



National Qualifications 2013 Internal Assessment Report Childcare

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

National Courses

Titles/levels of National Courses verified:

NC Early Education and Childcare

DM3Y12 Developmental Theory in EE&CC

DM4212 Play in Practice

DM6712 Supporting a Curriculum in EE&CC

F19L11 Child Development and Health

DM5N12 Experiential Approaches to EE&CC

DM5N12 Develop an Understanding of Working with Children

DM4012 Holistic Approaches to EE&CC

DM3X12 Child Development: Birth to 12 years

General comments

All centres appear to clearly understand the requirements of the national standards of the awards. Centres recognised the benefits of allowing candidates to develop good study skills and of taking time to appropriately prepare candidates for closed-book assessment.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

All centres visited were aware of SQA Arrangements documents and current Unit specifications. Up to date instruments of assessment and exemplification materials were being used. All were using either SQA NABs or material that had been prior verified by SQA.

There was clear evidence of teaching around the subject and learning materials were current. There were particularly good links to Curriculum for Excellence and pre-birth to three across Units.

Evidence Requirements

Most assessors and Internal Verifiers displayed a very good understanding of Evidence Requirements for the Units offered. All evidence sampled across assessors was appropriately marked, remediation clearly identified and re-assessments were carried out where required. This indicates a marked improvement across the sector.

However, it is still pertinent to point out that command words in assessment material should be adequately addressed by candidates in order to obtain high marks.

Administration of assessments

In all cases, the administration of assessment complied well with SQA guidelines and external verification procedure checks. Providers used current, up to date instruments of assessment and exemplification materials, either SQA NABs and marking frames, or material that had been prior verified by SQA.

Internal verification procedures appear to be well implemented with sufficient attention to detail. Most centres are paying particular attention to the standardisation of mark allocation. This appears to have had a direct impact on the accuracy of marking, which has resulted in a general improvement across the sector. However, some centres still need to be vigilant. The EV team would suggest that centres engage in Internal-Verifier-supported marking sessions to further improve NAB marking.

Some centres have used new NAB material which has been prior verified by SQA. Centres should be encouraged to share assessment material by allowing SQA to add them to the National Assessment Bank for the NQ award.

Areas of good practice

Detailed assessment feedback sheets continue to be developed across centres; this allows candidates to identify their strengths and areas for improvement.

Most centres have increased the use of virtual learning environments (VLEs) in support of assessment administration, provision of feedback, accessing of materials, and provision of online group support mechanisms. This has resulted in instant access to learning and support material for all candidates.

Specific areas for improvement

External Verifiers reported some inconsistency across the sector on the preparation for external verification visits, where some centres were highly organised and well prepared and others less so. Centres are reminded to ensure that all specified Units and candidate material requested is made available for verification on the day.

A continuing emphasis is placed on appropriately preparing candidates for closed-book assessment, particularly in relation to command words in assessment material.