



Skills for Work

Qualification Verification Summary Report 2024–25

Health Sector

Verification group number: 426

Skills for Work Courses

National courses verified:

C261 74 Skills for Work: Health Sector at National 4
C261 75 Skills for Work: Health Sector at National 5

General Comments

External verification took place by visits to each centre selected for external verification for academic session 2024–25, allowing centres the opportunity to showcase their work have discussions with the external verifiers.

Overall, verification performance across centres was strong. All centres achieved an accepted outcome, with evidence of good practice in assessment planning, delivery, and internal verification processes. Assessors were well prepared, and learner evidence was consistently well organised and met the national standards.

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

Unit specifications and SQA assessment support packs (ASPs) were used by all centres.

Most centres provided copies of their assessment procedures, and the assessment materials they had used. Most centres had assessors who were familiar with the delivery of the course and the unit specifications.

Most centres included examples of the teaching materials with their evidence during external verification. Verification took place in the centres where they could showcase their learning environment.

Evidence requirements

All centres demonstrated a clear understanding of the evidence requirements for the Skills for Work: Health Sector course. Candidate evidence submitted during external verification met the national requirements in terms of content, depth, and relevance.

In most cases, centres provided well structured candidate portfolios containing a range of evidence types, including observation records, assessor checklists, written tasks, and feedback. However, some centres provided candidate feedback verbally. This variety illustrated both the breadth of learner experience and the consistent application of assessment criteria.

Internal verification procedures supported the accuracy and consistency of assessment decisions, and sampling showed that assessors were confident in identifying valid, authentic, and sufficient evidence. In some centres, written feedback on candidate evidence further confirmed a detailed understanding of the performance criteria and added value to the learning process.

Administration of assessments

Most centres delivered the Health Sector courses as full courses, providing learners with a comprehensive introduction to the health sector. As these courses do not require any prior learning, they are well suited to candidates with no previous experience in the health sector. In line with this, most centres did not assess or record candidates' prior achievements, which is consistent with the course design.

Almost all centres demonstrated effective administration of assessments, with a strong focus on ensuring validity, fairness, and accessibility throughout the assessment process. Assessments were appropriately selected and applied, with clear links to unit outcomes and performance criteria.

Assessors ensured that assessment conditions supported learners' ability to demonstrate their knowledge and skills, while maintaining the integrity of the assessment process. Internal verification arrangements further reinforced the quality and consistency of assessment decisions, supporting good practice across centres.

Learning and teaching

All centres had a good understanding of the learning and teaching requirements for the units. There was clear evidence that centres were committed to delivering engaging and meaningful learning experiences for candidates.

All centres actively promoted the use of practical activities to enhance learning. These activities helped to reinforce theoretical knowledge and allowed candidates to develop relevant skills in realistic and supportive environments. Practical approaches were well integrated into course delivery and tailored to suit the needs and abilities of learners.

Centres also made effective use of a variety of teaching methods and resources to support different learning styles, ensuring that learners remained motivated and well supported throughout the course.

Overall assessment

All centres received an accepted outcome for the external verification process, reflecting a strong standard of assessment practice.

All centres demonstrated the ability to make accurate and consistent assessment judgements.

All centres had processes and procedures in place to ensure that the evidence for assessment was the candidate's own work.

All centres demonstrated the effective selection and use of assessments to ensure validity and fairness in the assessment processes

Verification

Internal verification procedures were implemented consistently across all centres. These procedures played a key role in maintaining the quality and reliability of assessment decisions.

Internal verifiers carried out regular sampling of candidate evidence and provided clear, constructive feedback to assessors. This supported consistency in assessment judgments and ensured alignment with national standards.

In most centres, internal verification records were well maintained and demonstrated a clear understanding of the internal quality assurance process. Verifiers also contributed to continuous improvement by identifying good practice and offering guidance where minor enhancements were needed.

Overall, the internal verification process was effective and contributed significantly to the successful verification outcomes achieved by all centres.

Areas of good practice reported during session 2024–25

- ◆ Most centres fully implemented the Curriculum for Excellence principles, promoting personalisation and choice in learning and assessment.
- ◆ All centres had motivated and enthusiastic staff who engaged fully with Skills for Work programmes.
- ◆ Most centres provided clear and constructive feedback by assessors and internal verifiers, supporting candidate reflection and progress.
- ◆ All centres had inclusive and accessible teaching methods using differentiated prompts, interactive Smart Notebook PowerPoints, and varied assessment approaches.
- ◆ All centres used practical, real-world learning experiences including CPR / first aid training, simulated job interviews, role plays, and hospital / hazard setups.
- ◆ Most centres had strong industry links, with guest speakers from the health sector, employability sessions, and visits to health sector placements.
- ◆ Most centres worked in collaboration with other centres using shared resources and adoption of good practices from other schools.
- ◆ Some centres used additional learning opportunities offered through local college health and social care courses.

- ◆ Most centres support for employability skills such as job application and interview preparation using real-life practice.
- ◆ Most centres had candidate-centred delivery encouraging learner leadership, self-reflection, group work, and extension tasks.

Specific areas for improvement reported during session 2024–25

- ◆ Centres should ensure that assessment templates are used consistently and fully completed.
- ◆ Centres should ensure that feedback is provided to the candidates for each unit. Documenting feedback to each candidate is important for their learning and development.
- ◆ Centres should ensure that they supplement verbal feedback with detailed written feedback on assessment checklists to enhance candidate reflection and assessment transparency.
- ◆ Centres should use health sector specific scenarios for the Working in Health Sector Settings unit (J7GE 75), as outlined in the unit specification.
- ◆ For group work assessments, centres should provide each candidate with an individual assessment sheet and personalised feedback.
- ◆ Centres should ensure candidates relate their skills, qualities, and experiences specifically to health sector job roles.
- ◆ Centres should keep assessment records accurate and up to date, ensuring outcomes are fully evidenced and descriptions are clear.
- ◆ Centres should clarify and document areas sampled during internal verification, with signatures and dates. They should also maintain detailed minutes of meetings.