



**National Qualifications 2012
Internal Assessment Report**

Skills for Work

**Uniformed and Emergency
Services**

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

National Courses

Titles/levels of National Courses verified:

Skills for Work: Uniformed and Emergency Services (C251 10)

Units included:

Uniformed and Emergency Services: An Introduction (F38R 10)

Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (F38S 10)

Uniformed and Emergency Services: Engaging with the Community (F38T 10)

Uniformed and Emergency Services: Working in Teams (F38V 10)

General comments

The centres visited showed a clear and accurate understanding of the national standard. The assessment judgements throughout were consistent and at the correct SCQF level. (All centres visited were using the National Assessment Bank material generated by SQA.)

Discussions with tutors/assessors/Internal Verifiers confirmed a clear perspective of the Course rationale and requirements. As in the previous academic session, it is encouraging to note that all visits were successful, and there were no 'Hold' recommendations.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

External verification reports indicate that staff who are responsible for delivery and assessment are familiar with all aspects of the Course. Although centres are primarily using NAB material, where additions or amendments have been made they were consistent with the Evidence Requirements and SCQF level. During the previous academic session, centres visited were showing evidence of good practice such as local adaptation of material from Scotland's Colleges, context-specific use of uniformed and emergency services (UES) personnel from the local area, and development of significant underpinning knowledge material: it was clear that the above good practice was widespread.

Evidence Requirements

Again, reports were complimentary about candidate evidence, both in terms of the quantity, presentation, and clarity. All centres presented candidate folios containing evidence, including photographic and video evidence. Evidence was appropriately presented and easy to track. Where third-party evidence has been collected (for example witness testimony from service personnel) this was at the correct level. Where evidence had been internally verified paperwork was correct and clear.

Administration of assessments

Visits indicate that centres tend to deliver the programme in a holistic manner, so assessment material is generated throughout the Course in a variety of different formats. It is essential when using this method that assessment evidence is logged correctly in order that staff and candidates are aware of progression and to enable effective internal and external verification: this was done in all cases, and External Verifier (EV) reports commented favourably on the systems in place.

In one instance the EV was able to suggest methodology to aid this process. Assessment material is generated in oral, practical, project, supervised, written, group, individual, electronic, video and photographic formats: this is good practice to ensure that all candidates are able to maximise learning. It is clear that centres are using members of staff to deliver who are either past or current UES personnel, allowing a high level of context-specific knowledge and personal experience to enhance delivery of the Course.

Assessments were derived from the NAB material. In all cases the EV was able to determine that assessment judgements and additional marking schemes were consistent and at the correct SCQF level.

Feedback to candidates was appropriate. Centres need to exercise care that feedback is objective. However, verifiers were able to discuss this and the importance of effective candidate feedback at this level.

All centres visited had robust assessment and recording processes. Internal verification processes were effective, with centres supplying minutes of verification and standardisation meetings. EVs commented on the high quality of meeting records. Internal verification samples varied up to 100% (this was dependent on candidate numbers — one centre had only four). Verification samples seen by the EV team showed a wide range of candidate ability, and it was clear that assessors were taking time to ensure that all candidates were being assessed in the most appropriate manner.

Areas of good practice

A wide variety of examples of good practice were observed:

- ◆ Tutors with personal experience of UES including the Fire Service, the Prison Service, and the Army
- ◆ 'Value added' activities involving external agencies
- ◆ An effective mix of learning and teaching styles designed to include all candidates
- ◆ Effective delivery of the equality and diversity elements in the Unit Uniformed and Emergency Services: Engaging with the Community (F38T 10)
- ◆ Development of more regular progress interviews with candidates

- ◆ Development of specific guidance booklets related to health and wellbeing to underpin the Unit Uniformed and Emergency Services: Health, Safety, Fitness and Well Being (F38S 10)

Specific areas for improvement

- ◆ Centres should be aware that if delivering the Course in a holistic manner it is important that candidates have an awareness of their own progression and target achievement.
- ◆ In general, few development points were identified and centre reports are of an excellent standard indicating effective practice in all aspects of delivery of the award.