Scottish Vocational Qualifications

Qualification Verification Summary Report 2022

Learning and Development

Verification group number: 242

Introduction

A total of 10 centres delivering Scottish Vocational Qualifications (SVQs) in Learning and Development Group Awards were visited in the 2021–22 session. All visits were carried out virtually, with evidence being reviewed by the external verifier (EV) via electronic portfolio (e-portfolio) or SQA's Evidence Hub.

SVQ Group Awards:

GA2C 24 SVQ Level 4 Learning and Development (SCQF Level 9) — Delivered by 8 centres
GA29 23 SVQ Level 3 Learning and Development (SCQF Level 8) — Delivered by 9 centres

General comments

There is a requirement for all qualified assessors and internal verifiers to demonstrate, through continuous professional development (CPD), that they are working in line with the current national standards for assessment and internal verification and the relevant assessment strategies. In addition, all assessors and internal verifiers working with the SVQs in Learning and Development must show that they continue to meet the standards as set out in L&D10 Reflect On, Develop and Maintain Own Skills and Practice in Learning and Development. Further guidance and a CPD template for the planning and recording of CPD for assessors and internal verifiers of L&D awards are available on the SQA open website.

Category 2: Resources

Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.

In all centres, assessors and internal verifiers were competent to assess and internally verify in line with the assessment strategy and almost all undertook the appropriate CPD to maintain current professional and occupational competence. In line with the assessment strategy requirements, almost all centres clearly planned and recorded CPD in accordance with the Learning and Development (L&D) 10 unit: Reflect On, Develop and Maintain Own Skills and Practice in Learning and Development. In more than a few centres, the L&D 10 unit had been completed as part of the centres' assessment team's CPD requirements and many had adopted the CPD template (for planning and recording activity for assessors and internal verifiers of the L&D awards) which is available on the SQA open website. EVs took the opportunity to signpost this resource on the SQA open website to centres that were still unaware of the document, when conducting the visit. (Please note the resources were formerly on the SQA secure site but have since been relocated to the SQA open website.)

Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

All centres visited have a process to review centre policy, procedures and learning materials provided to learners, recording all updates using a clear version control system. Systems verification audits have confirmed this being implemented effectively within centres.

Site selection checklists were being completed as required, successfully monitoring risk and the assessment environments.

All centres delivering the Learning and Development awards at SCQF level 8 and SCQF level 9, provided the relevant unit learner support packs, which are available on the SQA open website (relocated from the secure site).

Category 3: Candidate support

Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

In all centres, candidates go through a careful selection process to ensure that they have the relevant skills and experience, and that the award they are undertaking is the relevant award and is suited to their working role. All candidates receive induction to the awards and all are given the opportunity to discuss any prior achievements that they may have which, if appropriate, could be matched to the award that they are undertaking. Most centres have developed an 'Induction checklist', clearly documenting that various key centre policies and procedures have been discussed and received. Initial assessment/planning agreements are completed with candidates, providing an opportunity to identify any specific development or additional needs. Assessment planning records are reviewed on an ongoing basis throughout the duration of the award, enabling any change in circumstances to be considered.

Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

In almost all centres, there was evidence of clear and frequent candidate–assessor contact being recorded, with clearly documented assessment planning, action plans, progress reviews, updated action planning and clear and constructive feedback being provided to candidates. In the majority of centres, this was evidenced in an e-portfolio via assessment planning documentation and/or contact diary. For those centres not using e-portfolios, this was recorded via hard copy documents or email exchanges.

For a couple of centres, it was recommended that a refresher of the Induction checklist should be undertaken for those learners who have been on hold or inactive. This can help to identify any additional needs different to those discussed at the start, as well as identify if roles have changed for the units originally selected.

Category 4: Internal assessment and verification

Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.

Most centres had a clear, three-stage internal verification procedure and clearly documented procedures for assessment and internal verification. Within these centres, there was evidence of procedures being implemented through completed assessment reports, internal verification (monitoring and sampling) planning, internal verification reports and evidence of relevant standardisation activities being carried out. In some centres, it was identified that there should be clearer tracking of performance criteria, knowledge and evidence requirements.

Standardisation activities evidenced consisted of the standards being implemented across centres and decision logs being maintained in many centres.

Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

Evidence sampled for the awards met the SQA's principles of assessment, ie that it was valid, reliable, practicable, equitable and fair. It met all the requirements detailed within the National Occupational Standards (NOS) and the Learning and Development Assessment Strategy. Assessment methods sampled included personal statement, observation of candidate performance, witness testimony/endorsement of statements, work products, questioning and professional discussion. Many centres have adopted the use of video calling when working with candidates and with the increase in the online delivery of SVQ programmes since the pandemic, this has provided greater flexibility in SVQ assessment processes.

Almost all centres had adopted the evidence tracker for the award thus ensuring that all performance, knowledge and evidence requirements were being met. Internal quality assurance processes within the centres ensured that quality assurance principles are also being met and standardisation activity ensured that there is accuracy and consistency in decisions made.

A few centres that had not used the evidence tracker were not clearly documenting the tracking of evidence requirements.

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

All centres visited have a documented malpractice policy which includes plagiarism.Centres cover this policy and relevant responsibilities with learners at the point of induction, with most centres recording this in the 'Induction checklist'. All centres ensure that the evidence on which an assessment decision is made solely belongs to the candidate. This is done by means of a candidate disclaimer being completed within paper portfolios and an electronic signature where electronic portfolios are being used. Assessor observation and witness testimony are also used by centres to ensure authentication of candidate evidence.

Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

Almost all centres demonstrated accurate and consistent assessment judgements, ensuring the integrity of the qualifications. The majority of centres adopted the evidence trackers ensuring that all performance criteria, knowledge and evidence requirements were being met and clearly recorded. Where these were not being used, they were signposted to the SQA open website (formerly on the secure site). Where they were not recorded on e-portfolios, it was discussed that a system would be required to record and track evidence requirements, as well as performance and knowledge evidence. All centres provided evidence of internal verification processes being implemented with interim and summative sampling being carried out (in line with the CAMERA principles and the L&D11 NOS). Standardisation activity demonstrated the consistent interpretation of standards and consistency and accuracy in making judgements.

Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.

All centres had guidance on the retention of candidate evidence within their centre policies and procedures, reflecting the current guidance issued by SQA. All centres complied with the SQA requirements to retain all evidence in line with SQA guidance. All centres complied with the requirement to retain all candidate evidence from the point of initial contact by the EV until the date of the visit.

Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.

All centres provided appropriate evidence to demonstrate having disseminated feedback from the qualification verification report to relevant assessors and internal verifiers. Methods implemented by centres were via standardisation meetings, CPD events, team development days, learning portals and corporate manage systems. All actions and recommendations were actioned and recorded in standardisation meetings and decision logs.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2021–22:

♦ Good planning and recording of CPD activity in line with the assessment strategy and L&D10 NOS requirements. Good use of CPD template for assessors and internal verifiers
♦ Excellent resources available to candidates and within e-portfolios
♦ Good practice identified using a discussion log to record both formal and informal standardisation meetings

Specific areas for development

The following areas for development were reported during session 2021–22:

♦ Clearer evidence of planning CPD activity and then reflection, in line with the L&D 10 NOS
♦ Tracking of performance criteria, knowledge and evidence requirements using the unit standard evidence tracker