



**National Qualifications 2017
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

Skills for Work: Health Sector at SCQF level 4 (C261 74)

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

General comments

All centres externally verified had a clear and accurate understanding of the requirements of the Skills for Work: Health Sector courses at National 4 and National 5.

The number of secondary schools applying for approval to deliver these courses has increased; a heightened awareness of the benefits of candidates developing employability skills has contributed to the interest. Centres have linked with other agencies to enhance the learning experiences of candidates and to develop the necessary skills for work.

These courses provide a defined progression route for candidates seeking employment or progression to further study. A broad range of health careers, including non-clinical roles, is included in the courses to ensure that candidates can learn about careers they may not have previously considered.

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

The Skills for Work: Health Sector unit and course specifications have been updated and now also include National 4 or National 5 in their titles. Feedback from centres has been very positive as they find them easy to understand and use when planning the course programme and delivery. The exemplification materials also promote a clear understanding of assessment requirements.

Assessors and internal verifiers demonstrated a wealth of knowledge and a clear understanding of the course background and related documentation.

Evidence requirements

Centres continue to use the tools of assessment devised by SQA for both courses. Assessors have a clear understanding of the evidence requirements. Many centres adopt a holistic approach to learning and assessment to meet the needs of all candidates.

Administration of assessments

All centres provided evidence of robust assessment procedures and internal verification. Ongoing assessment ensures that candidates are not disadvantaged. Assessors provided remediation when necessary and supportive written and oral feedback to candidates. The combination of practical, research, pictorial and written tasks motivated candidates.

Areas of good practice

The centres verified demonstrated many innovative practices. These included mock interviews and mock interview feedback forms to provide an authentic interview experience. Candidates were interviewed by a member of staff not known to them. In one centre, student teachers conducted the mock interviews to create a realistic environment.

In another centre, a gardener spoke to candidates to demonstrate the importance of non-clinical roles within the health sector. Although the group initially did not recognise the importance of this occupation, through discussion and debate, they developed a new awareness of the benefits of an aesthetically pleasing health sector environment.

Another centre invited a dietitian from a care home as a guest speaker. Following this, candidates promoted health and wellbeing by devising and producing healthy meals for a group of learners in the centre who have additional support needs. Pastoral care teachers in other centres plan to develop this initiative within their centres.

Another centre has secured a budget for additional resources that will allow candidates to work on a project to highlight sexual health issues.

A comprehensive range of resources was available in all centres visited with exciting, interesting and engaging activities included in the programmes. Skills development and confidence was clear from one of the classes observed. The submissions demonstrated an increasing understanding, self-awareness and engagement within the classroom.

Many centres have strong links with the community and form partnerships with relevant groups to enhance the learning experience. These include older adult groups, local colleges and universities, local health sector businesses and specialist guest speakers. The pastoral care team in the centres are actively involved in Skills for Work development and in building links with external agencies.

Some centres complete the Heartstart CPR training course. Activities like this provide opportunities for learning and reflecting on practice. Practical activities and experiments engage candidates and encourage team working.

Visiting speakers included a community mental health nurse, addiction prevention training officer, CHIP (Community Health Improvement Programme)

team, health and safety officer, and food management delivery manager for a local authority. Visits to local colleges provided candidates with the opportunity to work in a simulated work environment for health care. In some centres, candidates visited a nearby leisure centre to learn about health and wellbeing and non-clinical roles.

Specific areas for improvement

In some centres, internal verification procedures need to be formalised to show that a robust system is in place. Master folders should include a delivery schedule and link into lesson plans.

Centres could use media and news articles to encourage interest in current health sector issues.

Assessors should ensure that candidates effectively record any reflective practice that takes place after visits and guest speakers. Although a considerable amount of discussion takes place after these events, some candidate portfolios do not show this.

Some centres could suggest other presentation formats to candidates and support them with this, eg a PowerPoint presentation or portfolio rather than the investigation template.

Centres could integrate assessments, where an opportunity presents itself. They could also encourage candidates to use a range of research techniques other than online job descriptions, eg visiting local health sciences providers such as an optician, or watching overview videos of healthcare job roles on the My World of Work website. This makes assessment more engaging for candidates, promotes discussion, and reduces the temptation for them to simply cut and paste information.