



**Higher National Qualifications  
Internal Assessment Report 2016  
Sports Coaching**

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

# Higher National Units

## General comments

All centres visited during the academic year 2016 have, in the main, provided evidence that staff have a broad knowledge and understanding of the national standards for Higher National Sports Coaching. Evidence sampled from most centres visited presented a consensus that candidates were working to a suitable standard and are being assessed appropriately.

SQA subject workshops, updates and standardisation events helped support and promote national standards. Sector staff fully supported and assisted with delivery in sharing best practice.

## Unit specifications, instruments of assessment and exemplification materials

Collated evidence indicated that assessors in most centres were very familiar with unit specifications, instruments of assessment and exemplification materials.

The Quality Support Team for Sports Coaching has been tasked, where appropriate, to integrate and specifically map opportunities that may exist within the framework to prevent continuous replication.

Centres were encouraged to ensure exemplification materials are suitably fit for purpose for the delivering centre and that any changes made are subject to quality assurance.

## Evidence requirements

From sampled evidence contained within the visit reports, most delivering centres were clear on the evidence requirements and SCQF level required for the units.

Again, as indicated above, SQA subject workshops, updates and standardisation events helped support and promote a clear understanding.

In the main, assessment evidence sampled across the centres had been accurately and consistently judged by centre assessors. Clear evidence of internal verification supported this process. In some centres extensive verification had taken place pre-delivery, during delivery and post-delivery.

## Administration of assessments

Evidence collated from centre visits indicate the award appears to be working well and fit for purpose. Although there are some areas that require minor amends.

Most centres indicated an appropriate level of assessment administration through robust assessment processes such as SCQF levelling; authenticity of candidate evidence; valid, reliable and practical assessments and marking schemes; and

verification procedures. In a few instances better sign-posting in terms of first attempt, second attempt, remediation, re-assessment and oral assessment would be more beneficial to enhance an overall sector standard practice.

Candidate feedback in some centres was extensive, positive and clearly indicated methods for further improvement. However, in other centres feedback could be more constructive with greater clarity and detail to support judgement and rationale.

VLEs and Turnitin have been more widely used in the sector. A VLE supports candidates with assessment administration, provision of feedback, and access to materials. It can also act as a group support mechanism.

### **General feedback**

Most centres demonstrated that they are fully committed to providing their candidates with a positive and productive experience while studying for their HN Sports Coaching.

Centres clearly demonstrated that they have some excellent support and additional support mechanisms for candidates through the use of VLEs and other supportive devices.

Cross-campus mechanisms appear to be at the infancy stage and progressing — although, there is still some way to go in ensuring a single quality experience.

Feedback from interviewed candidates in the main indicates the good support and support mechanisms they receive from their centres and staff, in all aspects of their learning journey. A high percentage of current candidates are progressing to higher education and employment within the industry and further afield. This is due to some excellent interpersonal qualities and skills gained through undertaking this award.

The experience gained in their vocational area appears to support candidates well when linking theory and practice.

### **Areas of good practice**

Most centres provide an excellent practical delivery with wider community and school groups to promote a real experience for their candidates. Most centres promote a strong voluntary contribution from their candidates to promote further experience.

### **Specific areas for improvement**

Centres are asked to ensure the use of constructive feedback that provides a clear rationale and judgement in relation to candidate evidence and methods for further improvement.

# Higher National graded units

Titles/levels of HN graded units verified:

HNC/D Graded Units 1, 2 and 3

## General comments

Most centres visited this year demonstrated a good level of understanding of the national standards for HN graded units 1, 2 and 3. The sample of candidates' evidence that was reviewed was of an appropriate standard and assessed appropriately.

## Unit specifications, instruments of assessment and exemplification materials

In most instances assessors appear to be familiar with the graded unit specifications, evidence requirements and exemplar instruments of assessment. Most centres provided candidates with support materials or a presentation overview to help them develop their evidence-gathering skills. In some instances both processes require to be enhanced.

## Evidence requirements

In the main, centres demonstrated a clear understanding of evidence requirements for all graded units. The marking scheme for graded unit 3 has been viewed in some instances as being subjective.

Although there are detailed support documents for graded units 1 and 2, their use varies across the sector. Particular attention going forward must be aimed towards minimum evidence, expected evidence at SCQF level, and rationale for additional awarded marks allocated to candidate.

## Administration of assessments

Most centres demonstrated a good understanding of the graded unit process and how it should be delivered within the award.

In the main, external verifiers indicated that candidate evidence was judged accurately and consistently against graded unit requirements.

Most centres have a malpractice and plagiarism procedure that is explained during the induction process and through the student handbook. These mechanisms have proved effective in promoting student understanding of this issue. All centres indicated that students sign a declaration.

Although internal verification was conducted in most instances it would be beneficial to promote stage verification as opposed to end-loaded verification.

### **General feedback**

In general, feedback from external verifiers, in most instances, has been mainly positive — although there were a few minor areas for improvement identified. These have been mainly clear understanding of required evidence, minimum evidence, expected evidence, and rationale for additional marks awarded.

### **Areas of good practice**

Very good support and additional support mechanisms are in place within centres to support candidates. Additionally, most centres provide an excellent practical assessment for graded units 1 and 2 with wider community and school groups to promote a real experience for their candidates.

### **Specific areas for improvement**

In some instances it is vitally important to ensure that the expected SCQF level of evidence is not viewed as additional evidence and awarded additional marks. Examples of a marking scheme to support minimum evidence requirements or any additional marks, can be found in assessment exemplars.