

Moderation Feedback - Visiting

Care

Qualification area

**Subject(s) and Level(s)
included in this report**

**HNC Child Care and Education
PDA Child Care and Education
SVQ Early Years Care and Education levels 2,3&4
SPA Children's Care and Play
SVQ Classroom Assistants
PDA Classroom Assistants**

Visiting Moderation

General comments on visiting moderation activity

There was an increase this year in the number of moderation visits this year due to an increase in the number of external moderators for the Child Care Moderation Group 84.

There was an increase in the number of verification visits for Scottish Vocational Qualifications in Early Years Care and Education at levels 2&3. Most centres received one visit. Second visits were arranged when there was insufficient evidence available at the first.

There have been regular approval visits mostly for SVQs in Early Years Care and Education but also for individual National Qualification units in Child Care, the SVQ Classroom Assistants and the SPA Children's Care and Play. This year more centres have applied for approval for the SVQ 4 in Early Years Care and Education and most have been approved.

As a consequence of approval visits, there have been a number of post-approval development visits. These have mostly been for Early Years Care and Education SVQs. A small number of centres have requested development visits unrelated to approval visits to discuss the delivery and assessment of Child Care and Education qualifications.

Specific issues identified

SVQ/SPA

- Tracking of evidence continues to cause difficulty. For successful external verification, all evidence must be identified.
- Centres are assessing SVQ Units by distance learning. This not appropriate as SVQ Units have performance evidence requirements which need the candidate's competent practice to be observed.
- Centres continue to separate underpinning knowledge and understanding from assessment of competent practice which does not allow for the application of theory to practice.
- Opportunities for integration of evidence continue to be missed especially where there is not planning for assessment. This leads to unfair over-assessment of candidates.

Feedback to centres

- * Most evidence presented for the Higher National Units moderated was again of a high standard providing integrated, coherent assignments complete with references and bibliographies.
- * There are examples of good integration of evidence across HN Units clearly relating theory to practice.
- * The number of SVQ centres requiring return external verification visits was very small. Most centres are now meeting all evidence requirements in full.
- * It is good practice to provide tutorial sessions for candidates with Unit-wide lists of underpinning knowledge and understanding appropriately integrated as this practice helps candidates develop a holistic approach to the promotion of children's development and learning and avoids over-assessment.
- * There are good assessment plans that effectively guide assessors and candidates towards fully integrated comprehensive reflective accounts that reduce the amount of evidence required and prevent over-assessment.
- * It is important that assessors have regular access to assessment of their candidates in their workplace. It is also good practice for SVQ candidates to have the opportunity within working hours to work on portfolio building and assessment planning and feedback.
- * Assessment of SVQ Units through distance learning is not appropriate as achievement should be predominantly through demonstration of competent practice.
- * Centres are advised that evidence-tracking must include unit-wide lists of knowledge and understanding.
- * SVQ candidates this year have again produced some superb portfolios, fully integrated across elements and units and including relevant and appropriate evidence of underpinning knowledge and understanding in reflective accounts. As these also have excellent evidence-tracking systems they were a pleasure to verify.