



# **Scottish Vocational Qualifications**

## **Qualification Verification Summary Report 2017 Communities (108)**

## **Introduction**

This year the undernoted units within the following qualifications were externally verified:

### 1. SVQ Youth Work Level 3 (GD6C 23)

#### **Units**

Facilitate Young People's Exploration of Their Values and Beliefs (FX5N 04)  
Enable Young People to Use Their Learning to Evaluate and Enhance Their Future Development (FX5F 04)  
Fulfil the Legal Regulatory and Ethical Requirements Relevant to Youth Work (FX5P 04)  
Develop Productive Working Relationships with Colleagues (DR4A 04)  
Investigate the Needs of Young People and the Community in Relation to Youth Work (FX5V 04)  
Provide Support to Other Workers (FX62 04)  
Ensure Health and Safety Requirements are Met in Your Area of Responsibility (FX62 04)

### 2. SVQ Community Development Level 3 (GD68 23)

#### **Units**

Get to Know a Community (FX5R 04)  
Facilitate Community Research (FX5M 04)  
Organise Community Events and Activities (FX5X 07)  
Promote and Develop Opportunities for Learning from Community Development Practice (FX60 04)  
Support Communities to Campaign for Change (FX66 04)  
Demonstrate Competence and Integrity as a Community Development Practitioner (FX5A 04)

The above units were externally verified across three centres this year: two voluntary sector organisations and one Further Education College. Visits to all of these centres showed effective teamwork from delivery staff, and accurate and consistent judgement of evidence and ongoing support to candidates undertaking the award. The latter was underpinned by a community development approach in all centres.

## **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.**

All assessors and Internal verifiers (IVs) have the appropriate assessor and verifier qualifications and sufficient experience within the broad youth and community field in line with the requirements of the award. Some are formally qualified community development practitioners with degrees in Community Education.

Training records made available demonstrated that all are receiving appropriate CPD.

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

All centres are carrying out effective ongoing reviews of their assessment environments, assessment procedures, equipment, learning resources and assessment materials, in line with award demands. Standardisation meetings are used as the main platform for ensuring this.

One centre uses the SQA site checklists to ensure that all equipment and learning environments are risk assessed at pre course level. Similarly, issues pertaining to this criterion can also be addressed during scheduled progress reviews with candidates.

## **Category 3: Candidate support**

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

All centres were able to demonstrate that they have reliable procedures in place for identifying prior achievements and development needs of candidates and matching them to the qualification being undertaken.

All have robust recruitment, enrolment and induction sessions in place designed to identify candidates' development needs and prior achievements at the initial stages. Ongoing reviews of development needs also take place throughout the award.

One centre asks candidates who have not asked for learning support to complete a profile document, which is then seen by the learning support unit to identify possible undetected support needs. This is then discussed with staff, and candidates then progress to positive support measures if required.

At the one centre where a candidate was interviewed the feedback on the level of ongoing support available was very positive.

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

Two of the three centres arrange scheduled contact with candidates either on a weekly drop-in basis or through more formal fortnightly sessions. Assessment plans available within both of these centres confirmed this. Outwith these planned meetings candidates from these centres have access to assessors via email or telephone.

The third centre has adopted an open door approach to assessment planning, whereby the assessor meets with candidates in group sessions and individual support sessions but these meetings are not scheduled. While there was evidence of assessment planning, this centre needs to adopt a more structured approach to assessment planning involving scheduled contact which is recorded.

## **Category 4: Internal assessment and verification**

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

Please comment on how well assessors and internal verifiers apply their centre's assessment and verification procedures.

In all three centres assessors and internal verifiers are applying their assessment and verification procedures effectively in line with the assessment strategy requirements for these regulated awards. Both sampling and standardization are taking place in line with these and SQA requirements.

Verifiers and assessors in all three centres meet regularly to discuss assessments, candidates' work and candidates' progress. These discussions are recorded on appropriate documents which were available as evidence in two of the centres. However, the third centre was advised to ensure that all standardization activity is recorded formally.

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

All centres demonstrated compliance with the above by using SQA assessment support packs. All instruments of assessment seen and methods applied meet SQA standards. In all centres the equality policy; assessment strategy and SQA assessment guidelines are also used as a reference point for compliance.

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

Please comment on centres' processes and procedures for ensuring that evidence on which an assessment judgement decision is made solely belongs to the candidate.

Centres comply with the above by including a plagiarism statement in all assessment guidelines for candidates. Similarly, assessment/re-assessment and malpractice policies are comprehensive and require candidates to sign a malpractice and plagiarism statement at induction.

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

External verifier feedback from all centres confirmed that all candidate evidence seen had been accurately and consistently assessed against SQA requirements. Constructive written feedback had been given to candidates. All use the SQA guidance documents and sampled units confirmed that assessment judgements are to a high and consistent standard.

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

For all centres SQA requirements for evidence retention is detailed in centre quality assurance policies. All candidate evidence is retained in line with this.

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

All centres are very effective in ensuring compliance with the above. In line with SQA requirements they disseminate external verification reports to the delivery team at standardization meetings to inform assessment practice. This involves highlighting any examples of good practice and acting on areas where improvement is required.

## **Areas of good practice report by qualification verifiers**

The following good practice was reported during session 2016–17:

- ◆ formal review of progress ensures excellent ongoing support for candidates

## **Specific areas for development**

The following area for development was reported during session 2016–17:

- ◆ All assessment planning and standardisation activity must be recorded.