



## **National Qualifications 2007**

### **Skills for Work Courses**

### **Lead Verifier Report**

**SfW Course: Sport and Recreation  
Intermediate1 and 2**

The purpose of this report is to provide feedback to participating centres on external verification which has taken place within phase 2 of the Skills for Work pilot.

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## SKILLS FOR WORK COURSES

### TITLES/LEVELS OF NATIONAL UNITS EXTERNALLY VERIFIED

#### Intermediate 1:

DM7D 10	Assist with Activity Sessions.
DM7F 10	Dealing with Facilities and Equipment.
DM7L 10	Dealing with Accidents and Emergencies.
DM7M 10	Personal Fitness
DM7H 10	Skills for Employment

#### Intermediate 2:

DX0E 11	Assist with a Component of Activity Sessions
DX0F 11	Employment Opportunities in the Sport and Recreation Industry
DX0G 11	Assist with Fitness Programming
DX0H 11	Assist with Daily Centre Duties

### FEEDBACK TO CENTRES

#### General comments:

NOTE: The comments throughout this report will refer to BOTH Intermediate 1 and Intermediate 2 unless stated otherwise.

#### A) General centre & Unit comments:

- The feedback from the centres on the success of the 2 courses continues to be extremely positive
- The continuation of two External Verification (EV) visits for a number of delivering centres in academic session 2007/8 has proven to be very positive, as in all cases any “issues” that were raised in the first EV visit, were resolved for the second EV visit. This was a positive step especially for “new” delivering centres. This also allowed the EVs to be presented with the complete course, in terms of candidate assessments and candidate achievement rates.
- Overall EVs are finding that candidate assessment checklists are being completed to a high level, in the majority of centres. However, there is still a small percentage of centres where “dates/signatures and task details” are missing from assessment checklists.
- A small percentage of centres are completing candidate “re-assessment sheets” where there was no evidence that the candidate had failed assessments. These re-assessment sheets should ONLY be used when a candidate requires “another attempt” to come up to the required standard for that assessment.
- Good evidence of “integration” of other qualifications e.g. BICs for the INT 2 Unit, Assist with Daily Centre Duties and Dealing with Facilities and Equipment (INT 1) This adds “value” for both the course and candidates.
- There is evidence of a high standard of assessments taking place. NABs are supported with “realistic evidence” for example, the centres own maintenance logs and accident reports.
- Many candidate “portfolios” contained evidence that “learning and understanding” had taken place as the candidate had included completed tasks, from the teaching packs provided by Scottish Further Education Unit (SFEU).
- Many candidates are being assessed in a “realistic work environment” where they have the opportunity to work with a range of different clients (ages and abilities). There are a few centres

where they have found it difficult to find “realistic work environments” Candidates will greatly benefit if the majority of their assessments are carried out in a “realistic sport and recreation environment.

- There are a number of examples where staff at schools have made positive comments about improved behaviour and maturity of candidates when they were back working in the school environment.

B) NAB comments:

- The majority of centres are using the NAB material and a frequent comment from the EV reports state that candidate assessment material is easy to follow and comprehend.
- The vast majority of centres are using the final version of the NABs. However, EVs did comment that there are a small number of centres still using “draft” NAB material.
- The majority of staff is very positive and delighted with the NAB material.
- Overall the NABs are completed from a “good” to a “very high” standard.

C) Student work comments:

- The standard of student work reviewed continues to be of a high standard and candidates work was assessed in a fair and consistent manner across all centres. This clearly meets the National Standards.

### **Integration and assessment of employability skills:**

- The continued “holistic approach” to delivering the course has enabled centres to integrate assessment material across certain Units eg “Assist with Activity Sessions” and “Dealing with Facilities and Equipment” Units in INT 1 and Assist with a Component of Activity Sessions/Assist with Fitness Programming, INT2. This saves on assessment time for both candidates and assessors and emphasizes the “realistic” nature of a working environment.
- The “employability skills review” form continues to be used by both candidates and staff as a learning and teaching tool. These forms are being completed to a good standard and there is clear evidence that assessors have made small comments on this sheet when opinion differs from that of the candidate
- Some centre assessors and tutors frequently emphasize the importance of employability skills to candidates and it was evident when speaking to candidates that the underpinning knowledge has been provided.
- The assessing of “employability skills” is embedded in the framework of each Unit and there is therefore no need to assess employability skills as a separate component of the course.
- In a number of centres candidates are given induction sessions at beginning of course allowing the centre to introduce and set the ‘tone’ of the course by informing the candidates about the employability skills, for example, time keeping, wearing appropriate dress etc. Throughout the course employability skills are reinforced to the candidates and reviewed at the end of each unit. Centres are encouraged to continue to use these sheets and constantly review candidate employability skills particularly early on in the delivery of Units.
- Some centres have a good understanding of employability skills which is explained to the candidates from day 1 and continually reinforced in every session and is seen to be crucial to the course. However, centres are reminded that review sheets should be completed by both assessor and candidate as this can provide candidates with good clear feedback on both strengths and weaknesses.
- Candidates and assessors have a good understanding of why Employability Skills are being used and where they are embedded in each Unit.
- Feedback from schools showing improvement in candidate confidence.
- One centre has potential employers (Police, Fire services, local Authority) to review/discuss Employability Skills with candidates and provides direct feedback to candidate, school, and parent.

## Internal Verification

- Overall the IV process across centres is robust with clear evidence that candidates were sampled with dates, signatures and appropriate comments provided.
- New delivery centres not familiar with SQA IV/EV procedures could benefit from a centralised training event.
- One centre was complemented on a IV system that was of the “highest standard” with many Units being reviewed on a number of occasions, with a complete record of all IV events clearly identifying relevant issues, with solid clear feedback to assessors, with action points and completion signatures of the IV on all sampled assessment material.
- Centres could consider presenting a list of all assessors/IV, with sample signatures in a master folder. One centre had photographs of all assessors and IV staff. This was clearly good practice
- A number of centres are adopting a 100% sampling on new units, and /or new assessors. This practice is to be commended.
- If centres are operating a “paperless” IV process EVs should have access to this system with centre staff available to guide EVs through their system. Centres may also wish to consider having a “master IV folder” available for EVs to look over.

## Advice on good practice and areas for further development:

- Consider assessors “signing off” candidates “training plans/diaries” (DM7M10, DX0G11) to show that assessors have accepted them as “safe to proceed”.
- Consider meeting with all of the assessors to decide on the “minimum assessment comments” to be completed in assessment checklists. (This frequently varied across assessors, delivering in the same centre)
- Centres are encouraged to continue to place candidates into “realistic sport and recreation environments”
- It may be advantageous for SQA to offer “Internal Verification workshops” to centres that are new to SQA quality systems.
- Good evidence of “integration” of other qualifications e.g. BICs for the INT 2 Unit, Assist with Daily Centre Duties and Dealing with Facilities and Equipment (INT 1) This adds “value” to both the course and candidates.
- Many candidate “portfolios” contained evidence that “learning and understanding” had taken place as the candidate had included completed tasks, from the teaching packs provided by Scottish Further Education Unit (SFEU).
- Many candidates are being assessed in a “realistic work environment” where they have the opportunity to work with a range of different clients (ages and abilities).
- There are a number of examples where staff at schools have made positive comments about improved behaviour and maturity of candidates when they were back working in the school environment.
- Centres are reminded that “Employability Review sheets” should be completed by both assessor and candidate as this can provide candidates with good clear feedback on both strengths and weaknesses.
- Centres may wish to consider asking potential employers (Police, Fire services, local Authority) to review/discuss Employability Skills with candidates and provides direct feedback to candidate, school, and parent.
- Centres could consider presenting a list of all assessors/IV, with sample signatures in a master folder. One centre had photographs of all assessors and IV staff. This was clearly good practice
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