



**National Qualifications 2013
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 (Intermediate 1 and Intermediate 2)

General comments

All centres visited demonstrated a clear and accurate understanding of national standards for the Skills for Work: Health Sector Courses and requirements of levels SCQF level 4 (Intermediate 1) and SCQF level 5 (Intermediate 2). Centres continue to display appropriate and inventive learning and teaching strategies to meet the diverse needs of candidates. There is evidence of a growing confidence with the delivery and the ethos of the Skills for Work aims.

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

Centres continue to utilise the NABs and Course materials available for the Skills for Work: Health Sector Courses. Many have developed a tracking system in order to integrate elements of the Courses with employability and career development activities. There is a marked increase in the integration of activities to enhance personal development and employability skills in candidates.

Evidence Requirements

Evidence presented by centres was of an extremely high standard. Candidates appear to be fully engaged in their learning and developing the required skills to demonstrate this knowledge and understanding. All Evidence Requirements have been fully met.

Administration of assessments

In line with SQA requirements, centres participate in pre-delivery standardisation meetings and agree on the criterion and Unit specification requirements. Internal verification evidence was available from all centres visited during session 2012–13. All assessors and verifiers are qualified to maintain high standards within each centre. Assessment judgements are fair and consistent with SQA guidelines and good practice. Feedback given to candidates (both written and verbal) is positive and constructive, providing guidelines for remediation and areas for improvement where necessary.

Areas of good practice

Several centres demonstrated good practice which other centres may benefit from.

Strong links with the local community can provide excellent learning opportunities. Placements allow learners to reflect upon their skills in a genuine work environment.

Integration of assessments for the Unit, *Health Sector: An Introduction*, with Units from other areas of study, notably ITC and Communications, helps to bring these subjects into context in addition to reducing the assessment load for the learner. Clear pointers provided at the beginning of the Unit ensure that learners are aware of areas in which this integration takes place. In addition, feedback on completed assessments also highlights this integration.

Integration of assessment of practical activities between Units where appropriate and taking considerable effort to ensure learners have the ability to develop skills.

In *Health Sector: An Introduction*, centre staff added a peer review of employability skills, which assists learners to reflect accurately upon their skills. In addition, the evaluation forms devised for use at the end of each activity are worded in such a way that they encourage learners to reflect upon the skills they have developed.

Centre staff arranged an excellent practical experience for all candidates. This began with a one week residential introduction to all Units and allowed for assessment of more practical elements, eg physiological measurements and CPR. In addition, candidates undertook one week of experiential learning in a hospital setting.

An excellent support network was in place throughout the year which included centre staff, placement staff and third year student nurses who supported the candidates on placement.

Outcome 3 of the Unit, *Health Sector: Working in The Health Sector*, requires preparation for a real or simulated interview. Centre staff made use of the college interview for progression to further awards to make this a real-situation interview rather than a simulation. In addition to generating assessment material candidates are encouraged to prepare appropriately for the interview.

In one centre a range of health care professionals were invited as guest speakers; including a radiologist, dietician, adult nurse, mental health nurse, doctor's receptionist, midwife, and a range of patients who have experienced a 'journey'.

Specific areas for improvement

Centres should consider delivering the whole Course to encourage personal development and progression to further study.