



**National Qualifications 2016
Internal Assessment Report
Skills for Work: Health Sector**

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: Health Sector at National 4 (C261 74)

Skills for Work: Health Sector at National 5 (C261 75)

General comments

All centres that were externally verified had a clear and accurate understanding of the requirements of the national standards.

The Skills for Work: Health Sector qualifications at National 4 and National 5 continue to provide a defined progression route for learners seeking employment or progression to higher level studies. The inclusion of a broad range of health careers, including non-clinical roles, ensures that learners are engaged in discovering career pathways they previously may not have considered.

There is increased interest from schools with approval visits taking place over the session in preparation for delivery of units and the full qualification at National 4 and at National 5.

As part of SQA's commitment to regularly review qualifications to ensure they are relevant and fit for purpose, a scoping exercise was undertaken in 2015 to determine whether the Skills for Work: Health Sector qualifications at National 4 and National 5 were continuing to meet current and future needs of the sector. Approved centres, stakeholders, educational institutions, government bodies, SQA specialists in the health sector, and guest speakers contributing to the delivery of the qualifications, were consulted to provide a comprehensive appraisal of the current provision.

The research concluded that the Skills for Work: Health Sector at National 4 and National 5 provide the necessary information for meeting learners' goals; they also incorporate ways to begin improving professional development. The qualifications are therefore considered to be fit for purpose; any future changes will be incremental.

Course arrangements, unit specifications, instruments of assessment and exemplification materials

Assessors demonstrated knowledge and understanding of the related course documentation and were able to discuss in detail the planning and implementation of the Skills for Work: Health Sector qualifications at National 4 and National 5. Feedback from assessors and internal verifiers confirms the helpful nature of the course arrangements, unit specifications, instruments of assessment and exemplification materials.

Evidence requirements

All centres, to date, have utilised the tools of assessment for the course/units; however, individual delivery employs unique and very different implementation which meets the needs of all learners, including those with additional support needs. Working within SQA recommendations and systems, centres are able to offer a learner-centred approach to meet individual learning needs.

Administration of assessments

All centres offered evidence of robust assessments procedures and internal verification. Feedback to candidates is supportive and positive in both written and oral delivery. Remediation is provided when necessary and adequate preparation is provided to assist learning.

Areas of good practice

Centre staff made very effective use of all opportunities to generate evidence for assessment. For example, where a learner has included information in a presentation which was not included in written work, this has been noted and used as additional evidence for the appropriate assessment outcome.

In some centres, cross-marking of all assessment material ensured that standards were applied equally throughout the centre.

Staff used a wide pool of visiting speakers to enhance unit delivery. This practice is supplemented by external visits to appropriate areas of the health sector, including the local hospital, which provides learners with a wide experience of health care provision.

Centre staff have arrangements with further and higher education establishments, which enable learners to experience a range of activities covering all aspects of the award in a very realistic simulated environment.

Staff within centres ensure that learners are well prepared prior to the visit and have produced a booklet which, when completed by the learner, provides additional assessment evidence.

Assessments for some units are integrated with those for other units which the learners are currently undertaking; for example, presentations are viewed by assessors from both disciplines thus reducing the assessment load.

Resources are plentiful for learners' practical activities and assessments; eg a defibrillator and a range of measurement equipment.

Units are being delivered by staff with diverse qualifications and experience from health and social care.

Specific areas for improvement

A small number of centres could suggest other presentation formats to learners and support them with this, eg a PowerPoint presentation or portfolio rather than the investigation template.

Centres could possibly integrate assessments, where an opportunity presents itself, and encourage learners to use other forms of research other than the internet, eg local provision for health sciences such as an optician etc.