



National Qualifications 2012 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 Early Education and Childcare
DM4012 Holistic Approaches to Child Health
DM3X 12 Child Development: Birth to 12 years

General Comments

External verification has again been welcomed by delivering centres. All centres appear to clearly understand the requirements of the National Standards of the award. They recognised the benefits of allowing students to develop good study skills and of taking the time to appropriately prepare students for closed book assessment.

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

All centres visited were aware of SQA arrangements documents, current Unit specifications and up to date instruments of assessment and exemplification materials. The centres were using either SQA National Assessment Bank (NAB) materials or centre-devised instruments of assessment which had been prior verified by SQA. There was clear evidence of teaching around the subject and learning materials were current and displayed particularly good links to Curriculum for Excellence (CfE) across the Units.

Evidence requirements

Most assessors and internal verifiers displayed a very good understanding of the 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 assessments 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. Centres used current up to date instruments of assessment and exemplification materials.

IV procedures appear to be well implemented with good attention to detail. This appears to have had a direct impact on the marking of assessments and allocation of marks which has resulted in improvements across the sector. Some centres have their own centre-devised instruments of assessment which have been prior verified by SQA. Centres should be encouraged to share assessment material with other centres 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 students to identify their strengths and areas for improvement.

The increased use of Moodle and Blackboard, in support of assessment administration, provision of feedback, accessing of materials and provision of online group support mechanisms, was noteworthy across providers

Specific areas for improvement

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