



# **Internal Assessment Report: Health Care**

Sector Panel or SSC: Qualification Support Team and Care Stakeholder Group

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

# Higher National Units

## Titles/levels of Higher National Units verified

Units used in HN Health Care:

DR3N34	Health Care Policy
DR3T34	Psychology and Sociology in Health Care
DR3P34	Physiology for Health Care Professionals
DG6E34	Work Role Effectiveness/Diagnostic and Therapeutic
DW9334	Visceral and Dynamic Imaging
D9P504	Occupational Therapy: The Needs and Rights of Service Users
D9P704	Occupational Therapy: Anatomy and Physiology for Occupational Therapy Support Workers
D9P804	Occupational Therapy: Psychological Aspects of Human Behaviour
D9PC04	Occupational Therapy: Life Span Development
DG6E34	Work Role Effectiveness
DW9934	Patient Care in Radiography

## General comments

Assessment decisions were appropriate and marking systems give clear and detailed feedback to students. The assessment evidence showed that procedures are being followed as per the Unit specification and exemplars.

Evidence was well presented, with clear record-keeping. This was effective in highlighting issues to produce valid and reliable assessment procedure.

In general, centres are showing good assessment decisions that are appropriate for the areas being delivered and valid for the listed Outcomes.

Internal verification throughout was clear, and Graded Units were marked up-to-date. Marking was concise and written feedback identified where marks had been gained or lost.

As this award progresses, the centres are becoming more confident in their approach to it. Any issues that arose during visits were easily resolved at the time.

## **Advice on good practice and areas for further development**

### **Good practice**

- ◆ Good teaching materials are available for students, giving good preparation for their assessment.
- ◆ Candidates' reflective writing demonstrates application of theory to practice, increasing the individual's ability to become a reflective practitioner.
- ◆ Robust internal verification processes are in place. Comments on assessment validity and feedback are supportive, and where required provide clear guidance for development.
- ◆ Assessment for Outcome 2 is carried out in class, providing good evidence of candidates' own work.

### **Areas for further development**

- ◆ Suggested marking guidelines are required for Learning Outcomes 1 and 2 of Physiology for Health Care Professionals.
- ◆ A checklist should be introduced to show where Units are being integrated.
- ◆ Students should be assessed on the theory of practice techniques before beginning placements.
- ◆ Signposts could show where integration has taken place in the workplace Units.
- ◆ A summary of log and clinical placements may help workplace effectiveness.
- ◆ A portfolio evidence grid would show where evidence could be tracked.

# Higher National Graded Units

## Titles/levels of HN Graded Units verified

FOKA34	Health Care Practical Experience
FOK934	Calculations and Practical Techniques
DX4034	AHP Diagnostic and Therapeutic
FOKS34	Principles of Health Care Practice

## General comments

Centres are using SQA descriptor guidance for marking allocations, and all candidates are interviewed at the planning stage. This is being clearly documented.

Internal verification is carried out as part of centres' established internal verification processes. Comments are being clearly documented and sampled by the External Verifiers.

The External Verifiers have told centres that timetabling of Units could help the delivery of the Graded Units. The Units could be carried out early on or delivered at the same time to meet the requirements of the Unit. Recommendations are being made for controlled conditions to ensure that work has been carried out by the candidate.

The candidate reflective accounts sampled are well written. They demonstrate the application of theory to practice and candidates' ability to become a reflective practitioner. There is evidence of student growth and development in the form of self-evaluation from examination, comments from lecturers, and mentors' and candidates' own reflective practice.

## Advice on good practice and areas for further development

### Good practice

- ◆ ICT skills have been shown in candidates' work, providing good preparation for higher education.
- ◆ Assessors have given detailed and constructive feedback to candidates. They have shown this by cross marking at each stage of the project.
- ◆ Centres have followed the Graded Units assessment procedures as specified. Assessment decisions are consistent across the award.
- ◆ Centres have used student interview sheets to identify discussions that had taken place during the planning stage.
- ◆ Centres have used Graded Unit submission sheets at the end of each stage to endorse students' work.

### **Areas for further development**

- ◆ Spaces could be put in place for entering dates on feedback sheets, so that all dates for the first and second submissions can be shown.
- ◆ Centres should give further instruction on word limits to candidates whose responses do not conform to the guidance.
- ◆ Placements within a healthcare setting must provide a supervisory health professional to help students maximise the benefits of this project and award.

# SVQ Awards

## Titles/levels of SVQ Awards verified

G8A5 23	Allied Health Professional Support	Level 3
G8A1 23	Maternity and Paediatric Support	Level 3
G8A7 23	Renal Support	Level 3
G8A6 23	Decontamination	Level 3

## General comments

There has been an increase in the uptake of the Health Care awards in the session 2008/09. Many of the visits were the first since approval was taken up.

Centres have taken a very positive approach as they begin these awards. Their assessment strategies have been well developed and they have documented the planning of their delivery.

There have been some difficulties within the AHP award about Units being chosen to enable candidates to gather sufficient evidence to meet the standards. The External Verifiers have been able to give some guidance on this to the candidates, assessors and internal verifiers.

Many of the assessors and internal verifiers are now working towards their appropriate awards. However, they are not yet familiar with the standards being delivered and the use of evidence gathering methods. This has been addressed by giving development visits as requested.

All assessors/internal verifiers are subject specialists and occupationally competent, as required in the assessment strategy for the award being delivered. The External Verifiers have identified staff records of continuing professional development, as requested in the visit plan.

Sampling portfolios has identified that assessment plans, reviews and internal verification records meet the requirements of the strategy. Clear recommendations are being given by the internal verifiers, to be acted on by the assessor. Internal verification strategies vary from centre to centre, but all meet the standards as laid down.

Standardisation meetings are held every four/six weeks and each centre has a minimum compulsory attendance per year. These are well documented.

The holistic approach is encouraged, and as the awards progress candidates are saying the cross referencing becomes more familiar.

## **Advice on good practice and areas for further development**

### **Good practice**

- ◆ CPD records of assessors and internal verifiers are documented in staff files and updated in most centres by the Unit manager.
- ◆ Centres are holding standardisation meetings and encouraging all those attending to contribute to the agenda.
- ◆ In general, centres were preparing well for external verification visits. They provided information on request, as asked for in the visit plans.
- ◆ In many centres, the candidates had a very positive feeling about the support they get from all staff involved in the progress of their award.

### **Areas for further development**

- ◆ Centres should address the regular use of candidates' 'protected' time.
- ◆ Centres should support and guide assessors and internal verifiers as they work towards their A1/V1 awards in collating candidates' portfolios, especially in relation to the holistic approach and cross referencing. This would prevent candidates giving too much evidence.
- ◆ Internal verifiers working with assessors in more isolated areas should give them more support.
- ◆ A better understanding of the purpose of evidence gathering methods will help meet the requirements of the standards.
- ◆ To ensure that sampling can be easily tracked, portfolio evidence must be clearly indexed.