely chosen and intrinsically motivated play, lead by the children. Assessors need to keep in line with the assessment strategy and keep their knowledge up to date.

This may have been the reason for some of the candidates having a lack of understanding of the theory and relating it to practice. There were some cases of candidates talking about play cues and returns within their reflective accounts and these were noted by the EVs as good practice. A few more centres were including play observations or consultations with children on play planning, which is highlighted again as good practice.

There was evidence of good research reports coming out of the level 4 portfolios, with a good depth of understanding of playwork theory from various centres.

Internal verification of holistic assessment

Several centres had difficulties with this issue last session, as the new assessment strategy became a focus. The EVs in this session have mentioned that this has much improved, and on the whole most centres have developed a system for dealing with the regular sampling of unfinished units.

NATIONAL UNITS

(i.e. Freestanding units which contribute to NPAs or NCs etc.)

TITLES/LEVELS OF NATIONAL UNITS VERIFIED

Insert details below

NPA Playwork and Childcare Level 5

FEEDBACK TO CENTRES

Insert details relating to specific guidance which should be offered to centres based on the verification of centres. Include:

- *General comments*
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- *Areas for further development*

General comments:

The NPA Playwork and Childcare qualification was successfully launched on 7 February 2008. Separate webpages for the NPA has been created on both the SQA main website and the SQA secure site. The webpage gives information on the qualification, the leaflet produced to market the award and a link to all the required unit descriptors. Assessment Support Packs have been developed for three units and these are available on the SQA Secure website.

External Verification for the NPA Playwork and Childcare will take place during session 2008-09 for centres delivering the qualification, and will be included in the Senior External Verifier Report 2008-09.

Advice on good practice and areas for further development: