



Scottish Vocational Qualification

Qualification Verification Summary Report 2018

Playwork

Introduction

Over the academic session 2017–18, external verification took place for all centres delivering the SVQs in Playwork listed below. Qualification verifiers sampled across all levels of SVQ delivered, for all units and across all assessors and internal verifiers involved in the delivery of these vocational qualifications.

G8WE 22 SVQ 2 Playwork at SCQF level 6

GD1V 23 SVQ 3 Playwork at SCQF level 7

GD1T 24 SVQ 4 Playwork at SCQF level 9

The revised SVQs in Playwork will be introduced from session 2018–19.

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.

It was evident from all visiting verification reports that centre staff were occupationally competent, had relevant playwork experience, and were qualified assessors and/or internal verifiers, or actively working towards the appropriate learning and development award.

Qualification verifiers found that staff involved in the delivery of the SVQs in Playwork had personal development plans and continuous professional development (CPD) logs that demonstrated their occupational competence, qualifications and experience as assessors and verifiers. This is in line with the qualification assessment strategy that states ‘...have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best playwork practice’. Professional development is an important aspect of meeting the requirements of the SkillsActive Assessment Strategy and demonstrates a commitment to updating playwork knowledge and skills.

All centres had policies for professional development that underpin this commitment and support ongoing staff development.

Many centre staff also demonstrated that they had updated their knowledge to reflect the current assessor/verifier qualifications by completing SQA’s Learning and Development CPD toolkit. This is good practice and helps to ensure that all staff are actively working to the current assessor/internal verifier standards.

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

Qualification verifiers found that all centres had effective initial and ongoing reviews of assessment environments and equipment, and reference learning and assessment materials. Most verification visits were successful, reflecting the effectiveness of the initial and ongoing review process. This process ensures that reference materials and assessment practice align with current legislation, policy frameworks, playwork theory, etc.

Qualification verification reports confirmed that appropriate site-selection checklists were completed for all assessment sites with current candidates. These ensured that each candidate’s workplace operates using Playwork Principles, thereby ensuring that each candidate is assessed fairly.

Many centres regularly evaluate their learning workshops, resources and any other issues during standardisation meetings. Qualification verifiers noted positively that centre staff were actively reviewing their procedures and revising their playwork assessment process to maintain consistency and to meet candidate needs.

Category 3: Candidate support

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

Candidates' development needs and prior achievements (where appropriate) were matched to the requirements of the award in all centres. Qualification verifiers found that all centres had policies and procedures for supporting learners to identify prior achievements and support any development needs, on specific areas like learning inclusion, recognition of prior learning and experience; equal opportunities; monitoring, etc.

In the majority of centres during induction, candidates are asked to supply details of their current qualifications and are given the opportunity to highlight any development needs they may have. Should additional needs arise, staff will identify these and provide help as part of ongoing support and guidance. SVQ procedures provide clear guidance on this and on the induction of SVQ candidates.

All centres had policies relating specifically to accreditation/recognition of prior learning. These policies provide clear guidance and documentation to identify prior achievements and how these can be used towards the SVQ in Playwork.

Many centres have a 'job function' checklist that considers the candidate's job functionality and what areas of development are going to be required. This ensures that candidates are matched to the appropriate SVQ level; for example, that those undertaking SVQ Playwork at SCQF 9 are working at a senior or management level to ensure they have sufficient assessment opportunity.

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

In all centres verified, candidates had scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly. Qualification verifiers saw clear records of regular contact with the assessor in the form of recorded meetings and outcomes for assessment, amendments to planned work and feedback on achievements. Candidate portfolios (including e-portfolios) included assessment plans that demonstrated assessors' regular contact with their candidates.

In all centres, assessors met regularly with their candidates to support their underpinning knowledge, and they observed candidates' practical performance in the workplace to meet the requirements of the SVQ in Playwork. There was evidence of regular contact by e-mail, and of feedback on candidates' work. The individual development plans with candidate portfolios demonstrated regular contact with the assessor to plan work and review progress.

Category 4: Internal assessment and verification

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

In almost all centres visited, external verifiers saw evidence that internal assessment and verification procedures were implemented to ensure standardisation of assessment. All centres had assessment and verification policies that detailed the procedures to be followed, and provided a framework for practice, roles and responsibilities.

Qualification verifiers found that assessment and verification practice was undertaken according to these policies, and that assessment evidence sampled for verification was in line with the Playwork units being delivered, the SkillsActive Assessment Strategy and with SQA guidance.

There were more than a few instances of good practice relating to internal assessment and verification procedures; for example, internal verification feedback was clear, positive and constructive. Regular team standardisation meetings strengthen this process, and the minutes of these showed that standardisation integral to the team's work.

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

Qualification verifiers found that assessment instruments and methods, and their selection and use were valid, reliable, equitable and fair in almost all centres. Assessment methods used were valid for the evidence requirements, including observations, reflective accounts, written questions/assignments and witness testimonies. Their reliability and practicability was clear through the observed practice of the candidate's own job role. All decisions were fairly judged for all candidates, and this was backed up by internal verifiers' monitoring.

All centres followed SQA guidelines and assessment strategy requirements on the selection of assessment instruments for the SVQs in Playwork. In terms of assessment instruments, all centres mainly used direct observation and reflective accounts, which covered the majority of the evidence. This is based on the Playwork qualifications' assessment strategy.

The portfolios sampled included detailed observations of the candidate, and made good use of other assessment methods where appropriate. Candidate assessment plans ensure that the candidate undergoes assessment that is relevant to the evidence requirements; they also ensure the assessment is fair, as the plans relate to the Playwork National Occupational Standards (NOS).

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

All centres had an anti-plagiarism statement. Each candidate was required to sign the SQA Candidate Disclaimer contained in their portfolio.

All centres' policies included guidance on malpractice and plagiarism. For many centres, these provided clear direction for assessors to ensure authenticity of evidence, and detailed roles and

responsibilities regarding centre procedure on malpractice.

All SVQ Playwork candidates are observed by their assessor, within their own workplace, and this ensures the authenticity of their playwork practice. Witness testimony is used to authenticate practice evidence which has not been observed by the assessor. The assessor's direct observations confirm that the candidate's practice is of the standard required by the NOS.

For centres using online technology, it is evident that candidates followed secure login procedures for the use of intranet and e-portfolio systems. It was encouraging that digital voice recordings were used where appropriate. These provided further evidence of authentication, with candidates detailing their name, role and organisation, and the assessor stating their name, position and the date of assessment.

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

All centres had clear procedures on assessment and internal verification processes to ensure accurate and consistent assessment decisions, which met SQA requirements. Assessors accurately and consistently judged evidence of candidates' work against SQA's requirements in most centres.

Almost all assessment decisions verified across the candidates and levels were judged fairly against the Playwork NOS, and internal verification procedures supported this. External verifiers found detailed observations and reflective accounts mapped to the standards in candidate portfolios.

Internal verification sampling plans were in place, with records of sampling completed mapped against the qualification standards. This standardisation and sampling monitored assessors' judgements, thereby ensuring consistency and accuracy.

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

All centres followed SQA retention of evidence guidance and had produced policies and procedures in line with this guidance.

All centres presented assessment evidence as requested by qualification verifiers.

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

All centres were effective in disseminating feedback from qualification verifiers to staff teams and using this to inform assessment practice. Many centres had a procedure for external verification visits and the roles and responsibilities of those involved in the process, including details on the responsibility for disseminating information from these visits. This was borne out in the minutes of team meetings. There were also noted discussions on the events held by SQA on the new NOS.

Areas of good practice reported by qualification verifiers

The following examples of good practice were reported during session 2017–18:

- ◆ Qualification verifiers highlighted the use of technology to support candidates and the evidence-gathering process. For example, recorded oral reflective accounts mapped to the Playwork standards demonstrated a valid, reliable and fair method of assessment to meet candidates' support needs.
- ◆ Qualification verifiers highlighted the holistic nature of assessment planning and evidence gathering as good practice. Assessors undertake holistic and practicable observations and then support candidates to produce detailed reflective accounts, which contain playwork knowledge and practice across a number of units.

Specific areas for development

The following area for development was reported during session 2017–18:

- ◆ Qualification verifiers found that, in very few centres, some paperwork could have been clearer in relation to what specific evidence had been sampled and that this paperwork should be signed and dated.