SQA

National Units

Qualification Verification Summary Report 2018
Playwork and Childcare

Verification group: 410

Introduction

Verification group 410 contains three national qualifications:

NPA Playwork and Childcare at SCQF level 5 (GL2Y 45) consists of five mandatory units and one optional unit.

Mandatory units

HC3C 45	Development and Wellbeing of Children and Young People
HC38 45	Children and Young People: Rights and Protection
HC39 45	Children and Young People: Practice of Play
HC37 45	Children and Young People: Process of Play
HC3L 45	Working with Children and Young People

Optional units

HC3K 45	Supporting Children and Young People in a Play Setting
HC3N 45	Supporting Children and Young People in an Out of School Care
HC36 45	Supporting Children in an Early Learning and Childcare Setting
DM65 11	Supporting Children with Additional Support Needs
F7JK 12	Provide Play Sessions in a Sport Environment

NPA Play in a Sports Environment at SCQF level 6 (G9GE 46) consists of three units. All three must be completed for the group award:

F7JH 12	Working with Children and Young People to Provide Play in a Sport Environment
F7JJ 12	Health, Safety and Well-Being of Children and Young People in a Sport Environment
F7JK 12	Provide Play Sessions in a Sport Environment

NPA Social Services: Children and Young People at SCQF level 6 (GL79 46) consists of five mandatory units:

HF5A 46	Play for Children and Young People
HF5F 46	Communication with Children and Young People
HF5D 46	Safeguarding of Children and Young People
HF5E 46	Promote the Wellbeing and Safety of Children and Young People (0.5)
HF59 46	Development of Children and Young People (0.5)

Visiting verification was undertaken this year in a variety of centres, including schools, training providers and colleges. All centres were able to supply appropriate evidence for all SQA quality assurance criteria.

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 visited in this academic session provided evidence of both initial and ongoing reviews of assessment environment; and reference, learning and assessment materials.

All centres were using National Unit specifications. Most centres provided evidence of prior verifications, which included: review checklists and confirmation of currency of assessment instruments; minutes of meetings on updating of course content; training materials and resources for course delivery; ensuring compliance with unit requirements and consistency of evidence gathered.

Qualification verifiers found current, up-to-date learning and reference materials were being used. These covered playwork principles, play types and psycholudics, etc. Many centres presented these relevant resources and learning materials on virtual learning environments for ease of access.

Site checklists and risk assessments were in place in all of the centres that were providing their candidates with opportunities to visit play settings within their local community and have a variety of speakers relevant to the unit subjects.

Category 3: Candidate support

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

In all cases, prior achievement and development needs were taken into account for candidates. All centres had policies that recognise credit transfer and recognition of prior learning and for supporting candidates learning and development needs, which includes guidance on reasonable adjustment and assistive technologies that can be used. They also have malpractice and appeals policies and equality, diversity and inclusion policies.

Most centres use interview, prior achievement and ongoing assessment material to assess candidates' needs. They have a clear induction process for all candidates that covers roles and responsibilities; assessment and remediation; academic appeals; grievance policy; etc.

All candidates had the opportunity to identify any development or support needs during the course delivery, and any additional support requirements or special assessment arrangements could be put in place.

Most centres have some form of personal development plans or learning support plans in place for their candidates, which allow for ongoing support.

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, qualification verifiers found clear course delivery planning which shows that learners have the opportunity to meet regularly with the assessor. In addition, for some units, assessors carried out practical performance observation to meet the requirements of the award.

Assessment feedback to the learners is clear and focussed on the assessment process and the evidence requirement of the unit being assessed. There was also the opportunity to provide guidance and support, and in most centres written feedback from the assessor was also given to the candidate on all assessment verified.

Qualification verifiers found that assessors were working hard to meet the needs of all candidates in the diverse groups they were working with. They were offering a range of support, which aided candidate progress and achievement.

Category 4: Internal assessment and verification

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

All centres visited had internal assessment and verification procedures that met SQA requirements and were helpful in achieving effective standardisation.

In all centres, internal verification was based on SQA verification guidance. Policy and procedures ensured that internal verification sampling was taking place at prior verification, and interim and summative assessment. Internal verification sampling was available across all the units in the awards.

All centres had internal verification policies, which provide guidance on the responsibilities of the staff involved with the delivery of the units and the verification sample requirements. Internal verification activity is in line with the policy, and forms and documentation shows that there are robust procedures that meets SQA quality guidelines.

In the majority of centres, minutes of standardisation meetings show discussion, decision-making and review of assessment and verification practice.

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

All centres were using assessments provided by SQA — Assessment Support Packs (ASPs) — which are therefore current, valid, reliable and fair. Assessment methods allow for flexibility of presentation of assessment evidence, which all centres were using to ensure that all candidates had access to fair and practicable assessment.

All assessment methods used were valid for what had to be evidenced. They were reliable and practical due to being, for example, observed practice of the candidate working with children in a sports environment job, or in a playwork or childcare setting. All assessment decisions were fairly judged across the different candidates and differing assessors, and these assessment decisions were monitored by internal verifiers.

It was clear from verification activity that assessment decisions were based on unit assessment requirements and evidence presented by the candidates. The majority of judgements made by assessors were based on this evidence requirement within the unit and the guidance in the ASP. Internal verification confirmed compliance with the requirements.

Qualification verifiers found that where there were discrepancies regarding the validity of answers, this was accurately identified through internal verification, and procedures were put in place and actioned accordingly.

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

All centres visited met SQA's required conditions for assessment and provided appropriate controls to ensure authenticity. Policies were in place to address plagiarism and malpractice. Most candidates were required to sign authenticity statements.

Most candidates are observed working with children in a sports, playwork or childcare setting, so the authenticity of being observed at their own work is evident, and this is confirmed by and signed by a placement supervisor or assessor.

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

External verification found that the majority of assessment decisions were judged fairly against the SQA unit specification and using SQA's ASPs. The assessment evidence presented was of a good standard across all the units externally verified. Qualification verifiers identified that assessors were making consistent judgments and that assessment decisions were based on unit assessment evidence presented. The judgements made by assessors were then internally verified and considered compliant with the requirements and confirmed to the assessor.

There is evidence in the minutes of the standardisation meetings, that assessment practice was discussed and an agreed, shared and consistent approach taken within centres

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

Qualification verifiers found that all centres had clear guidance on the retention of evidence in line with SQA requirements and that this was being followed. All evidence was made available for verification as requested by the qualification verifiers.

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

Previous feedback is evident in a previous EV recommending use of more current and up-to-date thinking, which has been followed. There was good communication with staff prior to and during visits to ensure evidence was available for the external verification visit.

All centres visited were able to confirm that the feedback from visiting verifiers would be shared with relevant staff and used in future planning and development. Some centres had a clear policy to this effect.

In the majority of centres, assessors and internal verifiers are able to have sight of verification reports, which are then shared with the team. In many centres, these are stored on a shared drive with read-only access. This disseminated information is then discussed at standardisation meetings. The minutes contained comments about the feedback from qualification verifiers.

All communications between centres and qualification verifiers were positive and all evidence requested was available on their visits to the centres.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2017–18:

Experiential Learning
- There was sound evidence that candidates were getting the opportunity to experience outdoor play and were gaining a real insight into how this can be used in a learning environment. Candidates are more likely to use the learning from this to create their own learning experiences for children and young people when they have experienced it for themselves.

Specific areas for development

No areas for development was reported during session 2017–18.