NQ Verification 2015–16
Key Message Reports

Verification group name:	Childcare
Levels	Higher
Date published:	October 2016

This Report combines all Verification Key Messages for the academic session 2015-2016.

NQ Verification 2015–16
Key Messages Round 1

01 ▶ Section 1: Verification group information

Verification group name:	Childcare and Development
Verification event/visiting information	Event
Date published:	March 2016

National Courses/Units verified:

H4KL 76	Higher	Child Development
H4KM 76	Higher	Child Development: Theory
H4KN 76	Higher	Services for Children and Young People

02 ▶ Section 2: Comments on assessment

Assessment approaches

Overall, the assessment approaches were satisfactory. None of the centres had significantly changed the Unit assessment support packs and had not required prior verification.

Centres should ensure that they identify the chosen approach to assessment when submitting evidence.

Assessment judgements

Overall, the assessment judgements were satisfactory and feedback to candidates from assessors was supportive, detailed and constructive. A small number of submissions were not deemed to be of a sufficiently high standard for level 6. This was mainly due to a lack of analysis and evaluation by the candidates. In the Services for Children and Young People Unit, many candidates focused on the role of professionals rather than the role of the services and this was not picked up by assessors in a few cases. Internal verification is recommended prior to submitting evidence for external verification.

03 ▸ **Section 3: General comments**

In general, it appeared that there had been an improvement in referencing, and therefore evidence of increased personal research, over the past year. There is growing evidence of good practice with regards to Curriculum for Excellence in terms of choice for candidates with various evidence styles submitted in the samples.

There was not always evidence of internal verification within samples. Centres should ensure that they include evidence of their internal verification system when submitting evidence to SQA. Verification can occur at any point during the assessment process, not just at the end, and centres are encouraged to use SQA's IV Toolkit prior to external verification (www.sqa.org.uk/IVtoolkit).

NQ Verification 2015–16 Key Messages Round 2

01 ▶ **Section 1: Verification group information**

Verification group name:	Childcare and Development
Verification event/visiting information	Event
Date published:	June 2016

National Courses/Units verified:

H4KL 76	Higher	Child Development
H4KM 76	Higher	Child Development: Theory

02 ▶ # Section 2: Comments on assessment

Assessment approaches

Overall, the assessment approaches were varied. A small number of centres made amendments to the unit assessment support packs. It may be beneficial for centres to submit any amended or newly prepared assessments for prior verification to ensure that they meet the required standards and that they are not over assessing candidates.

It is also important for centres to ensure that they have clearly indicated which approach they have used when submitting evidence and, if they have used a centre-devised assessment, to ensure that any marking instructions are included with the submitted materials.

All verified centres used package 1 (unit-by-unit approach) however this was not always detailed clearly.

Assessment judgements

Child Development

Overall the assessment judgements were satisfactory and feedback to candidates from assessors was supportive, detailed and constructive. However, a small amount of candidate evidence provided for the Child Development unit was not of a sufficiently high standard for SCQF level 6. This was mainly due to a lack of analysis and evaluation by the candidates especially in assessment standards 1.3 and 1.4. There was no evidence of referencing and this made work descriptive and anecdotal.

Where candidates are not meeting the assessment standards, they should be supported with feedback and allowed a re-assessment opportunity. These processes should be documented using appropriate marking and feedback records.

A small number of candidates appeared to have carried out primary research without due consideration of ethics, confidentiality and documented consent. Throughout the assessment, care should be taken to ensure that appropriate safeguards and boundaries are established in relation to real people and that privacy, confidentiality and anonymity are maintained at all times.

For assessment standard 1.2, candidates often did not select assessment methods relevant to their chosen child or young person. In a few cases, candidates used questionnaires inappropriately as an assessment method.

Child Development: Theory

For the Child Development: Theory unit, all candidates produced a case study of their chosen child or young person. In all cases where the candidates did not meet the assessment standard at the first attempt, a re-assessment opportunity was given. Feedback to the candidates was clear and supportive and the assessment judgements were accurately recorded. In a few cases, candidates' work was marked in pencil. Centres should refer to SQA's guidance on marking and ensure that any marking errors are picked up at internal verification.

03 ▸ Section 3: General comments

In general there has been an improvement in referencing and personal research over the past year. However, this was not consistent across centres.

There is growing evidence of good practice in terms of choice for candidates with various evidence styles submitted in the samples, eg academic posters clearly challenged the candidates in terms of research and referencing.

In all cases there was evidence of internal verification, but this was not always effective. Verification can occur at any point during the assessment process, not just at the end and centres should be encouraged to use the SQA Internal Verification Toolkit prior to external verification (www.sqa.org.uk/IVtoolkit).

Candidates must be made aware that this course is not practice-based and they are not required to carry out primary research. Centres should use page 4 of the unit assessment support packs as a guide in this area. Many candidates at SCQF level 6 do not understand the importance of ethics and, as a result, they may carry out primary research without ethical consideration.