



Scottish Vocational Qualifications
Qualification Verification Summary Report 2022
Playwork

Verification group number: 201

Introduction

In academic session 2021–22, external verification was undertaken in all centres delivering the SVQs in Playwork:

GP1G 23 SVQ Playwork at SCQF level 6

GP1H 23 SVQ Playwork at SCQF level 7

GP1J 24 SVQ Playwork at SCQF level 9

All verification events were virtual, with centres providing access to evidence using SQA's evidence Hub platform or providing access to assessment and verification evidence on e-portfolios. This provided external verifiers with access in advance of the verification event.

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.

During external verification, external verifiers found that staff in centres complied with criteria related to occupational competence, as outlined in Skills Active Assessment Strategy requirements for assessors and internal verifiers, and that they either held or were working towards assessor or verifier awards.

External verifiers also highlighted the quality of professional development undertaken by assessors and verifiers across centres delivering the SVQs in Playwork, and commented on centre documentation, such as professional development records, which provided good evidence of regular professional development, clearly recorded with links made to the delivery of the SVQ Playwork.

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

External verifiers found that the majority of centres had robust processes in place to review and update assessment environments; equipment; and reference, learning and assessment materials. This was pertinent as many assessment environments were still affected by COVID-19 restrictions. External verifiers found evidence of regular discussions on the adaptations required due to these restrictions and alternative methods used for assessment, such as use of technology and digital platforms to support assessment practice.

Centres provided evidence from standardisation practice, in minutes or decision logs, which provide clear examples of standardisation and staff discussions. These were around reference, learning and assessment materials, sampling and recording, frameworks and optional unit delivery, and assessment environments and how they can best support the candidates. These included specific details around presentation, tasks and assessment plans for playwork, and the introduction of play pedagogy and how to integrate this into the assessment of Playwork units.

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 the majority of centres delivering the SVQs in Playwork, there was a clear induction process for all their SVQ Playwork candidates. Most provided candidate induction handbooks or provided online induction resources which offer detailed and focused information to the candidates about the qualification, the SVQ processes, the roles and responsibilities of those involved in their SVQ, and what they can expect in terms of support.

Many centres also provided guidance offering access to learning support which provides the opportunity to identify and discuss any additional support or development needs they may have — and to plan for any additionality required to match to the requirement of the SVQs in Playwork.

All centres had policies relating specifically to supporting candidate development needs and the accreditation/recognition of prior achievements. These policies provide clear guidance and documentation to identify support required and prior achievements, and how these can be used towards the SVQ in Playwork.

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

External verifiers found that there was good evidence of regular planning, feedback and review between the SVQ assessor and their candidate. There was guidance on assessment tasks to be undertaken and feedback on assessment evidence submitted and then review of the assessment process. It was clear that centres were focused on providing regular and scheduled contact between SVQ assessors and their candidates to review progress and revise assessment plans.

Many centres were using e-portfolios to support the assessment of the SVQs in Playwork. These provided good evidence of regular planning, constructive feedback and forward planning, as this is recorded electronically within the e-portfolio, either in contact diaries, chat boxes, or in regular recorded reviews. For those still using paper portfolios, this was recorded in email conversations or on paper planning/review documents.

External verifiers' discussions with candidates identified that most were very happy with contact methods used, such as virtual meetings, email, phone calls, as well as face-to-face meetings, as these could be adapted to meet candidate need. Most said that their SVQ assessor responded promptly to queries and gave clear and constructive feedback.

Category 4: Internal assessment and verification

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

All centres delivering the SVQs in Playwork have assessment and verification policies and associated procedures which outline the overview and responsibilities of those involved and key principles to be followed. Almost all centres are using a three-stage model of verification (pre-delivery, during delivery and post-delivery) and provided clearly documented procedures for assessment and internal verification.

It is evident from the assessment and verification documentation that these procedures are being followed to ensure the standardisation of assessment practice. For example, verification feedback sampled, which internal verifiers provided to SVQ assessors, was considered, focused on the assessment practice, supportive and constructive. Most centres had an internal verification sampling matrix for SVQs in Playwork which set out the units to be sampled across the course delivery, etc.

There was also evidence of regular and relevant standardisation activities being undertaken across centres.

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

Within all centres, external verifiers sampled evidence which met the valid, reliable, practicable, equitable and fair principles as they met all the requirements detailed within the evidence requirements within Playwork units and the Skills Active Assessment Strategy.

Assessment evidence sampled covered holistic observation, reflective accounts, witness testimonies and professional discussions. There is also evidence of good use being made of workplace products being used as supporting evidence, such as appraisal documentation and candidate professional development records.

All candidate assessment evidence is tracked to the SVQ standards for performance and knowledge and logged in an online portfolio or on documentation tracking records (candidate achievement records).

Records of discussions at standardisation meetings also evidenced regular reviews of assessment methods and instruments to ensure that the centre teams are consistent in their approach.

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

All centres have malpractice and plagiarism policies and procedures in place covering centre and candidate malpractice. These provide clear guidance on identifying, reporting and recording malpractice, and on authenticating candidates' work. This is discussed with

candidates during the induction process, and many centres require candidates to sign an 'induction checklist' or 'candidate disclaimer' to confirm their understanding and compliance.

All SVQs in Playwork require candidates to demonstrate their competency in the workplace. This is confirmed through observation by SVQ assessors and witness statements from colleagues, further ensuring that the candidate playwork practice is genuine and authentic.

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

Almost all centres delivering the SVQs in Playwork demonstrated accurate and consistent assessment judgements, ensuring the integrity of the Playwork qualifications.

From the portfolios sampled during external verification they found that SVQ assessors have made valid and reliable assessment decisions based on the evidence presented by their candidates. Centres used a range of assessment methods, in line with the SVQ Playwork Assessment Strategy and the SCQF level of the SVQ. There was good evidence of SVQ assessor feedback, which reinforced support for the candidate, and commitment to the accuracy of their assessment decisions.

Internal verification records, including feedback from internal verification, confirmed to the SVQ assessors that the assessment decisions were appropriate, accurate and consistent, and that assessment practice was valid, reliable, practicable, equitable and fair.

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

External verifiers found that all centres had guidance within their policy and procedures for the retention of candidate evidence. All centres complied with the SQA requirements to retain all evidence in line with the revised guidance, and complied with the requirement to retain all candidate evidence from the point of initial contact by the external verifier until the date of the visit.

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

Many centres had guidance within their verification policy which set out a clear process for qualification verification visits, including roles and responsibilities for arranging visits and disseminating feedback. This states that any actions required should be followed up by internal verifiers and signed off and recorded when complete.

There was also appropriate evidence that SQA qualification verification and quality assurance reports are discussed at standardisation meetings. Assessors and internal verifiers identified and discussed good practice and any areas to be developed had any actions documented and followed up to ensure that improvements were made, if required.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2021–22:

- ◆ Centres were commended for their on-going commitment to the SVQs in Playwork as they all provided good evidence of the centres' overwhelming support for their candidates whilst continuing to ensure a robust, flexible and adaptable delivery of the SVQs in Playwork.
- ◆ Centres have policies and procedures which are clear and comprehensive. There was good evidence of SVQ Playwork teams implementing these to uphold quality assurance processes and high standards of assessment and verification practice.

Specific areas for development

The following areas for development were reported during session 2021–22:

- ◆ All assessors and verifiers to note their occupational experience relevant to the SVQ Playwork assessment strategy on their CV or CPD records.
- ◆ Signpost the standardisation discussions for SVQ Playwork in the records of generic standardisation meetings.