Higher National Graded Unit

Qualification Verification Summary Report 2019
Additional Support Needs/Learning Support

Verification group: 166

Introduction

F2CC 34   *Additional Support Needs: Supporting the Individual: Graded Unit* 1
F2D0 35   *Additional Support Needs: Managing and Supporting the Services: Graded Unit 2*

Three centres delivering these Higher National graded units were externally verified. All centres met the full range of SQA quality assurance criteria, indicating a clear and accurate understanding of the requirements of the National Standards at the appropriate level of the award. Most centres used prior verified assessment instruments.

All centres had a standardised approach to delivery, assessment and internal verification. There was evidence of consist marking of assessed evidence in more than a few centres delivering the same award, and evidence of improving standards from previous external verification activity. Most centres used SQA marking schedules. The level of skills demonstrated was a true reflection of the National Standards in all awards, and candidates were credited with the appropriate Higher National graded units.

Category 2: Resources

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

All centres had effective ongoing reviews of the assessment environment(s) across campuses, assessment procedures, learning resources and assessment materials for award delivery. Centres had pre-delivery checklists, standardisation minutes, and internal verifier reports. These confirmed that the assessment environment was reviewed and recommendations of any actions were recorded. In most centres, assessment review evidence was available online in the virtual learning environment. In a few centres the work placement is risk assessed by the centre.

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 identified candidate prior achievements and development needs and matched them to the relevant qualification. Centres had a good awareness that they need to provide alternative arrangements for candidates who require additional support due to factors such as language barriers, written and/or oral communication difficulties. In a few centres, personal development plans help identify candidates development needs. All centres provided appropriate support to learners.

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

All centres provided evidence that candidates had effective scheduled contact with their assessor, and that assessment planning and progress review occurred. Signed and dated candidate reports and individual review entries confirmed that candidates had regular scheduled contact with their assessor to review progress. All centres had written recorded evidence of clear, supportive and encouraging discussions. Learners had formal and informal support available to them, and were encouraged to think and use feedback as an opportunity to learn and improve their work. In a few centres learners were supported on their work placement by the supervisor and assessor.

Category 4: Internal assessment and verification

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

Robust internal quality assurance policies and procedures on assessment and verification were documented and implemented by all centres in line with SQA requirements. In centres where the award or assessor was new, or the award had been revised, 100% internal verification and cross-marking ensured a standardised approach to assessment in all centre locations. In a few centres, assessment evidence was selected randomly and blind marked to ensure standardisation of assessment decisions. There were regular recorded meetings with the assessor on assessment decisions, candidate progress and review to ensure that standardisation was effective. Standardisation minutes in all centres confirmed that verifiers and assessors had regular discussions about candidate evidence. All centres had clear marking schedules, constructive feedback and support in all candidate feedback on assessment decisions.

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

All centres used the most appropriate assessment instrument which was valid, equitable and fair. All centres delivering graded units used the SQA's *Updated conditions of assessment for Higher National Graded Units*. Some centres used SQA prior verified assessment materials to ensure that assessment instruments were appropriate.

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

In all centres, learners sign and date a declaration stating that assessment evidence is their own work. In a few centres, learners submit assessment evidence using an online plagiarism detection tool. Placement supervisors sign an authentication form to confirm candidate evidence was generated under SQA required conditions. In all centres there was evidence of very detailed mentoring feedback to candidates.

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

All centres recorded accurate and consistent assessment judgements against SQA requirements. In more than a few centres, rigorous IV process and blind cross-marking ensured standardisation of assessment decisions. SQA marking guidelines ensured reliable assessment decisions in more than a few centres.

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

All centres retained candidate assessment evidence in line with SQA requirements for the purposes of internal and external verification. All centres had retained a variety of checklists, reports, minute of meetings. A few centres retained evidence online for the required period of time.

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

All centres disseminated external verification and development reports to relevant staff from qualification verifiers and implemented the feedback given. All centres discussed and recorded the report at team meetings and if there were actions these would be completed within an agreed timescale.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2018–19:

- ♦ In a few centres assessment evidence was selected randomly and blind marked to ensure standardisation of assessment decisions.
- ♦ Robust internal verification process and evidence of detailed verification team meetings to support new assessors.
- ♦ Cross-marking of all assessments.
- ♦ Standardisation across all campuses.
- ♦ A shared access file across sites ensuring that all staff are informed.
- ♦ Online individual learning plan to support the learner across all subjects.