



**National Qualifications 2014
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

SfW 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

One centre was visited for external verification during this academic session. Whilst this centre was delivering material in an appropriate manner, there was a lack of understanding of the required standard.

A number of new centres were approved to deliver the Course, and one centre had a post-approval development visit. Assessment judgements at the centre subject to external verification did not use only the National Assessment Bank material generated by SQA, but had used material developed by the Army Cadet Force Scotland (ACFS) to underpin significant areas of the Course. The centre subject to a post-approval development visit had a clear vision on how the Course should be delivered in an effective manner.

A number of centres are working in partnership with the ACFS and are delivering a programme which draws heavily on the cadet introductory course. This method of delivery, whilst potentially beneficial to candidates, needs to have significant work done by centres to ensure a clear mapping to the SQA Units for the activities undertaken (for relevance and level).

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

External verification, approval, and development visits indicate that staff responsible for delivery and assessment are familiar with all aspects of the Course. Centres approved this session are primarily using (or intending to use) NAB material. See comments above relating to centres interfacing their delivery with the ACFS: it is essential that additions or amendments to existing material are consistent with Evidence Requirements and SCQF level.

Evidence Requirements

The report from the centre that was externally verified suggested some issues with the standard of candidate evidence in terms of the quantity, presentation, and clarity. Candidate folios contained evidence, including tutor checklists and self-reviews, though there is a requirement for more clarity with ACFS activities.

The development report for the centre that requested a post-approval development visit showed that considerable thought had been put into the delivery pattern and suggested activities.

Administration of assessments

All visits/contact from existing centres indicate a holistic delivery pattern (or intended delivery pattern) for the programme, so assessment material is generated throughout the Course in a variety of different formats. As stated in the IAR for the previous academic session (2012–13), centres interfacing their delivery with the ACFS are reminded to ensure that assessment is appropriately mapped and at the correct SCQF level where it has been adapted from existing material. It is essential that assessment evidence is logged correctly in order that staff and candidates are aware of progression, and to enable effective internal and external verification.

In the majority of centres, assessment material is generated in multiple formats: this is good practice to ensure that all candidates are able to maximise learning and skill transfer. The centre that was externally verified was delivering the programme using a member of staff from the ACFS — this is good practice, allowing a high level of context-specific knowledge and personal experience to enhance delivery of the Course. The centre that requested a post-approval development visit showed effective plans for the delivery involving the Fire Service — this will be of considerable benefit, especially in the delivery of the ‘Engaging with the Community’ and ‘Working in Teams’ Units.

Internal verification processes were discussed at length in all centres visited.

Areas of good practice

It is encouraging to note widespread good practice:

- ◆ Time and resource allocation in centres is giving candidates excellent opportunities for success, especially in view of the wide variety of complex issues faced by candidates.
- ◆ Tutors in centres show personal experience of UES.
- ◆ Involvement of centres and candidates with ‘value added’ activities such as the delivery of ‘Heartstart’, Emergency First Aid, the Duke of Edinburgh’s Award Scheme, and the work done to build local links.
- ◆ A wide variety of learning and teaching styles designed to include all candidates.

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.

- ◆ Centre reports of all types (see above) indicate effective practice in some aspects of delivery of the Course, but it is important that once a centre has gained approval for delivery that a clear perspective is maintained on all aspects of delivery, assessment, and verification.
- ◆ Schools delivering the Course should give careful consideration to the requirements of the internal verification process, and ensure that paperwork is standardised.
- ◆ Centres using the ACFS as a basis for the Course must ensure that assessment is appropriately mapped to the Units within the Course, and that the mapping is to the correct SCQF level. It is not appropriate to simply indicate where criteria might be met: there needs to be a clear statement. Should any centre be unsure of how to carry out this process they should contact SQA to request a development visit.