



**National Qualifications 2018
Qualification Verification Summary 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 externally verified centres have a clear and accurate understanding of the requirements of the national standards. Additional support and guidance has resolved isolated issues relating to the use of current specifications, SQA-devised assessment materials, evidence recording and constructive feedback to candidates.

Both courses, within the Skills for Work: Health Sector programme, continue to attract centres that recognise the benefits of preparing candidates for employment and progression through higher-level study. Increasingly, candidate assessments are kept in folders that include a record of progress pro forma. A number of candidates are self-managing this record and independently organise their submissions. In addition, the inclusion of team working and peer review allows candidates to develop transferable skills for the work place.

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

Generally, assessors demonstrated a 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. Centres need to be aware of updated materials available to download from the SQA website, which assessors and internal verifiers find to be helpful in terms of course arrangements, unit specifications, instruments of assessment and exemplification materials.

Evidence requirements

Centres have utilised the tools of assessment for the course/units. However, these must be current and any adaptation to meet candidate learning needs must be with the agreement of SQA, using the prior verification service. The majority of centres implement the courses to meet 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

On the whole, centres offered evidence of robust assessment procedures and internal verification. Both oral and written feedback to candidates is supportive and positive. Remediation is provided when necessary, and adequate

preparation is in place to assist learning. The range of learning and teaching approaches promotes participation and skills development.

Areas of good practice

Some centres are integrating assessments, where an opportunity presents itself, and are encouraging candidates to use a range of research techniques beyond websites that give a job description. For example, local provision for health sciences such as an optician, or My World of Work, which provide overview videos of job roles within the wider health care sector.

First aid and the Heartstart certificate are increasingly being used to complement candidates' achievement. Candidates are being encouraged to evaluate their performance. Where these evaluations were spread over the school year, candidates had the opportunity to reflect on their progress over time.

Progressively more centres are making links with local health providers, benefitting from relevant visits and guest speakers that enhance course delivery and improve candidate engagement.

Specific areas for improvement

Centres are advised to check the most up-to-date and appropriate materials are downloaded from either the SQA website or SQA Secure, during the planning/standardisation period.

Internal verification procedures should be formalised to generate evidence that a robust system is in place. Master folders are enhanced by including delivery schedule and links to lesson planning that promote engaging and effective learning. SQA provides support materials for centres to develop robust internal verification procedures, see:

- ◆ [Internal Verification: A guide for centres](#)
- ◆ [National Qualifications Internal Verification Toolkit](#)

Generally, centres could better encourage candidate reflection following activities, visits and guest speakers. Although a considerable amount of discussion takes place, some candidates' portfolio work does not fully record the extent of the discussion and learning that has taken place. There is a multitude of free online resources for candidates that support and develop reflective practice, and these can be included within the portfolio.

Procedures for integration must be clear and understandable to all staff involved in the delivery, assessment and internal verification of the courses. Planned standardisation meetings avoid confusion and ensure quality learning experiences leading to candidate motivation and achievement.