

## National Course Assessment

### Fitness and Exercise Higher C03P 12

### *Practical Assignment*

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# 1. Practical Assignment overview

This national project specification provides details of the assessment tasks and the evidence which candidates are expected to produce. It contains a degree of choice in terms of the way the Practical Assignment is taken forward by centres so that it fits available resources and candidates' interests and personal strengths.

The Practical Assignment is not concerned exclusively with practical activity, but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding to a situation that involves task management.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- ◆ interpreting the brief
- ◆ gathering information to clarify the brief
- ◆ deciding on a product, or activity/event, or performance to develop
- ◆ selecting and managing materials/resources
- ◆ producing the product, or organising the activity/event or delivering the performance
- ◆ evaluating the product or activity/event or performance (through feedback)

Evidence requirements are as follows:

- ◆ a plan of action
- ◆ evidence of a product or an organised activity/event or a performance
- ◆ evidence which documents the processes underpinning the practical hands-on activity
- ◆ evidence showing an extended evaluation of the Practical Assignment

Copies of Units are available from the Scottish Qualifications Authority Sales Section, telephone 0141-242 2168; fax 0141-242 2244; e-mail [sales@sqa.org.uk](mailto:sales@sqa.org.uk).

The Scottish Qualifications Authority Helpdesk is available on 0141-242 2214.

## **Note:**

Please note that individual project specifications should be read in conjunction with the relevant Arrangements for Project-based National Courses. The Arrangements document provides an overview of the Project-based National Courses for the given SQA. The guidance document, Project-based National Courses: procedural guide for centres, which gives full details of operational procedures, must also be used.

This specification forms part of Section F of the *Arrangements* document. It can be used until such a time that SQA advises centres that a new or revised version is available and should be used in its place.

## 2. Recommended entry

We strongly advise that candidates should have completed the Units in the National Course prior to embarking on the Practical Assignment. However, there may well be candidates who, for whatever reason, choose to undertake the Practical Assignment on a stand-alone basis. Any such candidates who have not completed or embarked upon the Units of the National Course *prior* to undertaking the Practical Assignment should have demonstrated attainment in (and/or attained) an appropriate combination of the following qualifications:

- ◆ National Qualifications in Fitness and Exercise at Higher
- ◆ National Qualifications in Sport and Leisure at Higher
- ◆ National Course in Physical Education at Higher
- ◆ Standard Grade Physical Education at Credit level 1

Candidates who achieve the National Course assessment will not be certificated for the Course until they have successfully completed the component Units.

### 3. Practical Assignment briefs

Candidates should choose one of the following briefs:

#### **Brief 1**

An individual performer requires a training programme to improve fitness for their chosen activity working towards a particular special event. The training programme should allow for competition/participation and plan for two days with a third session only when not competing or participating that week.

#### **Brief 2**

A team player requires a training programme to improve their fitness for their specific role/position in their chosen activity. The training programme should allow for competition/participation and plan for two days with a third session only when not competing or participating that week.

#### **Brief 3**

A fitness participant/dance performer requires a training programme to improve their fitness for their specific activity. The fitness participant will train three days per week and the dance performer will train two days per week and perform one day a week.

#### **For all briefs**

The candidate should design an appropriate programme which should:

- ◆ provide for three sessions per week. In the event of competition the logbook would show only two training sessions were implemented and show details of the event/performance.
- ◆ produce a profile of the client/performer
- ◆ state the aims and objectives of the client's training programme
- ◆ design a programme to include training, rest and competition over a period of four to six weeks
- ◆ establish initial level of fitness and justify methods used
- ◆ design a training programme to include three training sessions (allow for adjustment to two sessions per week due to competition/participation)
- ◆ select three components of fitness to include in the training programme from, cardio-vascular endurance; muscular endurance; speed; strength; flexibility and skill related fitness. Justify the amount of training for each component over the programme (four to six weeks)
- ◆ each training session should last between one and one hour 30 minutes
- ◆ for each training exercise/activity specify the muscle group and movement patterns addressed

- ◆ warm-up and cool down sessions should be outlined showing variety during the training programme
- ◆ a minimum of two and a maximum of three different training methods should be used
- ◆ the following principles of training should be considered and relate to the training completed: overload, specificity, intensity, frequency, duration, training zone, adaptation, work-rest ratio
- ◆ complete the training programme over a period of four to six weeks
- ◆ re-evaluate the training programme in relation to fitness, performance and physiological benefits
- ◆ keep a record of work in a training diary/log book

Although directed towards the training methods included in the Unit, alternative training methods would be acceptable for the training programme.

## 4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
Planning Fitness for Others	1	*D7XE 12
and two Units from (ie 2 x 1 credit):		
Exercise and Fitness	1	#D674 12 to D679 12

All Practical Assignments for Project-based National Courses cover a minimum of two thirds of all Outcomes from the component Units. For this project all the outcomes are covered and these are:

### Unit: Planning Fitness for Others

1. Describe the components of fitness and their relationship to the chosen activity.
2. Explain reasons for fitness testing and describe methods of organising and carrying out effective testing for the participant.
3. Assess level of fitness for a participant.
4. Plan and implement a detailed fitness programme for a participant to complete.

### Unit: Exercise and Fitness (in two contexts)

1. Describe movement patterns relating to major muscle groups.
2. Describe the basic physiological effects of exercise and fitness training on the body.
3. Contribute to the design of an exercise and fitness training programme.
4. Participate in a planned exercise and fitness training programme.

It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking this National Course assessment.

\* This Unit replaces the original Unit (Planning Personal Fitness, D0VG 12) originally specified in the Course and listed in the *Arrangements* document.

# Unit available in various contexts. Candidates must select two of the following:

- Exercise and Fitness — Aqua (D674 12)
- Exercise and Fitness — Exercise to Music (D675 12)
- Exercise and Fitness — Gymnasium (D676 12)
- Exercise and Fitness — Circuits (D677 12)
- Exercise and Fitness — Resistance Training (D67812)
- Exercise and Fitness — Step (D679 12)

## 5. Subject/occupationally-related knowledge and skills

The Practical Assignment allows candidates to develop and apply skills in:

- ◆ analysing sport/activities
- ◆ identifying key components of fitness of sport/activity performance
- ◆ creating a personal profile of performer
- ◆ testing of current levels of fitness
- ◆ selecting appropriate training methods
- ◆ planning, implementing and monitoring a fitness training programme
- ◆ advising client on correct safety techniques
- ◆ explaining aims and relevance of programme
- ◆ evaluating the programme of work

It also allows candidates to further develop and apply knowledge of:

- ◆ principles of training
- ◆ the importance of communication and motivational skills
- ◆ setting long term and short term targets
- ◆ fitness test norms
- ◆ conditioning training
- ◆ monitoring performance

## 6. Candidate evidence requirements and allocation of marks

### General information

The three stages of the Practical Assignment for all Project-based National Courses at Higher are:

- ◆ planning
- ◆ developing
- ◆ evaluating

Here we describe evidence requirements which apply to each of the three stages of the Practical Assignment for all Project-based National Courses at Higher. Where there are any specific evidence requirements relating to this Course, these are given later in this section.

### Planning

Candidates must produce a 500 word (or equivalent) plan of action. The plan should include an introduction and a main body. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

For the introduction of the plan, candidates should:

- ◆ provide a rationale for selecting a particular brief
- ◆ interpret the brief
- ◆ gather information to clarify the brief
- ◆ define the aims and objectives of the Practical Assignment

For the main body of the plan candidates should:

- ◆ identify information sources
- ◆ identify materials and resources
- ◆ establish timescales for completion of stages of the Practical Assignment

The plan of action should be produced in a supervised environment although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action, but each plan must be tailored to the candidate's own project and the action points should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, tutors are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that, as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until the candidate has devised a plan that is potentially workable. The level of support that candidates need to devise a viable plan of action will of course vary from candidate to candidate. Centres should indicate the level of support given to each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases, however, if the level of support and intervention needed is more than that which would

normally be seen as reasonable, the authenticity of the candidate's work may be called into question. If the level of input needed from the tutor is above normal (for example, the quality of the plan is such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage.

## **Developing**

Candidates must provide evidence that:

- ◆ testifies to the quality of the hands-on practical activity
- ◆ documents the processes underpinning the activity

Specific evidence requirements for this Course are given later in this section.

All of the evidence should be produced in a supervised environment. Candidates may communicate with each other but should produce work which can be clearly attributed to the candidate as being his or her own.

## **Evaluating**

Candidates must produce an extended evaluation report which should:

- ◆ provide a brief summary of what the assignment was about
- ◆ review and update the action plan in the light of experience
- ◆ assess the effectiveness of the action plan
- ◆ summarise any unforeseen events and how they were handled
- ◆ identify knowledge and skills which have been gained and/or developed
- ◆ assess the strengths, weaknesses and quality of any hands-on activity
- ◆ assess the effectiveness of the research methods used
- ◆ determine to what extent the assignment met the original brief

The extended evaluation report should be 1,000 words (or equivalent) at Higher. Candidates may carry out the preparation for the report beforehand.

Candidates at Higher should be allowed up to three hours to complete an extended evaluation (including the summary). This is a generous time allowance and some candidates may require considerably less time — two hours should generally be sufficient.

Candidates should be allowed to take one side of an A4 page of notes (maximum 200 words or equivalent) which they have prepared, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

For this activity the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

## Specific additional information and requirements

Please note that further guidance is given in the appendices at the back of this specification.

### **Fitness and Exercise: planning stage** (total 40 marks)

The candidate should select a suitable brief and produce a plan of action to meet the requirements. In addition to the general requirements given earlier in this section candidates should:

#### **Provide a rationale for selecting a particular brief** (5 marks)

- ◆ has the candidate clearly identified the sport/exercise form/activity?
- ◆ has the candidate established the client's needs and background?

#### **Interpret the brief and Define the aims and objectives of the Practical Assignment** (15 marks)

- ◆ has the candidate stated the aims and objectives of the assignment clearly?
- ◆ does the work contain a clear plan of action?
- ◆ does the work retain the focus on the task?

#### **Gather information to clarify the brief and Identify information sources** (6 marks)

- ◆ has the candidate identified what information is required?
- ◆ has the candidate referenced the sources of information?
- ◆ has any information gathered been presented clearly?
- ◆ has the candidate noted any contacts made?

#### **Set clear timescales for completion of stages** (2 marks)

- ◆ has the candidate allowed a realistic timescale for the stated task?
- ◆ would the timescale allow the development of the project to take place?

#### **Identify the resources and materials required to carry out the project** (6 marks)

- ◆ has the candidate identified the resources needed to complete the project?
- ◆ has the candidate identified materials needed to complete the task?
- ◆ has the candidate identified key people (if appropriate) who may help?

#### **State what methods will be used to monitor the candidate's work and gather feedback during the project** (6 marks)

- ◆ has the candidate shown how sessions are to be monitored?
- ◆ has the candidate shown how sessions are to be evaluated?

**Fitness and Exercise: development stage****(total 120 marks)**

Candidates will be expected to produce a portfolio providing the following information:

- ◆ A detailed profile, providing details of age and sex of client, current level of fitness, previous or current injuries and their effect on training, any lifestyle factors which may affect the training plan, social or economic, and the candidate's eating habits. Any other considerations which may affect the candidate's ability to maintain the training programme should also be included. (15 marks)
- ◆ The sport/activity should be identified and the level of participation, position in team, role in group or discipline be highlighted as appropriate.
- ◆ Analysis of three main components of fitness required for maximum performance in the selected sport/activity. The components selected should be justified. (15 marks)
- ◆ Evidence of the candidate's current level of fitness with a description of the methods used.
- ◆ Details of three training plans each with a warm-up, main training workload; and a cool down. Each session will last for a minimum of one hour and a maximum of one hour 30 minutes, different training methods should be included. (30 marks)
- ◆ Complete a calendar of training days, competitions/performances.
- ◆ Resources and facilities required to implement training sessions.
- ◆ Evidence of implementation and monitoring of the programme. Video evidence of practical sessions will compliment record of work in log books or training diaries. Video evidence of practical sessions will be subject to visiting assessment. (40 marks)
- ◆ Log book/training diaries should record adjustments to the intensity of training, changes to the work-rest ratio, record of opinions about training sessions etc. (20 marks)

(2,000 – 2,200 words or equivalent)

## **Fitness and Exercise: evaluation stage**

**(total 40 marks)**

In addition to the general requirements given earlier in this section, the evaluation report should evaluate aims in terms of improved fitness level, psychological and general health benefits and performance/participation level in the selected sport/activity.

Marks will be allocated as follows:

**Provide a brief summary of what the assignment was about** (5 marks)

- ◆ has the candidate clearly summarised the project?

**Review the action plan and indicate any adaptation to the original plan** (7 marks)

- ◆ has the candidate summarised any unforeseen problems/events?
- ◆ has the candidate indicated how they were dealt with?
- ◆ has the candidate indicated any modification to the plan?
- ◆ has the candidate justified the change to the plan?

**Assess the effectiveness of the plan** (5 marks)

- ◆ was the timescale effective?
- ◆ was information gathered relevant?
- ◆ were resources adequate?
- ◆ had the candidate generally achieved the aims and objectives of the plan?

**Evaluate quality of training sessions indicating criteria for this process** (5 marks)

- ◆ has the candidate indicated how the quality of the sessions were monitored?

**Identify knowledge and skills which have been gained and/or developed** (5 marks)

- ◆ has the candidate described any knowledge and/or skill gained?
- ◆ has the candidate explained how this was achieved?
- ◆ has the candidate clarified the value of the knowledge or skill?

**Assess the effectiveness of the research methods used** (5 marks)

- ◆ does the candidate's work show a clearly identifiable structure?
- ◆ does the discussion show clarity of thought and expression?

**Determine to what extent the assignment met the original brief** (8 marks)

- ◆ has the candidate specifically met all the aims and objectives outlined in the plan?
- ◆ does the candidate draw the assignment to a meaningful conclusion?
- ◆ is the conclusion focussed on the stated task?

## Specific evidence requirements and assessment arrangements for the Practical Assignment for Fitness and Exercise at Higher

This Practical Assignment is subject to type 2 visiting assessment.

Planning	
Evidence:	Plan of action 500 words <i>or</i> equivalent (40 marks)
Conditions of National Course assessment:	Supervised
Who assesses it?	Centre and SQA — plan for sample of candidates to be sent to SQA for marking*

Developing	
Evidence:	Hands-on activity: Practical work involved in completing the training programme (video)  For processes underpinning the activity: Portfolio (120 marks in total for this stage)
Conditions of National Course assessment:	Supervised
Who assesses it?	Subject to type 2 visiting assessment*

Evaluating	
Evidence	Extended evaluation report — including summary 1,000 words <i>or</i> equivalent (40 marks)
Conditions of National Course assessment:	Centre-invigilated
Who assesses it?	Centre and SQA — reports for sample of candidates to be sent to SQA for marking*

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

\* Centres should refer to *Project-based National Courses: procedural guide for centres* for full procedural details of type 2 visiting assessment.

## 7. Marking and grading for Practical Assignments with visiting assessment

The assessment evidence for this Practical Assignment is subject to visiting assessment by SQA. Centres are strongly advised to read *Project-based National Courses: procedural guide for centres* for further information about the processes and procedures for visiting assessment.

Visiting assessors will be trained by SQA to apply national standards. As candidate evidence becomes available exemplars will be issued to centres as guidance.

Centres must mark all three stages of the Practical Assignment for each individual candidate and decide on the mark, band and grade they think should be given to that candidate. SQA will provide detailed marking instructions for centres. The SQA visiting assessor will mark all three stages for a sample of candidates

As the Practical Assignment will be marked by centres, centres do not need to provide estimates for Practical Assignments with visiting assessment. Nor should there normally be any need for appeals as the SQA visiting assessor and the centre should have negotiated and resolved any differences of opinion during the visiting assessment process.

The internal assessor uses the same processes for deciding on marks, grades and bands as any SQA visiting assessor. The final assessment decision must be based on accurate assessment of all the available candidate evidence. No candidate will be certificated for these Practical Assignments until the assessment decision is in line with national standards.

The total mark for the Practical Assignment is 200 (this makes it easier to discriminate effectively between performances of candidates across the three stages of the assessment). These marks will be allocated as follows in *Table A*.

*Table A*

<b>Practical Assignment Stage</b>	<b>Assessment Evidence</b>	<b>Mark Allocation</b>
Planning	Plan of action	40
Developing	Evidence arising from the hands-on practical activity and from documenting the underpinning processes involved	120
Evaluating	Extended evaluation report	40

SQA will provide detailed marking instructions in addition to the information given earlier in this specification. SQA will also provide a form (Attendance Register, Form Ex 6) for submission of marks.

The internal assessors must:

- ◆ Mark each stage of the project using the marking instructions provided by the SQA.
- ◆ Maintain a detailed record of the marks given for each of the three stages (for internal moderation purposes and for SQA visiting assessor).
- ◆ Add the marks for each stage for the candidate to give a total mark out of 200.
- ◆ Divide that total mark by two to give a percentage.
- ◆ Convert the overall percentage mark for each candidate into a grade and band using *Table B*.

Table B

<b>% Mark range</b>	<b>Grade</b>	<b>Band</b>
85–100	A (upper)	1
70–84	A (lower)	2
65–69	B (upper)	3
60–64	B (lower)	4
55–59	C (upper)	5
50–54	C (lower)	6
45–49	Fail (near miss)	7
40–44	Fail	8
Less than 40	Fail	9

- ◆ Check the grade given to candidate against the grade descriptions given in *Table C*, using the grade descriptions as a touchstone. The final grade should reflect the grade descriptions.
- ◆ Provide marks, bands and grades for each candidate.

Although it is possible for a candidate to be given a band 7, 8 or 9 which would be classified as ‘fail’, this would not appear on the certificate. If a band 7 is given the centre should ensure that it gives feedback to the candidate for remediation purposes.

## Grade Descriptions for a Practical Assignment at Higher

*Table C*

A	B	C
<b>Content and scope appropriate for Higher</b>		
<b>Looking at the evidence as a whole:</b>	<b>Looking at the evidence as a whole:</b>	<b>Looking at the evidence as a whole:</b>
<p><b>A Practical Assignment at Grade A:</b></p> <ul style="list-style-type: none"> <li>◆ produces high quality, clearly inter-related, documented and product or process-related evidence for the three essential phases of the Practical Assignment</li> <li>◆ is an exercise to which candidates have brought an accurate and insightful interpretation of the Practical Assignment brief</li> <li>◆ is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise</li> <li>◆ effectively applies integrated and consolidated knowledge, understanding and skills from the Course Units to complex situations and/or design specifications</li> </ul>	<p><b>A Practical Assignment at Grade B:</b></p> <ul style="list-style-type: none"> <li>◆ produces good quality, inter-related, documented and product or process-related evidence for the three essential phases of the Practical Assignment</li> <li>◆ is an exercise to which candidates have brought an accurate interpretation of the Practical Assignment brief</li> <li>◆ is well structured and displays a good level of subject/occupational expertise</li> <li>◆ satisfactorily applies integrated and consolidated knowledge, understanding and skills from the Course Units to situations and/or design specifications which include a degree of complexity</li> </ul>	<p><b>A Practical Assignment at Grade C:</b></p> <ul style="list-style-type: none"> <li>◆ produces adequate, fairly well inter-related, documented and product or process-related evidence, for the three essential phases of Practical Assignment</li> <li>◆ an exercise to which candidates have brought an acceptable interpretation of the Practical Assignment brief</li> <li>◆ is reasonably well structured and displays an adequate level of subject/occupational expertise</li> <li>◆ applies integrated and consolidated knowledge, understanding and skills from the Course Units with some lack of continuity and consistency</li> </ul>

## Internal moderation

The internal moderator should:

- ◆ Oversee the internal moderation process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal moderator should normally be a specialist in the subject. (It may be helpful in the first few years of these Project-based National Courses to do a cross-subject moderation of samples of like parts such as the plans of action and evaluation reports. Such additional cross-subject internal moderation is, however, not mandatory.)
- ◆ Ensure that all candidates have been fairly treated. For example, some candidates may have produced more fully integrated projects than others, but have similar overall marks/bands; this may lead to a reconsideration of marking of the individual components for some candidates.
- ◆ Oversee the finalisation of marks, bands and grades and submission of candidate evidence for sample candidates.

(See *Guide to Assessment and Quality Assurance for Colleges of Further Education AA0842/2*, October 2001 for further information relating to internal moderation. A guide to good practice for internal moderation is also under development.)

## Submitting candidate evidence to SQA

Specific information on this part of the process is available to centres in *Project-based National Courses: procedural guide for centres*. Where materials have to be sent to SQA for marking you will be provided with any necessary packaging materials.

The following must be sent to SQA for this Practical Assignment for a sample of candidates:

- ◆ plan of action
- ◆ extended evaluation report

**Note:** In addition, centres will be expected to submit all notes used for both the above by the sample of candidates during write-up sessions.

## 8. Ensuring evidence is authentic

The following methods should be used to ensure that the evidence produced by a given candidate is all their own work. These methods are for use outwith any situation where the candidate's work will be produced under supervised or invigilated conditions already stipulated by the SQA (eg the plan of action and the evaluation).

### **Development stage**

#### **Candidate portfolio**

Although knowledge and ideas may be gathered from a wide range of sources in advance, the written submission should be undertaken and completed under supervised conditions to ensure it is the candidate's own work. Advice and support should be offered where necessary.

#### **Log book/training diary**

This should be used to record and monitor practical work completed. It should be monitored by the course supervisor and signed at agreed intervals by him/her.

#### **Practical training sessions**

Evidence of unsupervised training sessions should be authenticated in a format agreed by the course supervisor before implementing. This may include the need for witness evidence.

#### **Witness evidence**

For practical reasons it may not always be possible for the tutor to assess, in person, all of the sessions/events for each individual candidate. Centres may, if necessary, use appropriate witness testimony. Full details must be recorded and must be available for the visiting assessor.

## 9. Investigating tools

Candidates are expected to make use of the following information sources during the Practical Assignment:

### Information sources

- ◆ Books, eg:  
*Physical Education: Theory and Practice*, Davis, Kimmet & Auty  
*Advanced Studies in Physical Education and Sport*, Beashal & Taylor  
*Physical Education and the Study of Sport*, Davies, Bull & Roscoe  
*Sports Training Principles*, Frank Dick  
*Stretching*, Bob Anderson  
*Strength Training for Sport*, Rex Hazeldine.
- ◆ National Coaching Foundation (NCF) publications, eg:  
*Fitness for Games Players*, *Fitness Testing*, *Improving Strength and Speed*, *Improving Endurance etc.*
- ◆ Technical/professional journals, eg:  
*Peak Performance*, *Fitness Direct*, *Inform*.
- ◆ CD-ROMs, eg:  
Mentor: *Body Systems*, *Interactive Skeleton*, *World of Sport*.
- ◆ Videos, eg:  
NCF: *Body in Action*, *Energy for Sport*, *Designing Fitness Programmes*.
- ◆ Internet sites.
- ◆ Teachers, lecturers.
- ◆ Course notes and tutorial sessions.

### Accessing information

- ◆ libraries and other research sources
- ◆ preparing questionnaires
- ◆ internet sites
- ◆ tutors and librarians
- ◆ making personal contact

The methods of research should be discussed and agreed with the tutor. Candidates should be realistic in the demands they may make on those they approach for information; guidance from the centre may be needed in this area. Centres should be aware of the need to be sensitive to the negative as well as the positive effects that telephone calls, requests for material, and so on may have on organisations and individuals. The final decision on the most suitable approach lies with candidates and their tutor.

## References supplied by candidates

Please note that it is legitimate for candidates to quote from information sources such as articles (in print or stored electronically) or books. Such quotations must be placed within quotation marks followed by the reference, including the chapter and or section and page number. Texts referred to should be included in the bibliography.

The following format for references should be used:

### Books

Author's surname, followed by forename or initials, title of book (in italics or underlined), place of publication, name of publisher, year of publication.

For example:

Barton, T, *Fieldwork for Geographers*, London: Edward Arnold, 1985

### Articles

Author's surname, followed by forename or initials, title of the article (in inverted commas), title of the periodical (underlined or in italics), volume number, part number, year of publication, page number(s).

For example:

Sugden, DE, 'Perspectives on the Glaciation of Scotland', *SAGT Journal No. 17*, 1988, pp 4 – 10.

### Maps and diagrams

Sources should be given on each map and diagram and should be stated in the same format as for books and articles, as appropriate.

For example:

Microsoft Encarta 1997

### Internet

If a website has been used then the address (URL) must be disclosed.

For example:

**[www.sqa.org.uk](http://www.sqa.org.uk)**

**It is important to note that unacknowledged copying will be penalised, usually by cancellation of the candidate entry.**

## 10. Materials and resources

Candidates are expected to select from the following materials and resources as appropriate:

- ◆ worksheets from related Units
- ◆ fitness testing equipment
- ◆ heart rate monitors
- ◆ internet facilities, fitness related videos and CD-ROMs
- ◆ books, journals etc.
- ◆ fitness equipment, health suites, swimming pools etc

## 11. Core Skills

It is possible that successful attainment of this Course would lead to the automatic certification of particular Core Skills or Core Skill components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

It should be noted that this project, in common with other Project-based Courses, follows the planning/developing/evaluating cycle. As a result of this it is likely that successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2. The final Core Skills statement, as above, will confirm this.

### Further guidance for assessors for Project-based National Courses for Sport and Leisure

This guidance is intended to help ensure that standards are uniform and fairly applied wherever the candidate may be situated and whoever may be the tutor. It is intended to be only what it says — guidance — and not a substitute for anything within the specifications for the award.

#### Approach to assessment

- ◆ The marking scheme should allow for differentiation by response and should allow for marks to be awarded at both extremes of the range, at the poorer end and at the top end of marks. It is essential that candidates should be awarded marks from zero upwards, rather than start with 40 and deduct marks for ‘points not made’ or ‘issues not addressed’. This should allow candidates to be awarded the full range of marks available.
- ◆ This approach should allow assessors to make decisions based on their professional judgement rather than moving towards their own opinion as to how the project should have been progressed. Marks should be awarded based on the criteria rather than the marker’s own opinion or view as to how the topic should have been delivered.
- ◆ The criteria are given to guide the assessor and are not designed to be ‘one mark per bullet point’. Some candidates may take a different approach and may cover the issues by a different route from that anticipated. The key here is to apply professional judgement and it is important that marks be awarded only upon the second reading of the work, having first read it all to get a ‘feel’ for the project.
- ◆ Candidates may complete the work in an order which is very different from the ‘marking scheme’ and it is important that these candidates are given full credit for the work they have done. There will be occasions when points will ‘emerge’ rather than be ‘made’. If the point is discernible, credit may be given to it if it is valid.
- ◆ It is important that assessors have a brief written statement of where they have awarded marks. This gives an external assessor a valuable insight into the interpretation of the scheme and assists greatly with standardisation.
- ◆ Assessors are not expected to count words but if a report is considerably shorter than expected, it is likely that this will be ‘self penalising’ in that it is improbable that all issues will have been addressed. On the other hand if a candidate is considerably over the expected word count, this too may be penalised under the heading ‘clarity of thought and expression’.
- ◆ Candidates should not be penalised twice for the same error (although it is recognised that one error may lead to another so some degree of this may be unavoidable). Likewise, candidates should be credited with an item twice under different sections.
- ◆ The marking guides for Higher level and Intermediate 2 level are broadly the same. The Planning stage requires the same word length so what differentiates this work? What differences might we expect at the Evaluating stage? The difference here would be that the ‘demand level’ of the originating Units, would give a clear indication of the levels of

knowledge and competence expected from the candidate. At Intermediate 2, candidates would be expected to 'identify' and at Higher level candidates would be expected to 'describe'. As an example, at Intermediate 2 a candidate may identify a need but not expand to any degree on the problem but at Higher level the candidates would be expected to show the consequence of the problem or expand on how it would be overcome. Keep in mind that a candidate may show the required knowledge by the course of action planned and not necessarily by long explanation of the issue. Word count is restricted so responses may have to be concise.

Planning stage — further marking guidance

<p><b>Provide a rationale</b></p>	<p>Candidates would be awarded <b>high marks</b> if they provide a clear, full and detailed account of their rationale.          Candidates would be awarded <b>approximately half the available marks</b> if they give a clear and satisfactory explanation of their rationale.          Candidates would be awarded <b>low marks</b> if the explanation was limited in scope and/or unsatisfactory in detail.</p>
<p><b>Interpret the brief</b>  <b>Define the aims</b></p>	<p>Candidates would be awarded <b>high marks</b> if they use a full range of relevant knowledge to interpret the brief and define aims which are sound.          Candidates would be awarded <b>approximately half the available marks</b> if they use relevant knowledge to interpret the brief and define aims which are sound.          Candidates would be awarded <b>low marks</b> if they use limited knowledge to define aims which are shallow and show limited interpretation.</p>
<p><b>Gather information</b>  <b>Identify information sources</b></p>	<p>Candidates would be awarded <b>high marks</b> if they give a full and detailed account of relevant information and the sources of this information.          Candidates would be awarded <b>approximately half the available marks</b> if they give a satisfactory account of relevant information and the sources of this information.          Candidates would be awarded <b>low marks</b> if they give a limited account of relevant information and the sources of this information.</p>
<p><b>Establish time scales</b></p>	<p>Candidates would be awarded <b>high marks</b> if they give a realistic and accurate time scale for the task which would allow a realistic development to take place.          Candidates would be awarded <b>low marks</b> if the time scale was realistic, but not practical within recognised constraints.</p>
<p><b>Identify materials and resources</b></p>	<p>Candidates would be awarded <b>high marks</b> if they detail a wide range of materials and resources required.          Candidates would be awarded <b>approximately half the available marks</b> if they detail a satisfactory range of materials and resources required.          Candidates would be awarded <b>low marks</b> if the materials and resources noted are shallow in concept.</p>
<p><b>Plans for evaluation</b></p>	<p>Candidates would be awarded <b>high marks</b> if they make clear, full and detailed plans for evaluation which are most likely to be valid.          Candidates would be awarded <b>approximately half the available marks</b> if they give clear and satisfactory plans for evaluation which are most likely to be valid.          Candidates would be awarded <b>low marks</b> if their plans are limited and/or lacking in detail and are unlikely to lead to a valid evaluation.</p>

## Evaluating stage — further marking guidance

<p><b>Provide a brief summary</b></p>	<p>Candidates would be awarded <b>high marks</b> if they give a clear, concise and accurate summary as to what the assignment was about.</p> <p>Candidates would be awarded <b>approximately half the available marks</b> if they give a relevant summary, sufficiently accurate as to what the assignment was about.</p> <p>Candidates would be awarded <b>low marks</b> if the summary was unsatisfactory in clarity and detail.</p>
<p><b>Review and update the action plan</b></p> <p><b>Summarise any unforeseen events</b></p>	<p>Candidates would be awarded <b>high marks</b> if, related to their experience, they make clear, informed and detailed suggestions for an update to their action plan which would lead to improvements.</p> <p>Candidates would be awarded <b>approximately half the marks available</b> if they make clear and adequate suggestions for updates to the action plan that would lead to improvements.</p> <p>Candidates would be awarded <b>low marks</b> if their suggestions for updates to their action plan were limited and/or lacking in detail and were unlikely to lead to improvements.</p>
<p><b>Assess the effectiveness of the action plan</b></p>	<p>Candidates would be awarded <b>high marks</b> if the effectiveness of their action plan is fully discussed using relevant knowledge to make judgements which are sound.</p> <p>Candidates would be awarded <b>approximately half the available marks</b> if the effectiveness of the action plan is discussed using some relevant knowledge to make judgements which are sound.</p> <p>Candidates should be awarded <b>low marks</b> if they use a limited knowledge to make judgements which are shallow.</p>
<p><b>Evaluate the quality of training sessions</b></p>	<p>Candidates would be awarded <b>high marks</b> if they give a clear explanation and, while showing how the quality of the sessions were monitored, use detailed knowledge to make judgements which are sound.</p> <p>Candidates would be awarded <b>approximately half the available marks</b> if they give a mainly clear explanation and, while showing how the quality of the sessions were monitored, use some relevant knowledge to make judgements which are sound.</p> <p>Candidates would be awarded <b>low marks</b> if they give a partial explanation and, while showing how the quality of the sessions were monitored, use limited knowledge to make judgements which are shallow.</p>
<p><b>Identify knowledge and skills</b></p>	<p>Candidates would be awarded <b>high marks</b> if they use relevant examples and detailed knowledge to make judgements as to the value of acquired knowledge or skill.</p> <p>Candidates should be awarded <b>approximately half the available marks</b> if they use limited examples and some relevant knowledge to make judgements as to the value of the acquired knowledge or skill.</p> <p>Candidates would be awarded <b>low marks</b> if they use unsatisfactory examples and limited knowledge to make judgements as to the value of the acquired knowledge or skill.</p>

<p><b>Assess the effectiveness of the research</b></p>	<p>Candidates would be awarded <b>high marks</b> if they use a full range of relevant methods and detailed knowledge to make judgements which are sound and clearly stated.</p> <p>Candidates would be awarded <b>approximately half the available marks</b> if they use relevant methods and knowledge to make judgements which are sound and with some detail.</p> <p>Candidates would be awarded <b>low marks</b> if they use a limited range of methods and knowledge to make judgements which are shallow and lack real clarity.</p>
<p><b>Determine to what extent the assignment met the original brief</b></p>	<p>Candidates would be awarded <b>high marks</b> if they gave a clear, full and detailed account as to how the brief was fulfilled.</p> <p>Candidates would be awarded <b>approximately half the available marks</b> if they give a relevant account, mostly satisfactory, as to how the brief was met.</p> <p>Candidates would be awarded <b>low marks</b> if the account was unsatisfactory in detail or limited in its scope.</p>