****

|  |  |
| --- | --- |
| **Assessment Strategy** |  |
| **Sector** | Playwork  |
| **Qualification Title(s)** | SVQ Playwork at SCQF Level 9 |
| **Developed by** | Skills Active  |
| **Approved by ACG** | 31 March 2017 |
| **Version**  | 1 |



**Qualification Assessment Strategy**

For Awarding Bodies

**SVQ in Playwork at SCQF Level 9**

March 2017

**About SkillsActive**

SkillsActive is the Sector Skills Council (SSC) for active sport, leisure and wellbeing, including the sport, fitness, outdoor activities, playwork, caravan and hair and beauty sectors. Our role is to create the standards that form the basis of all qualifications in the SkillsActive footprint including SVQs, Apprenticeships, and Foundation degrees, as well as industry codes of practice.

**Purpose of the assessment strategy**

This Assessment Strategy has been produced by SkillsActive in partnership with industry partners and awarding body partners to ensure the SVQ in Playwork at SCQF Level 9, which has been developed after the approval of SkillsActive’s review of the National Occupational Standards (NOS) for Playwork (2016), has credibility in the industry. It outlines the principles and requirements to be applied to the assessment of knowledge, understanding, performance and competence for this qualification and its associated units.

The following sections outline SkillsActive’s industry specific principles in regard to:

* External quality control of assessment
* Workplace assessment, inclusive of the use of simulation
* Assessment of knowledge and understanding
* Occupational competence requirements for those involved in the assessment process

These principles are in addition to the requirements that Awarding Bodies must adhere to for the delivery of qualifications, as required by the relevant qualification regulators for Scotland (SQA Accreditation), England (Ofqual), Northern Ireland (CCEA) and or Wales (Welsh Government). Awarding Bodies may specify additional requirements for Centres, as they consider necessary in order to enhance the principles and quality of assessment.

This strategy supersedes and replaces all previous assessment strategies and supplementary guidance.

**Contents**

|  |  |  |
| --- | --- | --- |
| **1** | About the qualification | **Page 4** |
| 1. SVQ structure
 | Page 4 |
|  |  |  |
| **2** | **External quality control of assessment**  | **Page 6** |
| 1. Internal verification
 | Page 6 |
| 1. External verification
 | Page 6 |
| 1. Risk Assessment
 | Page 7 |
|  |  |  |
| **3** | **Workplace assessment**  | **Page 8** |
| 1. Units where simulation is permitted
 | Page 8 |
| 1. Witness Testimony
 | Page 8 |
|  |  |  |
| **4** | **Assessment of knowledge and understanding** | **Page 9** |
| 1. Supporting evidence
 | Page 9 |
|  |  |  |
| **5** | **Occupational competence requirements for those involved in the assessment process**  | **Page 10** |
| 1. Witness
 | Page 10 |
| 1. Assessor
 | Page 10 |
| 1. Internal Verifier
 | Page 11 |
| 1. External Verifier
 | Page 13 |

# About the qualification

The purpose of the SVQ in Playwork at SCQF Level 9 qualification is to confirm occupational competence and provide learners, with the knowledge, skills and understanding for the planning, delivery and review of playwork.

|  |  |
| --- | --- |
| **SCQF overall level**  | 9 |
| **Learner entry requirements** | There are no formal entry requirements for this qualification.  |

# 1.1 SVQ structure

|  |  |  |  |
| --- | --- | --- | --- |
| **SSC code** | **Unit title** | **SCQF level** | **SCQF credit**  |
| **Mandatory units – 5 units must be achieved from this group** |
| SKAPW95  | Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people  | 9 | 12 |
| SKAPW94  | Manage operational plans for play provision | 10 | 14 |
| SKAPW99 | Manage and enhance internal and external relationships specific to playwork  | 9 | 15 |
| SKAPW93 | Manage, develop and review play provision  | 8 | 12 |
| SCDHSC0044 | Lead practice that promotes the safeguarding of children and young people | 9 | 11 |
| **Optional Units – 4 units must be achieved from this group**  |
| SKAPW71  | Run the playwork setting  | 9 | 14 |
| SKAPW97 | Secure the facilities and services required for play provision  | 9 | 12 |
| SKAPW79  | Work with others external to your playwork setting  | 9 | 11 |
| SKAPW96 | Research, design and facilitate possibilities for self-directed play  | 10 | 15 |
| SKAPW98  | Support others in accessing the resources they need to provide playwork settings  | 9 | 9 |
| SKAPW92 | Implement contemporary frameworks within the context of playwork | 9 | 14 |
| SKAPW100  | Make decisions in the playwork setting  | 9 | 12 |
| CFAM&LDA2 | Recruit, select and retain people | 9 | 14 |
| CFAM&LDC1 | Identify individuals’ learning needs and styles | 6 | 4 |
| CFAM&LEA1 | Identify and justify requirements for financial resources | 10 | 8 |
| CFAM&LEA2 | Obtain finance from external sources | 10 | 18 |
| CFAM&LEA3 | Manage the use of financial resources | 8 | 14 |
| CFAM&LDB8 | Manage conflict in teams | 7 | 5 |
| CFAM&LDD5 | Manage conflict in the broader work environment | 9 | 7 |
| SCDCCLD0401 | Maintain effective communication systems and practice | 9 | 11 |
| SCDHSC0042 | Lead practice for health and safety in the work setting | 9 | 10 |
| SCDCCLD0414 | Lead in the review of policies, procedures and practice for children with additional support needs | 10 | 13 |
| SCDCCLD0418 | Lead the revision of policies, procedures and practice for registration and inspection | 10 | 9 |

To be awarded the SVQ in Playwork at SCQF Level 9 qualification the learner must achieve 9 units; 5 mandatory units and 4 optional units.

1. **External quality control of assessment**

The monitoring and standardisation of assessment decisions must be achieved through robust assessment, internal and external quality assurance systems. These must be reliable, transparent and fit for purpose and, must comply with the requirements of the qualification’s regulator.

**2.1 Internal Verification**

Centres must, in line with regulatory guidance, have an effective internal verification strategy and processes in place to ensure learners are assessed fairly and consistently, and that standards are being met.

To ensure all assessment activities are valid and effective and that Assessor’s decisions are accurate, a Centre should ensure that Centre internal verification processes:

* Identify effective Internal Verifiers who are responsible for implementing these processes. If necessary, identify a coordinating Internal Verifier who manages the process.
* Produce an effective internal verification policy
* Produce and maintain a clear audit trail of decision making and action
* Produce an internal verification schedule of assessment activities and assessment decisions
* Produce a training and standardisation plan for all those involved in internal verification
* Produce an improvement plan.

Internal Verifiers should observe Assessors performing learner assessments at regular intervals according to Awarding Body guidelines, risk rating and experience of the Assessor. The reliability, validity and authenticity of evidence must be checked during these observations.

An Internal Verifier cannot internally verify assessment decisions they have made.

**2.2 External Verification**

To ensure successful monitoring and standardisation of the assessment activities made by a Centre, the assessment decisions made by an Assessor, and the Centre’s internal verification processes, an Awarding Body must have in place a robust external verification system with clear and effective arrangements to ensure consistency in quality. The mechanisms required to achieve this are outlined by the qualification regulator.

In addition to the qualification regulator’s requirements, all external quality assurance reports and other data relating to a Centre must be reviewed by the Awarding Body. Where any risks are identified relating to the quality control of assessment the awarding body must have in place an effective risk management and rating system to determine, depending on a centre’s level for risk, the appropriate external quality assurance, monitoring, support and control that should be put in place.

**2.3 Risk Assessment**

All Awarding Bodies are required to implement effective risk management and rating systems to help protect the integrity of the qualification, safeguard assessment and verification processes and ensure standards are maintained. These systems should also focus on:

* Conflict of interest
Any personal or professional relationship between learners, Assessors, Internal Verifiers and External Verifiers should be declared.
* Adherence to Centre approval criteria
Centres should be continually monitored in addition to its delivery to ensure that the integrity of the qualification is maintained.

Where risk is identified throughout these systems, Awarding Bodies will need to act accordingly to ensure the Centre is performing to an acceptable level.  This may include, but not limited to:

* Additional monitoring of assessment activities and/or internal verification processes
* Verifying a sample of learners’ work from each Assessor over an agreed period of time
* Training and Development
* or other actions appropriate to the risk.

Awarding Bodies should be able to demonstrate a risk assessment has been carried out for each Centre and a strategy to minimise any risk identified has been implemented.

1. **Workplace assessment**

Learners are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged not all employers’ workplaces are the same, therefore assessment conditions may not be identical. However to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment, the Assessor must ensure the assessment conditions reflect, as far as possible, those to which the learner is expected to work.

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be observed and assessed in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the learner meets all performance criteria, and knowledge and understanding statements across the scope/range consistently, over a period of time. It should be clear where each performance criteria, and knowledge and understanding statement has been covered and achieved.

It is imperative the learner is not placed under more, or less, pressure than found normally in the workplace during assessment. It could be the case the learner may feel more pressure simply because he or she is being assessed.

**3.1 Units where simulation is permitted**

Simulation is not acceptable within this qualification

**3.2 Witness Testimony**

Typically, it would be expected assessment of a learner’s performance would be carried out by a qualified Assessor. However, where this is not possible or practical a Witness testimony, a statement made by someone present while the learner was undertaking workplace practice, may be used to support the assessment process and, where permitted, by the Awarding Body.

Where Witnesses are used,

* Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
* Any relationship they have with a learner must be declared to the Assessor to determine the value of the testimony provided.
* They must be fully briefed and clear about the purpose of their testimony, it will only be regarded as supporting/supplementary evidence and the final decision regarding the learner’s ability to meet the evidence requirements will be the responsibility of the Assessor.
1. **Assessment of knowledge and understanding**

It is acknowledged the assessment of knowledge and understanding may take place in a different environment, for example a college or another environment which is not the immediate workplace. The assessment of this knowledge and understanding should be linked directly to workplace performance. The learner must show their knowledge and understanding related to workplace practice.

The knowledge and understanding required by learners to support performance in the workplace is detailed within the knowledge and understanding criteria of the Playwork NOS. It is the responsibility of Awarding Bodies to ensure Centres are aware of these and have sufficient resources and arrangements in place to support learners to achieve these requirements of this qualification.

**4.1 Supporting evidence**

Evidence produced by learners must be valid, sufficient, reliable, authentic and current and relate directly to specific assessment criteria. Types of acceptable evidence are valid, but are not limited to:

* Reflective account
* Professional discussion
* Product evidence
* Reflective diary on own practice in an appropriate working environment
* Recognition of prior learning and experience
1. **Occupational competence requirements for those involved in the assessment process**

The competency of the witnesses and occupational expertise of Assessors and those responsible for the internal/external verification of this qualification is one of the key factors underpinning valid, fair and reliable assessment. Therefore, ensuring the integrity and professionalism of this workforce is of paramount importance and they must be given sufficient time to carry out their role effectively.

**5.1 Witness**

The role of the Witness is to submit evidence to the Assessor regarding the competence of the learner in meeting the standards identified in any given unit. This evidence must directly relate to the learner’s performance in the workplace which has been observed first hand by the Witness. Therefore, those who could fulfil the role of a Witness for this qualification could include, but are not limited to:

* Playworker
* Playwork Manager
* Parent/ Carer
* Volunteer
* Other competent professionals

It is not necessary for Witnesses to hold an assessor qualification as it is the responsibility of the Assessor to make the final assessment decision(s) about the acceptability of all evidence submitted, regardless of source.

**5.2 Assessor**

The Assessor must hold, or be working towards; a valid assessor’s qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):

* Learning and Development Unit 9D - Assess workplace competence using direct methods; or
* Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
* Level 3 Certificate in Assessing Vocational Achievement (QCF); or
* Level 3 Award in Assessing Competence in the Work Environment (QCF)

or hold one of the following

* A1 Assess candidates using a range of methods; or
* D32/33 Assess candidate performance, using differing sources of evidence

**NB:** Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The assessor must also be:

|  |  |
| --- | --- |
|  | Definition |
| Occupationally competent | The Assessor must hold:* Relevant experience in Playwork
* Relevant qualification which must be at SCQF level 9 or above the qualification being assessed
 |
| The Assessor must have sufficient operational experience within the playwork sector that can be evidenced, and that is current and relevant to the qualification. Experience could be gained through time in a role in the playwork sector  |
| Familiar with the qualification | The Assessor must have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification. |
| Credible | The Assessor should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the Awarding Body or other recognised and relevant providers in the sector. |
|  | CPD is required per annum which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individual’s, not the centre they work for.  |

**Assessors**

Individuals may assess this qualification who have not yet achieved their assessor’s qualification. However, these individuals must be working towards this qualification and meet the other requirements. Should an unqualified Assessor be used they must be fully supported and have their assessment decisions countersigned by a qualified Assessor to ensure the learner has achieved the required standard.

**5.3 Internal Verifier**

The Internal Verifier must hold a valid assessor qualification and hold or be working towards a verifier’s qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

* Learning and Development Unit 9D - Assess workplace competence using direct methods; or
* Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
* Level 3 Certificate in Assessing Vocational Achievement (QCF); or
* Level 3 Award in Assessing Competence in the Work Environment (QCF); or
* A1 Assess candidates using a range of methods; or
* D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

* Learning and Development Unit 11 – Internal Quality Assurance; or
* Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF); or
* V1 Conduct Internal Quality Assurance of the Assessment Process; or
* D34 Internally Verify the Assessment Process.

**NB:** Holders of A1, D32/33, V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Internal Verifier must also be:

|  |  |
| --- | --- |
|  | Definition |
| Occupationally competent | The Internal Verifier must hold:* Relevant experience in Playwork
* Relevant qualification which must be at SCQF level 9 or above the qualification being assessed

The Internal Verifier must have sufficient operational experience within the playwork sector that can be evidenced, and that is current and relevant to the qualification at or above the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessor’s assessment processes and decisions.  |
| Familiar with the qualification | The Internal Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification. |
| Credible | The Internal Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the Awarding Body or other recognised and relevant providers in the sector. |
|  | CPD is required per annum which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individual’s, not the centre they work for. |

**Internal Verifiers**

Individuals may verify this qualification who have not yet achieved their verifier’s qualification. However, these individuals must be working towards this qualification and meet the other requirements. Should an unqualified Internal Verifier be used they must be fully supported and have their decisions countersigned by a qualified Internal Verifier to ensure the learner has achieved the required standard.

**5.4 External Verifier**

The External Verifier must hold, a valid assessor and verifier qualification and hold or be working toward a valid external verifier qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

* Learning and Development Unit 9D - Assess workplace competence using direct methods; or
* Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
* Level 3 Certificate in Assessing Vocational Achievement (QCF); or
* Level 3 Award in Assessing Competence in the Work Environment (QCF); or
* A1 Assess candidates using a range of methods; or
* D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

* Learning and Development Unit 12 – External Quality Assurance; or
* Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF), or
* Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF); or
* V1 Conduct Internal Quality Assurance of the Assessment Process; or
* V2 Conduct External Quality Assurance of the Assessment Process; or
* D34 Internally Verify the Assessment Process; or
* D35 Externally Verify the Assessment Process; or
* Externally Monitor and Maintain the Quality of Workplace Assessment.

**NB:** Holders of V2 and D35 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The External Verifier must also be:

|  |  |
| --- | --- |
|  | Definition |
| Occupationally competent | The External Verifier must hold:* Relevant experience in Playwork
* Relevant qualification which must be at SCQF level 9 or above the qualification being assessed

The External Verifier must have sufficient operational experience within the playwork sector that can be evidenced, and that is current and relevant to the qualification at or above the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. |
| Familiar with the qualification | The External Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification. |
| Credible | The External Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the awarding body or other recognised and relevant providers in the sector. |
|  | CPD is required per annum which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individual’s, not the Awarding Body they work for. |