



Project Assessed Course

Play in Early Education and Childcare Higher — X06L 12

External Assessment Project Specification

4th edition: August 2011
Publication code:

Published by the Scottish Qualifications Authority,
58 Robertson Street, Glasgow, G2 8DQ, and Ironmills Road, Dalkeith,
Midlothian,
EH22 1LE

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1 Project Assessed Course — Overview

The external assessment document should be read in conjunction with the Arrangements document.

This Project Specification provides the template for the definition and assessment of the Project Assessed Course. The appendices contain the project briefs, case studies and a set of notes designed to support and guide both candidates and teachers/lecturers.

The assessment of this Project Assessed Course is by means of an extended case study in which candidates will investigate and report on a case study scenario. There will be a number of case studies to choose from to reflect the variety of early education and childcare settings and age groups of children. The candidate will select the case study most appropriate to their own workplace experience. The extended case study integrates the knowledge, understanding and skills gained in the individual Course Units. It allows candidates to reflect on their practice and on the practice of others. The integrated nature of the project has several advantages. Depth of understanding can be consolidated and there are opportunities for additional integrated or applied learning. The project represents an opportunity for candidates to develop and apply skills relating to interpreting and gathering information, analysing, decision-making and action planning. The extended case study should be introduced once the component Units have been completed to enable candidates to make full use of their learning and understanding.

Assessment will be based on the Outcome of the project. An overall grade (A, B or C) will be determined by assessment of each candidate's performance in producing the project. This assessment will be subject to external marking. Candidates are required to submit all three sections of the project as outlined in this specification. To gain the Course, the candidate must pass the mandatory Units, *DM41 12: Play in Early Education and Childcare* and *DM42 12: Play in Practice*, as well as the external assessment.

Candidates must select the case study which reflects their work placement experience undertaken for the Unit: *DM42 12: Play in Practice*. The project has been devised to allow candidates to achieve any grade across the range.

The assessment of this Project Assessed Course is concerned primarily with a full investigation and analysis of the selected case study scenario. The project also includes skills related to the planning and evaluation of the investigation as well as skills in report writing.

Following the selection of a case study scenario candidates will be provided with a brief and are expected to demonstrate attainment relating to:

- ◆ planning the investigation they will undertake in relation to the set tasks
- ◆ research and reporting on set tasks
- ◆ making evaluations and realistic recommendations
- ◆ reflecting on the process of the project

Candidate evidence is required as follows:

- ◆ planning the investigation
- ◆ reporting on the set tasks
- ◆ evaluating and making recommendations
- ◆ reflecting on the content and process of the project

2 Recommended Entry

It is strongly recommended that candidates should have achieved the assessments for the individual component Units of the Play in Early Education and Childcare (Higher) Course prior to embarking on the external assessment.

It is also strongly recommended that candidates should have achieved *Communication (Core Skill)* at Intermediate 2, before attempting this Course, and should ideally be working towards *Communication (Core Skill)* at Higher or equivalent.

Candidates who achieve the external assessment will not be certificated for the Course until they have successfully completed the Units.

3 Subject Related Knowledge and Skills

The external assessment allows candidates to develop knowledge of:

- ◆ factors which are important in creating play environments in early education and childcare settings
- ◆ the different types of play
- ◆ the importance of play to the developing child
- ◆ the importance of the adult in setting up different types of play

It will allow the candidate to develop practical competencies in:

- ◆ supporting play environments under supervision
- ◆ supporting different types of play
- ◆ reflecting on the importance of play to the developing child
- ◆ reflecting on the role of adults

It also allows candidates to further develop and apply skills in:

- ◆ planning an investigation
- ◆ retrieving information from a variety of sources
- ◆ using a range of investigation techniques
- ◆ writing a research report according to standardised procedures, eg including a contents page and bibliography
- ◆ evaluating the findings of their research

4 Outcome Coverage

Course Structure

The Play in Early Education and Childcare (Higher) Course comprises of the following mandatory Units:

Course Structure		
Unit Title	Credit Value	Unit Number
Play in Early Education and Childcare	1.0	DM41 12
Play In Practice	2.0	DM42 12

All external assessments for Project Assessed Courses cover a minimum of two thirds of the Outcomes from the component Units. For each of the case studies in this project these are:

Unit: Play in Early Education and Childcare

- ◆ **Outcome 1**
Analyse a play environment in an early education and childcare setting.
- ◆ **Outcome 2**
Evaluate the importance of play to the developing child.
- ◆ **Outcome 3**
Explain how you would set up different types of play in an early education and childcare setting.

Unit: Play in Practice

- ◆ **Outcome 2**
Support different types of play within an early education and childcare environment.
- ◆ **Outcome 3**
Evaluate how play supports the care, learning and development of the child.
- ◆ **Outcome 4**
Explain the role of the adult in supporting play within an early education and childcare setting.

It is strongly recommended that candidates should have achieved the assessments for the individual component Units before undertaking the external assessment.

5 Candidate Evidence Requirements

General Information

The three stages of the external assessment for Play in Early Education and Childcare at Higher level are:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

Candidates should adhere to the recommended word count for each stage and should be advised to clearly state the word count for each section. They should be reminded that where too few words are given they miss opportunities for gaining marks and where they significantly exceed the word count responses will not be clear, concise or focused on the important issues.

Planning

Candidates must produce a plan of action of approximately 500 words or equivalent under supervised conditions. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

Candidates are expected to produce a plan on a type of play identified in the chosen case study which must be drawn from the list of play types in the Appendix to the Statement of Standards in the Unit Specifications. These play types are:

- ◆ Symbolic Play
- ◆ Creative play
- ◆ Discovery Play
- ◆ Vigorous Play
- ◆ Play with Technology
- ◆ Books and play that support language enrichment
- ◆ Games

In the plan the candidate should:

- ◆ introduce the project, including their choice of case study
- ◆ write aims and objectives for:
 - her/himself
 - the research-based report
 - the case study report
- ◆ provide information — including research methods and timescales

Candidates may communicate with each other when producing their plans but each plan must be tailored to the candidate's own project and should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until they have produced a plan that is potentially workable. It is also important to note that the plan should not be written retrospectively.

The level of support will vary from candidate to candidate and centres should indicate the level of support needed for each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice.

In some cases, however, the level of support and intervention needed may be more than that which would normally be seen as reasonable and so the authenticity of the candidates' work may be called into question. If the level of input needed from the teacher/lecturer is above normal (for example, the quality of the plan is such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage. **It is essential that the teacher/lecturer completes and signs the declaration on the flyleaf produced by SQA indicating the level of support given.**

Developing

The **first** part of the Developing stage is a **research-based report**.

Candidates are expected to produce a research-based report on the type of play identified in their chosen case study. The research-based report should be approximately **1,000 words or equivalent**. The research-based report should be produced under supervised conditions within the timescales detailed in the candidate's plan.

There is clear indication in the case studies which type of play may meet the needs of the child. Candidates should consider:

- ◆ an explanation of the type of play chosen
- ◆ the scope of the type of play
- ◆ current theoretical perspectives/approaches relevant to the type of play chosen
- ◆ the benefits of the type of play chosen to children in general

- ◆ examples of good practice observed in the work placement related to the type of play chosen
- ◆ examples of the candidate's own involvement in this type of play from their workplace practice

It is important that this report is not viewed in isolation, but should be relevant to the selected case study scenario. Within the context of this report candidates should have the opportunity to demonstrate knowledge and understanding of the play needs of all children including those with additional support needs.

The candidate should give evidence of research, for example, by referencing and including a bibliography. Candidates may also include other evidence such as their own observations related to the type of play chosen and photographs with appropriate permission received.

The **second** part of the Developing stage is a **case study report**.

The candidate is expected to produce a case study report which examines the case study scenario. The case study report should be in approximately **1,000** words or equivalent. The case study report should be produced under supervised conditions within the timescales detailed in the candidate's plan.

The planned play experience and the child's participation in it must be age appropriate. In it candidates should consider:

- ◆ the needs of the child in the case study and the impact of play on their development
- ◆ an explanation of one play experience that would meet the needs of this child, this must be linked to the type of play identified in the research-based report and the planned play experience must be age appropriate
- ◆ participation of the child in the case study in setting up the planned play experience
- ◆ possible influences on the play environment in relation to the planned play experience
- ◆ the importance of effective preparation in relation to the planned play experience
- ◆ the role of the adult in supporting the planning, implementing and evaluating of the planned play experience

In the **final** part of the Developing stage, the candidates are expected to **make evaluations and recommendations**.

They should evaluate and make recommendations from both the research-based report and the case study report. The evaluation and recommendations should be approximately 1,000 words or equivalent and should be produced under supervised conditions within the timescales

detailed in the candidates plan. It is recommended that the evaluations and recommendations should take place towards the latter part of the 40 hours (ie, the 40 hours allocated to each course in addition to the 120 hours for the component Units)

This should highlight the importance of play on the development of children covering play in general and the type of play selected for study in particular as well as making recommendations on the future play needs of the child in the case study. This will include:

- ◆ an evaluation of the importance of play in general on the development of children
- ◆ an evaluation of the type of play selected on the care, learning and development of children in general
- ◆ recommendations to meet the further play needs of the child in the selected case study
- ◆ recommendations on the role of the early education and childcare worker to meet the further play needs of the child in the case study

Evaluating

Candidates must produce a reflective report which should be approximately **1,000 words or equivalent**. Candidates should be allowed up to two hours under centre-invigilated conditions to produce the reflective report although they may carry out the preparation beforehand.

The reflective report should:

- ◆ give a brief outline of the project
- ◆ review and assess the effectiveness of their:
 - plan
 - research-based report
 - case study report
 - evaluations and recommendations
- ◆ review their own performance in terms of skills/knowledge/understanding which have been gained/developed through completing the project
- ◆ review the effectiveness of the research methods used and the content of their research

While the amount of time allocated to the writing up of the various sections of the project may seem demanding it is considered that this is appropriate at Higher level. The time allocated for completion of each of the tasks is considered sufficient to allow all candidates the opportunity to cover the requirements of the tasks. Candidates will have been researching the case study for some time before attempting the tasks and will, therefore, be familiar with the subject content.

6 Allocation of Marks and Assessment Arrangements

General Information

The assessment evidence for this Project Assessed Course is internally estimated using the marking scheme **which is submitted with the candidate's work** and is then externally marked by SQA. As this is the externally assessed component of a National Course, work completed by candidates under the conditions described should be their best work and remediation is not permitted in any part of the project.

The total mark for the Course Project is 200. This large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment. These marks will be allocated to assessment evidence from the three Course Project stages as follows and further detail on Evidence Requirements and conditions of assessment for each stage is given in Table A:

- ◆ **Planning** **40**
- ◆ **Developing** **120**
- ◆ **Evaluating** **40**

Table A

Planning	
Evidence	Plan of action 500 words <i>or</i> equivalent (40 marks)
Conditions of assessment	Supervised
Who assesses it?	Internally assessed by centre to provide estimate Sent to SQA for external marking
Developing	
Evidence	A Research-based report 1,000 words approximately <i>or</i> equivalent (40 marks) B Case study report 1,000 words approximately <i>or</i> equivalent (45 marks) C Evaluations and recommendations 1,000 words approximately <i>or</i> equivalent (35 marks)
Conditions of assessment	Supervised
Who assesses the evidence?	Internally assessed by centre to provide estimate. Sent to SQA for external marking
Evaluating	
Evidence	Evaluation (Reflective report) 1,000 words <i>or</i> equivalent (40 marks)
Conditions of assessment	Centre invigilated up to two hours
Who assesses it?	Internally assessed by centre to provide estimate Sent to SQA for external marking

All three stages of the project are internally assessed in accordance with the Tutor Marking Scheme within the Tutor Guide (Appendix 3) to provide an estimate. The complete portfolio of evidence is submitted to SQA for external marking.

7 Grade Descriptions

General Information

The aspects which are considered in determining the grade of award for this Project Assessed Course at Higher are:

- 1 Interpretation of the project brief
- 2 Interrelation and cohesiveness of the candidate's project
- 3 Consolidation and integration of knowledge, understanding and skills from the Course Units

1 Interpretation of the Project Brief

Marks will be awarded for:

- ◆ Accuracy of interpretation.
- ◆ Insight and understanding of the case study scenario.
- ◆ Application of knowledge and skills to complex situations/context/data.

2 Interrelation and Cohesiveness of the Candidate's Project

This project has the following component parts:

- ◆ plan
- ◆ research-based report
- ◆ case study report
- ◆ evaluation and recommendations
- ◆ evaluation (reflective report)

Each component part has associated criteria which detail the requirements for that part. The quality of performance in linking the component parts of the Project will contribute to the grade awarded to that candidate.

3 Consolidation and Integration of Knowledge, Understanding and Skills from the Course Units

Marks will be allocated throughout the project and will assess:

- ◆ Accuracy of knowledge.
- ◆ Complexity of knowledge.
- ◆ Relevance of knowledge to component parts and set tasks.
- ◆ Application of theory to practice.

To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three Project Assessed Course stages is assessed. The use of such mark categories linked to broad criteria allows for the aggregation of the various parts of the assessment which do not necessarily have the same weighting in the overall grade. *Table B* outlines the general criteria used to assess the candidate's evidence. The overall grade for the Project Assessed Course is determined by the total mark.

Table B — Project Assessed Course

Higher		Plan of action	Research-based report, case study report, evaluation and recommendations	Evaluation (Reflective report)	
Levels of performance: Broad level-related criteria	Equivalent to	Mark range	Mark range	Mark range	
Content and scope: Treatment:	Appropriate for level Excellent	Upper A 85%-100% (Band 1)	34-40	102-120	34-40
Content and scope: Treatment:	Appropriate for level Consistently thorough	Lower A 70%-84% (Band 2)	28-33	84-101	28-33
Content and scope: Treatment:	Appropriate for level Thorough in parts	B 60%-69% (Bands 3 & 4)	24-27	72-83	24-27
Content and scope: Treatment:	Appropriate for level Adequate	C 50%-59% (Bands 5 & 6)	20-23	60-71	20-23
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level Adequate only in parts OR Basic for level Thorough	D 45%-49% (Band 7)	18-19	54-59	18-19
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level Generally poor OR Basic for level Adequate or poor	Fail 44% and below (Bands 8 & 9)	< 17	< 53	< 17

Content and scope: defined as how appropriately or otherwise the candidate interprets the level of demand for the specification
 Treatment: defined as how successfully or otherwise the candidate tackles the project.

8 Grading and Marking

Detailed Information

Although this extended case study is externally marked by SQA, candidates will benefit from estimate grades based on accurate internal assessment of their project. The processes for deciding an estimate grade are similar to the processes the markers use for the final assessment. The Marking Scheme (Appendix 3) should be used by centres to estimate individual candidate's work and each Marking Scheme should be submitted with each project. Where centres do not submit estimate grades based on accurate internal assessment of the project there is no right of appeal.

To complete the internal marking process for estimates, teachers/lecturers are expected to:

- ◆ be familiar with and apply the broad criteria outlined in *Table C*.
- ◆ use the Tutor Marking Scheme to assess the candidate's work.
- ◆ follow the Internal Verification processes within their centre (see section 11 on Internal Verification).
- ◆ aggregate the internally assessed marks for each candidate giving a total mark out of 200.
- ◆ divide that total mark by 2 to give a percentage.
- ◆ convert the overall percentage mark to each candidate to an estimate band using *Table C*.
- ◆ check the grade given to candidates against the grade descriptions tabled below (Table C). This is to ensure that candidates have effectively integrated each stage of the extended case study.

Table C

% Mark Range	Grade	Band (for estimates)
85–100	A (upper)	1
70–84	A (lower)	2
65–69	B (upper)	3
60–64	B (lower)	4
55–59	C (upper)	5
50–54	C (lower)	6
45–49	D (near miss)	7
40–44	Fail	8
Less than 40	Fail	9

- ◆ Table D explains how to consider candidate evidence in relation to content and subject related knowledge. Please use the grade descriptions as a touchstone against which grades can be checked.
- ◆ Provide estimates as bands.

Grade Descriptions for a Project Assessed Course at Higher

Table C – generic grade descriptions for a project

A	B	C
Content and scope appropriate for Higher		
Looking at the evidence as a whole:	Looking at the evidence as a whole:	Looking at the evidence as a whole:
<p>A case study at Grade A:</p> <ul style="list-style-type: none"> ◆ is a seamless, coherent piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a high standard and is quite clearly inter-related. ◆ is a piece of work to which candidates have brought an accurate and insightful interpretation of the case study specification. ◆ is highly focused and relevant to the content of the Units. ◆ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content. 	<p>A case study at Grade B</p> <ul style="list-style-type: none"> ◆ is a well co-ordinated piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a good standard and is inter-related, in most respects. ◆ is a piece of work to which candidates have brought an accurate and insightful interpretation of the case study specification. ◆ is focused and relevant to the content of the Units. ◆ is clear and well-structured throughout and language used is of a good standard in terms of level, accuracy and technical content. 	<p>A case study at Grade C:</p> <ul style="list-style-type: none"> ◆ is a reasonably well co-ordinated piece of work in which evidence of the three essential phases of the Extended Case Study is produced to an adequate standard and is fairly well inter-related. ◆ is a piece of work to which candidates have brought an acceptable interpretation of the case study specification. ◆ is fairly well focused and relevant to the contents of the Units ◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content.

Table C – generic grade descriptions for a project (cont)

A	B	C
Content and scope appropriate for Higher		
Looking at the evidence as a whole:	Looking at the evidence as a whole:	Looking at the evidence as a whole:
<p>A case study at Grade A:</p> <ul style="list-style-type: none"> ◆ is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units ◆ contains evidence that knowledge and skills have been applied to complex situations/contexts/ data 	<p>A case study at Grade B</p> <ul style="list-style-type: none"> ◆ is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units ◆ contains evidence that knowledge and skills have been applied to situations with varying degrees of complexity 	<p>A case study at Grade C:</p> <ul style="list-style-type: none"> ◆ is a piece of work in which consolidation and integration of knowledge, understanding and skills from the Course Units is satisfactory but may lack some continuity and consistency ◆ contains evidence that knowledge and skills have been applied generally to straightforward contexts, situations, and data.

Table D – subject specific grade descriptions

A	C
Looking at evidence in relation to the stages of the Extended Case Study:	Looking at evidence in relation to the stages of the Extended Case Study:
<p>Plan at Grade A:</p> <p>An ‘A’ performance will demonstrate insight into the holistic nature of the Project. Aims will be relevant and highly focused on the set tasks. Objectives will clearly show how the aims will be met.</p> <p>Research-based Report at A:</p> <ul style="list-style-type: none"> ◆ will show a high level of knowledge and understanding relating to the type of play selected. This will include an explanation of type of play chosen; scope of type of play; current theoretical perspectives/approaches relevant to the type of play chosen. It will also explain the benefits of play to the developing child in general and will include examples of good practice observed in the work placement as well as examples of the candidate’s own involvement in this type of play from their workplace practice. <p>An ‘A’ performance will relate these effectively to the case study scenario and will show how the above have created current provision.</p>	<p>Plan at Grade C:</p> <p>At ‘C’ there will be basic understanding of the Project requirements. Aims will relate to the set tasks. Objectives will outline how the aims will be met.</p> <p>Research-based Report at C:</p> <ul style="list-style-type: none"> ◆ will show a basic level of knowledge and understanding relating to the type of play selected. This will include an explanation of type of play chosen and the scope of type of play. Some knowledge of current theoretical perspectives/approaches relevant to the type of play chosen should be demonstrated. A description of the benefits of play to the developing child in general and the inclusion of examples of good practice observed in the work placement as well as examples of the candidate’s own involvement in this type of play from their workplace practice. <p>There will be limited application to the case study and to current provision.</p>

Table D – subject specific grade descriptions (cont)

A	C
Looking at evidence in relation to the stages of the Extended Case Study:	Looking at evidence in relation to the stages of the Extended Case Study:
<p>Case Study Report A:</p> <p>The report will demonstrate insight and understanding of identified individuals including the role of the professional, the importance of effective preparation and the participation of the child in the case study in setting up the planned play experience.</p> <p>An explanation of one play experience to meet the needs of the child in the case study should be clearly and accurately described and discussed fully in relation to this child. This planned play experience should be clearly linked to the research-based report and be age appropriate to meet the needs of the child</p> <p>Evaluation and Recommendations at A:</p> <ul style="list-style-type: none"> ◆ An ‘A’ performance will draw on understanding and knowledge from the research-based report to evaluate play in general and the type of play selected from the case study. It will make detailed and accurate recommendations to meet the future play needs of the child identified in the case study report and the role of the adult in supporting these needs. An A candidate will include appropriate suggestions for the development of play provision and in particular the type of play selected which will meet the identified needs. 	<p>Case Study Report at C:</p> <p>The report will demonstrate some understanding of identified individuals including the role of the professional, the importance of effective preparation and the participation of the child in the case study in setting up the planned play experience.</p> <p>An explanation of one play experience to meet the needs of the child in the case study should be described with some accuracy and discussed in relation to this child. There should be some link between this planned experience and the research-based report and be age appropriate to meet the needs of the child.</p> <p>Evaluations and Recommendations at C:</p> <ul style="list-style-type: none"> ◆ A ‘C’ performance will be satisfactory, but may lack consistency in light of research undertaken. Recommendations will be satisfactory and relevant to the case study scenario.

Table D – subject specific grade descriptions (cont)

A	C
Looking at evidence in relation to the stages of the Extended Case Study:	Looking at evidence in relation to the stages of the Extended Case Study:
<p>Evaluation at A (Reflective report):</p> <ul style="list-style-type: none"> ◆ Evaluation at A will be analytical and show a high level of insight and understanding of both the content and process of the project. An 'A' performance will reflect effectively and accurately on knowledge/skills/understanding developed. 	<p>Evaluation at C (Reflective report):</p> <ul style="list-style-type: none"> ◆ At C, there will be a review of the Project and there will be a straightforward analysis of the content and process. A 'C' performance will reflect on knowledge/skills/understanding in a basic way.

9 Internal Verification

The Internal Verifier oversees:

- ◆ the Internal Verification process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or marker standardisation. The internal verifier should be a specialist in the subject
- ◆ a consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.
- ◆ finalisation of estimate grades and submission of candidate evidence.

10 Submitting Candidate Evidence to SQA

Specific information on this part of the process will be circulated to centres. Where materials have to be sent to SQA for marking centres will be provided with any necessary packaging materials.

The following must be sent to SQA for the Project Assessed Course:

- ◆ plan
- ◆ research-based report
- ◆ case study report
- ◆ evaluation and recommendations
- ◆ evaluation (reflective report)
- ◆ marking scheme

Note: In addition, centres will be expected to submit all notes used by candidates during assessment sessions.

11 Core Skills

It should be noted that this project, in common with other Project-based Courses, follows the planning/developing/evaluating cycle. As a result of this the successful completion of the project will lead to automatic certification of the *Problem Solving* (Core Skills) at Intermediate 2.

12 Re-assessment of Outcomes in individual Course Units

Since all the Units of the Course are assessed by NAB materials, it is not possible for aspects of the project to be used for re-assessment of individual Course Units.

Appendix 1 — Case Studies 1 – 5

Units: Play in Early Education and Childcare
Play in Practice

Case Study 1

Scenario: Hannah (age group birth to 3 years)

Tom is a nursery assistant working in the Toddler Room of a large private nursery; there are 10 children in the room aged between 1 year and 2 years 6 months. All of the children can walk unaided. Over the past couple of weeks three new children have been introduced to the room, two have settled well but Tom has observed Hannah, aged 20 months and she appears reluctant to explore the room and most of the time sits in the quiet corner playing with whatever staff give her.

Tom discusses his observations with his supervisor and other members of the team and also with Hannah's mum. Hannah's mum says she is a bright lively child at home who is into everything. She tells Tom that Hannah particularly likes to play with pots, pans, wooden spoons and other household objects at home. Following further discussion in the team Tom decides to initiate a weekly heuristic play session to the children in the room, including Hannah.

Case Study 2

Scenario: Ruaridh (age group 3-5 years)

Ruaridh is 4 years 3 months and attends a small nursery of only 15 children attached to a rural primary school. The nursery is well equipped and has both indoor and outdoor provision; it is staffed by a nursery nurse, Elaine and a nursery teacher, Mhairi. Ruaridh lives on a farm with his parents, big brother who attends the primary and his grandpa. His grandpa brings him to nursery every morning and picks him up and they are close. Ruaridh has a vivid imagination and likes complex co-operative role play. His key worker, Elaine, has noticed that he often leads this play. He also likes to play with small world toys, particularly a recently purchased pirate ship.

Ruaridh's mum has just had a new baby and prior to the birth he was very excited about becoming a 'big brother' and he had told Elaine that he wouldn't be the baby of the family any more. However following the birth of the baby he has been reluctant to talk about his new sister and one morning he comes into the nursery in tears. His grandpa explains to Elaine that he had wanted to stay at home with his mum and the new baby instead of coming to the nursery. He had told his grandpa he didn't want to be 'a big boy' any more.

Elaine and Mhairi discuss Ruaridh at their daily planning session and agree that they should be encouraging him through imaginary play experiences.

Case Study 3

Scenario: Anne (age group 5-8 years)

Sally is a nursery nurse working in a Primary 1 class in a large primary school in a suburb of a large city. There are two Primary 1 classes, each with 20 children. She supports the children within one particular class and she is also responsible for organising the weekly Thursday afternoon play session for both groups. This play session takes place in a well equipped general purpose area and she liaises closely with both class teachers to ensure that the play reflects the interests of the children and the projects that are on-going as part of the curriculum.

At the moment a large housing development is being built across the road from the school and several children are going to move in when the houses are complete. One girl, Anne aged 5 years 4 months, gives Sally an update on how her new house is progressing each morning. This morning Anne tells Sally that the roof is now on but it still doesn't have any windows. Anne is very excited about the forthcoming removal and says her mum is going to let her sort and pack her own toys. The class teachers are keen to incorporate this interest into the children's play and class work and have asked Sally to supply the children with opportunities for construction play.

Case Study 4

Scenario: Sinita (age group 8-12 years)

Sinita, aged 8 years 2 months, Amy 8 years and Rachel 8 years 6 months attend the local after-school club. They are firm friends and are in the same class at school together. They spend much of the time in the club talking and laughing together and often undertake joint art-based projects.

Debbie is the assistant playleader and this week she is responsible for the arts and crafts area. At the gluing table she put out a selection of resources for the children to make models. The girls come over to the area and Sinita begins to make a puppet saying that she had seen it on an art programme on television. The other girls follow suit and soon they are beginning to make up stories to go along with the puppets they have made. Sinita asks Debbie if they could develop the puppets further and put on a puppet show for the rest of the group.

Case Study 5

Scenario: Lucy (age group 3 – 5 years)

Lucy is three years and 2 months and has been attending the local community playgroup for three months. She attends three mornings per week and although she is quite quiet and shy with playgroup staff, she has settled well and happily allows her mum to leave her in the morning. She was a bit clingy when her mum took her turn on the 'parent helper' rota for the first time. She is happy to play alongside the other children but has not yet begun to play co-operatively.

Debbie, her key worker, has noticed that Lucy loves animals and frequently talks about her pets at home – a dog, a guinea pig and a fish. Lucy loves to spend time on her own in the book area looking at books featuring animals. She particularly likes to play with a set of woodland animal glove puppets that the playgroup has. Debbie has observed that she appears to make up stories with them and seems to be more outgoing when she is using them.

The playgroup has received a grant from the local Childcare Partnership to support language and literacy within the playgroup and hopes to start up a story sack scheme, supported by the parents, in the near future.

Appendix 2 — Project Brief: Candidate Guide

Units: Play in Early Education and Childcare

Play in Practice

Candidate Guide

Project Brief

The assessment of this Project Assessed Course is in the form of an extended case study. The project has three stages — Planning, Developing and Evaluating. This project will allow you to develop knowledge of:

- ◆ factors which are important in creating play environments in early education and childcare settings
- ◆ the different types of play
- ◆ the importance of play to the developing child
- ◆ the importance of the adult in setting up different types of play

It will allow you to develop practical competencies in:

- ◆ supporting play environments under supervision
- ◆ supporting different types of play
- ◆ reflecting on the importance of play to the developing child
- ◆ reflecting on the role of adults

It also allows you to further develop and apply skills in:

- ◆ planning an investigation
- ◆ retrieving information from a variety of sources
- ◆ using a range of investigation techniques
- ◆ writing a research report according to standardised procedures, eg including a contents page and bibliography
- ◆ evaluating the findings of your research

In each stage there are component parts with associated set tasks. You must ensure you complete all of the set tasks, a candidate checklist is included. You are expected to investigate and report on the case study scenario selected. **You must select the case study which relates to your work place practice considering the age-range of the children in the case study as well as the setting.** You will undertake research and use your knowledge to allow you to suggest appropriate solutions/support for the individuals in the scenario.

The types of play you can select are listed below and the type of play to be selected is apparent in the case study. These play types are:

- ◆ Symbolic Play
- ◆ Creative play
- ◆ Discovery Play
- ◆ Vigorous Play
- ◆ Play with Technology
- ◆ Books and play that support language enrichment
- ◆ Games

Planning stage

You must produce a plan of action of approximately 500 words, or equivalent under supervised conditions. In the plan you should:

- ◆ introduce the project, including your choice of case study
- ◆ write aims and objectives for:
 - yourself
 - the research-based report
 - the case study report
- ◆ provide information — including research methods and timescales

Development stage

This is the main body of your project and it has three component parts:

- ◆ research-based report
- ◆ case study report
- ◆ evaluations and recommendations

Research-based Report

You are expected to produce a research-based report of approximately 1,000 words or equivalent based on a type of play identified in your chosen case study and you should consider:

- ◆ an explanation of type of play chosen
- ◆ the scope of type of play
- ◆ current theoretical perspectives/approaches relevant to the type of play chosen
- ◆ the benefits of the type of play chosen to children in general
- ◆ examples of good practice observed in the work placement
- ◆ examples of your own involvement in this type of play from your workplace practice. You may choose to include your own observation and other evidence such as photographs but remember to get appropriate permission

This report should be relevant to the selected case study scenario. Within this report you should discuss the play needs of all children including those with additional support needs. You should give evidence of research, for example, by referencing and including a bibliography.

The research-based report should be produced under supervised conditions within the timescales detailed in your plan.

Case Study Report

In the Case Study Report you will examine the case study scenario. The case study report should be approximately 1,000 words or equivalent. The case study report should be produced under supervised conditions within the timescales detailed in your plan.

All aspects of this report relate to the needs of the child in the case study and must be related to the type of play you have selected for the research report.

You should consider:

- ◆ the needs of the child in the case study and the impact of play on their development
- ◆ an explanation of one play experience that would meet the needs of the child, this must be linked to the type of play you researched in the research-based report. Your planned play experience must relate to the needs of the child and should be age appropriate.
- ◆ participation of the child in the case study in setting up the planned play experience
- ◆ possible influences on the play environment in relation to the planned play experience
- ◆ the importance of effective preparation in relation to the planned play experience
- ◆ the role of the adult in supporting the planning, implementing and evaluating of the planned play experience

Evaluation and Recommendations

Using your research based report, you should evaluate the importance of play in general on the development of children and more specifically evaluate the type of play you have selected on the care, learning and development of children.

From the Case Study Report you should make recommendations to meet the further play needs of the child in the case study and make recommendations on the role of the adults in the case study to meet the further play needs of the child.

Evaluations and recommendations should be produced under supervised conditions and should be approximately **1,000 words**.

Evaluation (Reflective report)

You must produce a Reflective report of approximately 1,000 words under centre – invigilated conditions which should:

- ◆ give a brief outline of the project
- ◆ review and assess the effectiveness of your:
 - plan
 - research-based report
 - case study report
 - evaluation and recommendations
- ◆ review your own performance in terms of skills/knowledge/understanding which you have gained/developed through completing the project
- ◆ review the effectiveness of the research methods used and the content of your research

Candidate Checklist

Plan	Possible Marks
Introduction to the Project	5 marks
Aims and Objectives for:	
◆ Yourself	10 marks
◆ Research-based Report including: <ul style="list-style-type: none"> — type of play identified — reasons for choosing type of play — relating case study scenario to own experience 	10 marks
◆ Case Study Report including: <ul style="list-style-type: none"> — identify needs of child in the case study — possible planned play experience — possible role of the early education and childcare professional 	10 marks
◆ Provide information including research methods and timescales	5 marks
Total Marks	40 marks
Developing Stage	Possible Marks
Research-based Report	
◆ An explanation of type and scope of play chosen	10 marks
◆ Current theoretical perspectives/approaches relevant to the type of play chosen	8 marks
◆ The benefits to the child of type of play chosen	10 marks
◆ Examples of good practice observed in workplace and examples of your own involvement in the type of play chosen from your workplace practice	10 marks
◆ Evidence of your research	2 marks
Total Marks	40 marks
Case Study Report	Possible Marks
◆ Identified needs of child in the case study and the impact of play on their development	10 marks
◆ Explanation of one play experience that would meet the needs of the child. This must be linked to type of play identified in the research-based report.	5 marks
◆ Participation of the child in setting up the planned play experience	5 marks
◆ Importance of effective preparation in relation to the planned play experience	5 marks
◆ Possible influences on the play environment in relation to the planned play experience	5 marks
◆ The role of the adult in supporting the planning, implementing and evaluation of the planned play experience	15 marks
Total Marks	45 marks

Evaluation and Recommendations	
◆ An evaluation of the importance of play in general on the development of children	5 marks
◆ An evaluation of the type of play selected on the care, learning and development of children in general	10 marks
◆ Recommendations to meet the further play needs of the child in the selected case study	10 marks
◆ Recommendations on the role of the early education and childcare worker to meet the further play needs of the child in the case study Conclusions on play provision related to the case study	10 marks
Total Marks	35 marks
Evaluation (Reflective report):	
◆ Outline of the project	2 marks
Reflect and assess the effectiveness of your:	
◆ Plan	6 marks
◆ Research-based report	6 marks
◆ Case study report	6 marks
◆ Evaluation and recommendations	6 marks
Review of own performance in terms of skills/knowledge/understanding	6 marks
Review the effectiveness of:	
◆ The research methods used	4 marks
◆ Content of your research	4 marks
Total Mark	40 marks

Appendix 3 — Project Brief: Tutor Guide

Introduction

This Project Assessed Course is concerned primarily with a full investigation and analysis of the selected case study scenario. The extended case study allows candidates to develop knowledge of:

- ◆ factors which are important in creating play environments in early education and childcare settings
- ◆ the different types of play
- ◆ the importance of play to the developing child
- ◆ the importance of the adult in setting up different types of play

It will allow the candidate to develop practical competencies in:

- ◆ supporting play environments under supervision
- ◆ supporting different types of play
- ◆ reflecting on the importance of play to the developing child
- ◆ reflecting on the role of adults

It also allows candidates to further develop and apply skills in:

- ◆ planning an investigation
- ◆ retrieving information from a variety of sources
- ◆ using a range of investigation techniques
- ◆ writing a research report according to standardised procedures, eg including a contents page and bibliography
- ◆ evaluating the findings of their research

Candidates are expected to plan and evaluate the investigation. They should be encouraged to view the project holistically rather than by its component parts. Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- ◆ planning the investigation they will undertake in relation to the set tasks
- ◆ research and report on the set tasks
- ◆ make evaluations from their investigation and make recommendations for the individuals in the case study
- ◆ evaluate the content and process of the project

Candidates must select a case study that relates to their work placement and select a type of play that is apparent in the case study. They should plan a play experience that is appropriate to the needs and age of the child. Candidates should be discouraged from making stereotypical judgements about the lives of the children in the case studies but draw on the information provided.

Candidates are expected to produce a plan on a type of play identified in the chosen case study which must be drawn from the list of play types in the Appendix to the Statement of Standards in the Unit Specifications. These play types are:

- ◆ Symbolic Play
- ◆ Creative play
- ◆ Discovery Play
- ◆ Vigorous Play
- ◆ Play with Technology
- ◆ Books and play that support language enrichment
- ◆ Games

If you are not delivering the course Units it is essential that you familiarise yourself with them.

Plan

Candidates must produce a plan of action of approximately 500 words or equivalent. The plan should detail the investigation that will follow. It is vital that candidates either have or are taught skills to devise their own plans before they start the project. Prior to writing the plan candidates may benefit from an individual or small group tutorial to discuss their plans. Plans should be marked and returned to candidates to enable them to refer to them throughout the Project.

Candidates should be encouraged to write clear aims and objectives which relate to both the component parts and related set tasks of the project.

Developing Stage

Research-based Report

The candidate is expected to produce a research-based report of approximately 1,000 words or equivalent based on a type of play identified in their chosen case study and they should consider:

- ◆ an explanation of the type of play chosen
- ◆ the scope of the type of play chosen
- ◆ current theoretical perspectives/approaches relevant to the type of play chosen
- ◆ the benefits to the child of the type of play chosen
- ◆ examples of good practice observed in the work placement of the type of play chosen
- ◆ examples of the candidate's own involvement in this type of play from their workplace practice including candidates observations and other evidence such as children's work or photographs with appropriate permission

This report should be relevant to the selected case study scenario. Within this report the candidate should have discussed the play needs of all children including those with additional support needs. They should give evidence of research, for example, by referencing and including a bibliography.

Case Study Report

The case study report should be approximately 1,000 words or equivalent.

In the Case Study Report the candidates will examine the chosen case study scenario. They should consider:

- ◆ the needs of the child in the case study and the impact of play on their development
- ◆ an explanation of one play experience that would meet the needs of the child. This must be linked to the type of play identified in the research-based report and be age appropriate to meet the needs of the child
- ◆ participation of child in setting up the planned play experience
- ◆ possible influences on the play environment in relation to the planned play experience
- ◆ the importance of effective preparation in relation to the planned play experience
- ◆ the role of the adult in supporting the planning, implementing and evaluating of the planned play experience

Evaluation and Recommendations

Evaluation and recommendations should be approximately **1,000 words** or equivalent

Using their research based report, the candidate should evaluate the importance of play in general on the development of children and more specifically evaluate the type of play they have selected on the care, learning and development of children.

From the Case Study Report, the candidate should make recommendations to meet the further play needs of the child in the case study and make recommendations on the role of the adults in the case study to meet the further play needs of the child.

Evaluation (Reflective report)

The Reflective Report should be approximately **1,000 words** or equivalent. In this report, candidates must review and analyse both the content and the process (ie their own performance) of their project. They should reflect on and evaluate their effectiveness in completing the project.

The candidate should produce a Reflective report which should:

- ◆ give a brief outline of the project
- ◆ review and assess the effectiveness of their:
 - plan
 - research-based report
 - case study report
 - evaluation and recommendations
- ◆ review their own performance in terms of skills/knowledge/understanding which they have gained/developed through completing the project
- ◆ review the effectiveness of the research methods used and the content of their research

Estimates

Candidates will benefit from estimate grades based on accurate internal assessment of their project.

As this is the externally assessed component of a National Course, work completed by candidates under the conditions described should be their best work and remediation is not permitted in any part of the project.

The marking scheme should be used to estimate individual candidate's work and each marking scheme should be submitted with each project. Where candidate work is not internally assessed and marks submitted there will be no right of appeal.

When marking projects you should refer to the Grade Boundaries in this document and also the SCQF level 6 descriptors. Candidates who do not meet the minimum Evidence Requirements for the section marked should be marked below the pass mark indicated on the marking scheme.

Centre Name		Candidate Name	
Centre Number		SCN	

Tutor Marking Scheme

Plan	Mark (Possible)	Mark Awarded
Introduction to the Project:	5 marks	
◆ Highly focused and relevant	5	
◆ Focused and relevant	4	
◆ Fairly well focused and relevant	3	
◆ Evidence Requirements not met	0 – 2	
Aims and objectives for:		
Yourself:	10 marks	
◆ Accurate and insightful	8 – 10	
◆ Accurate	6 – 7	
◆ Acceptable interpretation	5	
◆ Evidence Requirements not met	0 – 4	
Research-based report including:	10 marks	
Type of play identified		
Reasons for choosing type of play		
Relating case study scenario to own experience		
◆ Highly focused and relevant	8 – 10	
◆ Focused and relevant	6 – 7	
◆ Fairly well focused and relevant	5	
◆ Evidence Requirements not met	0 – 4	
Case Study Report including:	10 marks	
Identify needs of child		
Possible planned play experience		
Role of the early education and childcare worker		
◆ Accurate and insightful	8 – 10	
◆ Accurate	6 – 7	
◆ Acceptable interpretation	5	
◆ Evidence Requirements not met	0 – 4	
Provide information including research methods and timescales:	5 marks	
◆ Highly focused and relevant	5	
◆ Focused and relevant	4	
◆ Fairly well focused and relevant	3	
◆ Evidence Requirements not met	0 – 2	
Total Marks	40 marks	

Developing Stage Research-based Report	Mark (Possible)	Mark Awarded
Explanation of type and scope of play chosen: <ul style="list-style-type: none"> ◆ High standard in terms of level, accuracy and content ◆ Good standard in terms of level, accuracy and content ◆ Adequate in terms of level, accuracy and content ◆ Evidence Requirements not met 	10 marks 9 – 10 7 – 8 5 – 6 0 – 4	
Current theoretical perspectives/approaches relevant to the type of play chosen <ul style="list-style-type: none"> ◆ High standard in terms of knowledge and understanding of theories discussed ◆ Good standard in terms of knowledge and understanding of theories discussed ◆ Adequate in terms of knowledge and understanding of theories discussed ◆ Evidence Requirements not met 	8 marks 7 – 8 5 – 6 4 0 – 3	
Benefits to the child of type of play chosen: <ul style="list-style-type: none"> ◆ Highly focused and insightful ◆ Focused with some insight ◆ Acceptable interpretation ◆ Evidence Requirements not met 	10 marks 9 – 10 7 – 8 5 – 6 0 – 4	
Examples of good practice observed in work placement and examples of candidate's own involvement in the type of play chosen: <ul style="list-style-type: none"> ◆ High standard, clearly relevant ◆ Good standard, relevant ◆ Adequate standard, some relevance ◆ Evidence Requirements not met 	10 marks 9 – 10 7 – 8 5 – 6 0 – 4	
Evidence of candidate's research: <ul style="list-style-type: none"> ◆ Evidence of research throughout report supported by a comprehensive bibliography ◆ Evidence of some research in report supported by a bibliography ◆ Evidence Requirements not met 	2 marks 2 1 0	
Total Marks	40 marks	

Developing Stage Case Study Report	Mark (Possible)	Mark Awarded
Needs of child in the case study identified and the impact of play on their development: <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant ◆ Evidence Requirements not met 	10 marks 9 – 10 7 – 8 5 – 6 0 – 4	
Explanation of one play experience that would meet needs of child. Must be linked to type of play identified in the research report and be age appropriate: <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant ◆ Evidence Requirements not met 	5 marks 5 4 3 0 – 2	
Participation of child in setting up the planned play experience: <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant ◆ Evidence Requirements not met 	5 marks 5 4 3 0 – 2	
Importance of effective preparation in relation to the planned play experience: <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant ◆ Evidence Requirements not met 	5 marks 5 4 3 0 – 2	
Possible influences on the play environment in relation to the planned play experience: <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant ◆ Evidence Requirements not met 	5 marks 5 4 3 0 – 2	
The role of the adult in supporting the planning, implementation and evaluation of the planned play experience: <ul style="list-style-type: none"> ◆ Effectively consolidates and integrates knowledge and understanding ◆ Satisfactorily consolidates and integrates knowledge and understanding ◆ Consolidation and integration may lack continuity and consistency ◆ Evidence Requirements not met 	15 marks 13 – 15 10 – 12 7 – 9 0 – 6	
Total Marks	45 marks	

Developing Stage – conclusions and recommendations	Mark (Possible)	Mark Awarded
<p>An evaluation of the importance of play in general on the development of children</p> <ul style="list-style-type: none"> ◆ Effectively consolidates and integrates knowledge and understanding ◆ Satisfactorily consolidates and integrates knowledge and understanding ◆ Consolidation and integration may lack continuity and consistency ◆ Evidence Requirements not met 	<p>5 marks</p> <p>5</p> <p>4</p> <p>3</p> <p>0 – 2</p>	
<p>An evaluation of the type of play selected on the care, learning and development of children in general</p> <ul style="list-style-type: none"> ◆ Effectively consolidates and integrates knowledge and understanding ◆ Satisfactorily consolidates and integrates knowledge and understanding ◆ Consolidation and integration may lack continuity and consistency ◆ Evidence Requirements not met 	<p>10 marks</p> <p>9 – 10</p> <p>7 – 8</p> <p>5 – 6</p> <p>0 – 4</p>	
<p>Recommendations to meet the further play needs of the child in the selected case study</p> <ul style="list-style-type: none"> ◆ Knowledge and skills have been accurately applied to a complex situation ◆ Knowledge and skills have been applied with varying degrees of complexity. ◆ Knowledge and skills have been applied in a straightforward way ◆ Evidence Requirements not met 	<p>10 marks</p> <p>9 – 10</p> <p>7 – 8</p> <p>5 – 6</p> <p>0 – 4</p>	
<p>Recommendations on the role of the early education and childcare worker to meet the further play needs of the child in the case study</p> <ul style="list-style-type: none"> ◆ Knowledge and skills have been accurately applied to a complex situation ◆ Knowledge and skills have been applied with varying degrees of complexity. ◆ Knowledge and skills have been applied in a straightforward way ◆ Evidence Requirements not met 	<p>10 marks</p> <p>9 – 10</p> <p>7 – 8</p> <p>5 – 6</p> <p>0 – 4</p>	
Total Marks	35 marks	

Evaluation (Reflective Report)	Mark (Possible)	Mark Awarded
Outline of the project	2 marks	
Review the effectiveness of the Plan:	6 marks	
◆ Highly focused and insightful	5 – 6	
◆ Focused with some insight	4	
◆ Fairly well focused	3	
◆ Evidence Requirements not met	0 – 2	
Research-based report:	6 marks	
◆ Highly focused and relevant	5 – 6	
◆ Focused and relevant	4	
◆ Fairly well focused and relevant	3	
◆ Evidence Requirements not met	0 – 2	
Case study report:	6 marks	
◆ Highly focused and relevant	5-6	
◆ Focused and relevant	4	
◆ Fairly well focused and relevant	3	
◆ Evidence Requirements not met	0 – 2	
Conclusions and recommendations:	6 marks	
◆ Highly focused and relevant	5 – 6	
◆ Focused and relevant	4	
◆ Fairly well focused and relevant	3	
◆ Evidence Requirements not met	0– 2	
Review of own performance in terms of skills/knowledge and understanding:	6 marks	
◆ Highly focused and insightful	5 – 6	
◆ Focused with some insight	4	
◆ Acceptable interpretation	3	
◆ Evidence Requirements not met	0 – 2	
Review the effectiveness of:		
The content of research:	4 marks	
◆ Highly focused and relevant	4	
◆ Focused and relevant	3	
◆ Fairly well focused and relevant	2	
◆ Evidence Requirements not met	0 – 1	
The research methods used:	4 marks	
◆ Highly focused and relevant	4	
◆ Focused and relevant	3	
◆ Fairly well focused and relevant	2	
◆ Evidence Requirements not met	0 – 1	
Total Marks	40 marks	
Total marks for project	200 marks	

Appendix 4 — Key Terms for Project-based National Courses

Terminology	Explanation
Assessment	The process of generating and collecting evidence of candidates' attainment, knowledge, skills against defined standards for formal certification.
Assessment conditions	The agreed method and delivery of assessment
Supervised	The appropriate department is responsible for supervising the assessment. Candidates are not restricted to sitting separately and in silence. The centre should ensure there is no cheating.
Centre-Invigilated	An individual not involved in the teaching of the Unit/Course, but from within the centre, oversees the assessment. Desks are separated and candidates cannot talk. In some instances centre invigilated conditions allow candidates to bring in notes. This is determined by the stated assessment conditions.
Open- book	Candidates may consult materials i.e books, diagrams and notes as stated in the assessment conditions while carrying out the assessment.
Authentication	The process by which a mentor or assessor confirms that an activity or assessment has been undertaken appropriately.
Estimate	Centres internally mark the candidates' work in accordance with marking guidelines and estimate an overall grade/band and submit to SQA
External assessment	An assessment set and/or marked by SQA Examiners
Internal Verification	Process of ensuring that standards of assessment are applied uniformly and consistently within a centre