



# **Internal Assessment Report: Early Education and Childcare Skills for work (C221 10) (C246 11)**

Sector Panel or SSC: Care

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# Components/coursework in National Courses

## Components/coursework verified

### Skills for Work: Early Education and Childcare Intermediate 1 (C221 10)

DM83 10	Child Development
DM41 10	Play in Early Education and Childcare
DM84 10	Working in Early Education and Childcare
DM85 10	Care of Children
DM5V 10	Maintenance of a Safe Environment for Children
DM86 10	Parenting

### Skills for Work: Early Education and Childcare Intermediate 2 (C246 11)

F19L 11	Child Development and Health
DM41 11	Play in Early Education and Childcare
DM84 11	Working in Early Education and Childcare
DM60 11	Care and Feeding of Children
F19M 11	First Aid
DM86 10	Parenting

## General comments

The Skills for Work: Early Education and Childcare Courses are being delivered in a variety of different ways across schools, colleges and training providers in Scotland. The majority of Courses are being delivered to school pupils over one or two years, but there are still a significant number of adult students taking the Courses as part of full- or part-time provision within colleges.

There are a variety of different partnership arrangements in place to support the delivery of the Courses, such as school/college partnerships, clusters of schools, and training providers in partnership with local authority education departments. This has meant that external verification has discovered a complexity of arrangements, but an innovative and positive approach to the delivery of these Courses.

In session 2008–09, the majority of external verification was by visiting centres, with a number of new centres coming forward for approval for both Intermediate 1 and 2.

The verifiers found considerable evidence of the integration of employability skills. These skills were embedded in the delivery of the Courses, with evidence of group work, consultation with parents/carers, letter writing, use of ICT, development of presentation skills and strong working partnerships within childcare settings.

The majority of those undertaking the Courses have the opportunity for 'real workplace practice' in either local nurseries, primary schools or through visits to early education and childcare settings. The verifiers found evidence of the inclusion of practical activities, such as visiting speakers and trips to support the learners' understanding of their knowledge in practice.

The verifiers found that the majority of learners had been well supported in developing skills like planning, implementation, evaluation, personal reflection and team working through the delivery of Unit tasks and investigations, both individually and in groups. The External Verifiers found that centres were delivering these skills alongside the specific sector skills within early education and childcare.

Overall, the External Verifiers found that centres were using the NAB assessments, and the majority of assessment decisions were rigorous and in accordance with the assessment guidance and marking criteria. Internal verification was being done in a consistent and comprehensive manner, with most centres having internal verification procedures in place. Many centres undertake cross marking to ensure consistency, alongside standardisation of assessment decisions.

The piloting of SQA Deskspace (which allows candidates to record their Course evidence online in an e-portfolio) has been a significant development to support the delivery of the Courses. Those who had the opportunity to work with Deskspace were very positive about its impact on learners.

## **Advice on good practice and areas for further development**

### **Good practice observed**

The verifiers were clear that there has been a consistent commitment to quality from all staff (teachers and lecturers) delivering the Courses. The verifiers found that school pupils and adult students had the opportunity to work with enthusiastic staff. The majority of staff had links to local community childcare provision, had appropriate resources and equipment, and were extending opportunities such as speakers, off-site visits, and fundraising opportunities.

There was a high standard of work submitted for external verification. The verifiers praised the individual presentations, group work and portfolios of evidence submitted.

Discussions with learners revealed that they had enjoyed their Course and were aware of increases in their own self-confidence, knowledge and awareness of the sector. Those who had the opportunity to work with children said that this was a valuable part of the Course and was a positive experience.

### **Areas for further development**

In a few cases, where there is a partnership arrangement in place for the assessment and verification of Units within the Course, the centres involved need to ensure a consistent approach to verification and standardisation.