



**National Qualifications 2017  
Internal Assessment Report  
Skills for Work: Sport and  
Recreation**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# National Courses

Skills for Work: Sport and Recreation at SCQF level 4 (C219 74)

Skills for Work: Sport and Recreation at SCQF level 5 (C219 75)

## General comments

Centres delivering the Skills for Work: Sport and Recreation qualification have a good understanding of the requirements laid out in the unit specification and evidence requirements. More centres have gained approval for the National 5 course this year and have ensured that candidates experience the best opportunities possible in 'realistic working environments' for the completion of this qualification.

Evidence from external verifiers this session confirmed that most centres are delivering the National 5 course over a period of one school year and National 4 over two years.

There was a mixed level of quality assurance over all the centres chosen for external verification this year. External verifiers had supported centres where necessary to emphasise the importance of standardisation of the course, the materials, and internal verification. There are centres providing a high standard of quality assurance and ensuring that all unit specifications are met.

Overall, some approved centres would benefit from gaining further understanding of the unit specifications, evidence requirements and National Assessment Bank (NAB) materials. All centres would benefit from centre update days to assist them further with their delivery, understanding of the qualification, and sharing of good practice.

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

All centres had and were using the correct versions of the units and NAB materials. The majority of centres were using just the SQA devised materials, however some centres had modified the NABs. In most cases, this matched the NAB requirements and content, but in a few this was not the case and failed to meet the standard required.

If centres are unsure if their modifications are of a comparable standard, these should be sent into SQA for prior verification (it is a free service) for final clarification.

Overall, assessors and internal verifiers had shown that they were familiar with the unit specifications and working with the exemplar materials to complete assessments. In some centres, there was very good evidence of planning, training/learning, assessments, and internal verification.

## **Evidence requirements**

Most centres had a good understanding of the evidence requirements of both levels: National 4 and National 5. Levels of assessment varied this year with some centres providing a high standard of work by candidates and assessors. Some centres failed to meet the requirements laid down in the unit specifications.

There was a good range of methods that centres used to carry out assessments to ensure candidates have a realistic working experience. Centres had engaged in partnerships and initiatives — from local sports centres to locally run sporting events.

Centres have been provided with a set of new assessor reports which should enable easier feedback and reporting to candidates on their assessments. This new document has also ensured that the necessary evidence requirements in some units have been completed and evidenced.

The use of SQA's prior verification service has been re-emphasised to centres that have chosen to modify NAB materials. Each unit in these qualifications states:

***'The NAB item for this unit provides templates for the documents required. These exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for moderation prior to use.'***

## **Administration of assessments**

Most centres this year had completed the assessments of this qualification to a high standard ensuring all aspects of the NAB materials had been completed. There were some centres that had devised their own assessment materials; some of which were of a comparable standard to SQA's devised materials but others were not.

A variety of methods were used to complete the practical assessments of candidates, which varied overall between centres. Some centres excelled in using local initiatives and partnerships to enable candidates to experience as realistic a working environment as possible. Also, the use of visual assessments, for example pictures and videos, enabled another way for centres to show how assessments had taken place. This was backed up by formalised reporting and feedback to candidates.

Internal verification had been carried out throughout all centres. The majority of centres had robust systems in place. Formalised reporting, policies and procedures were in place. This year there were centres that produced work of a high standard providing good feedback to assessors and ensuring the quality assurance of the qualification.

Centres would benefit from a structured approach to internal verification and planned verification throughout the year. Also, centres would benefit from

structured standardisation of the qualification to ensure quality assurance with regards to course materials, teaching/learning content, practical assessment and assessment materials, and internal verification.

## **Areas of good practice**

The following is a summary of good practice found by external verifiers on their visits.

In relation to centre policies and procedures:

- ◆ Good candidate tracking systems showing progress through the qualification.
- ◆ An organised master folder that contained course planning and evidence of a detailed breakdown of the course delivery week by week, with details of the activities/tasks required for each unit.

In relation to assessment material:

- ◆ Video and photographic evidence to support candidate's practical assessments.
- ◆ Good feedback given by assessors to candidates.
- ◆ Good marking of candidate's NABs by assessors and personalised feedback.
- ◆ Completion of NAB in some centres is of a very high standard.

In relation to course delivery:

- ◆ Some centres have real enthusiasm for the award and this is shown in the materials presented to external verifiers and in their methods to enhance the course they deliver.
- ◆ Centre provided 'mock interviews' for candidates.
- ◆ External bodies assist with CV, interview skills, coaching sessions, and first aid.
- ◆ Good use of support materials to deliver the course from SFEU and other educational publications.

In relation to realistic working environments:

- ◆ Good links with Active Schools co-ordinators.
- ◆ Live leisure/sport/outdoor centres being used.
- ◆ Partnerships with external organisations and sporting professionals to assist in delivery and assessments.
- ◆ Candidates are involved in community events and projects.
- ◆ Opportunities to gain other qualifications alongside Skills for Work course such as national governing body qualifications and first aid certificate.
- ◆ Experience working with varied client groups, ages and abilities.

In relation to internal verification and standardisation:

- ◆ Excellent feedback and comments from internal verifier to assessor.
- ◆ Some centres showed good planning for internal verification throughout the course.
- ◆ Evidence of good standardisation taking place and records held by centres.

## **Specific areas for improvement**

The following is a summary of specific areas for improvement found by external verifiers on their visits.

There has been a significant increase in new centres being approved this year. Some areas for improvement are developmental as it is their first year of delivery.

In relation to internal verification:

- ◆ Implementation of sampling policy for new/inexperienced assessors.
- ◆ Structured internal verification throughout the course duration.
- ◆ Record any observation of assessments by the internal verifier.
- ◆ Ensuring that feedback from the internal verifier is to the assessor and not based on a candidate's performance.
- ◆ Internal verifier to ensure all aspects of the unit, outcomes and PCs have been met in line with the evidence requirements.
- ◆ Centres to include action points section in formalised internal verification reports where remedial action is required.
- ◆ Ensure that any remedial actions have been completed before certification.

In relation to assessment material:

- ◆ Modification of NAB materials not meeting unit specifications and evidence requirements.
- ◆ Ensure that assessments are in a non-changeable format.
- ◆ Systems need to be in place for candidates if electronic storage of their assessments is to be accessible and stored securely.
- ◆ Correct completion of assessment materials by the right person.
- ◆ If creating candidate packs from NAB materials, ensure that only candidate relevant paperwork is contained to avoid confusion.
- ◆ Clearly mark National 4 Accident and Emergency test papers if one is used for reassessments.
- ◆ Clear use of marking to ensure candidate has passed or has more remedial work.
- ◆ Formalised assessment recording of observational assessments and ensuring all 'blank' spaces are completed.
- ◆ Ensure that in the unit: Assist with a Component of Activity Sessions that the session plan is for either an individual or a group.

- ◆ Ensure that all aspects of the NAB materials are completed in full as required by the evidence requirements in each unit.
- ◆ Ensure that SFEU and NAB materials are not confused with one another. It is difficult to see if all aspects of the evidence requirements have been covered if candidates are not competing the NAB.
- ◆ Presenting all assessment materials together or clearly signposting where they can be if there is a mix of paper and electronic systems being used.
- ◆ Completion of the assessor's reports after the candidates have finalised their assessments would ensure feedback to candidates was current and personalised.

In relation to course delivery:

- ◆ Organised course structure.
- ◆ Develop a structure of a 'master folder' to contain unit specifications, NABs, and other master course materials.
- ◆ Streamlining assessments and internal verification.
- ◆ Utilising witnesses in realistic environments to support the candidate's assessments.

In relation to standardisation:

- ◆ Record any standardisation taking place, in particular, annual standardisation of the course.
- ◆ Use the external and internal verifier's report to assist with standardisation and quality assurance.