



National Qualifications 2016 Internal Assessment Report Sport and Fitness

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

National courses/units

NPA in Exercise and Fitness Leadership (SCQF level 6)

Exercise and Fitness: Cardiovascular Training	F7JB 12
Exercise and Fitness: Fixed Weight Training	F7JC 12
Exercise and Fitness: Free Weight Training	F7JD 12
Exercise and Fitness: Circuit Training	F7JE 12
Exercise and Fitness: Exercise to Music	F7JF 12

Other units:

NC in Sport and Fitness (SCQF level 4)	GF4G 44
NC in Sport and Fitness (SCQF level 5)	G92G 45
NPA Sport and Fitness: Individual Sport	G9CG 45
NPA Sport and Fitness: Team Sports	G9CJ45

General comments

There was a limited programme of NQ visits over the past academic session, but in general terms the standard of learner work and assessment practice was appropriate. Many learners will use these awards/units to enable progression to higher level study, and the value of development within the NQ programme is widely acknowledged.

The NPA Exercise and Fitness Leadership was developed to support learners wishing to pursue exercise and fitness as a possible career path. The award is designed to articulate with current HNC/D Fitness, Health and Exercise provision, and helps learners to develop a range of functional skills and knowledge which reflect the ongoing and rapid changes within the industry. The NPA provides delivery centres with a flexible award which can be delivered to suit local needs, and has now been available for a number of years. In the last two years it has been adopted by a number of schools.

A wide variety of units exist in this area at SCQF levels 4, 5, and 6. Many of these are incorporated by centres into their own courses, but SQA has also developed the Sport and Fitness Awards at SCQF levels 4 and 5. The purpose of these awards is to prepare learners for either progression towards further study at a higher SCQF level (SCQF level 6 being the preferred and natural progression) or employment in various sectors of the sports industry. Learners may undertake the courses from a variety of backgrounds, but for all the awards serve as a 'stepping stone' to continue their education and study. There is also significant crossover between the NC courses in Sport and Fitness and the NPAs in Team and Individual Sport.

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

Unit specifications are similar in terms of outcomes and progression in order that learners are able to see continuity across the awards. This means that it is possible for a holistic approach to be taken. Some centres deliver and assess the units individually. ASPs/exemplars have been produced for all units within the NPA Exercise and Fitness Leadership, and some units within the NC Sport and Fitness. There are no ASPs/exemplars for units in the Team/Individual Sports awards. Whilst many centres have developed excellent assessment materials, the sector as a whole would benefit from increased standardisation in terms of assessment practice.

Evidence requirements

Evidence requirements are clearly defined in both unit specifications and exemplar materials, though some external verifiers have commented that centres have not always made a clear distinction between the requirements of SCQF levels in the assessment process. There is a need for centres to develop clear marking guidance and competence statements to enable clarity in the assessment and verification processes.

It is not always apparent when discussing unit assessments with staff that the importance of the evidence requirement statements is fully appreciated. Centres are reminded that where new staff are delivering material it is important that they are given an appropriate induction into standardisation of assessment practice and the role of the SCQF. This will become more significant in the next academic session when qualification verification visits will look at material from multiple campuses of merged centres.

Administration of assessments

See 'Evidence requirements' and 'Course arrangements' above. Qualification verifier reports indicate that most centres demonstrate good practice in their ongoing review of delivery patterns, course materials, resources, and assessment. Some centres have been less than effective in terms of their development of resit assessments. One qualification verifier commented: *'The centre should ensure that the internal verification process is conducted to the standards set out in both SQA and centre policy. This includes ensuring that assessment material is fit for purpose, and providing accurate feedback on the assessment process.'*

Where previous visits have taken place, qualification verifiers have been able to observe documented dissemination of feedback to staff teams, along with appropriate action points.

Areas of good practice

Reports commented that marking generally showed a satisfactory degree of feedback, which was detailed and constructive and justified the result awarded.

Learners stated that additional verbal feedback was also regularly provided. Centres need to evaluate how this is evidenced on their feedback sheets and throughout all assessment materials. Whilst verbal feedback allows excellent opportunities for learner reflection and/or remedial action, it is important that such dialogue is recorded effectively — this aids both internal verification and external verification processes.

The following provides a synopsis of identified good practice:

- ◆ Diverse use of assessments methods: written, presentation, group-based assessment, role play, video observation, and individual research.
- ◆ Schools are developing their internal verification processes effectively.
- ◆ Integration of assessments to complement other units. This helps learners to understand how individual subjects within the group award interlink.
- ◆ Delivery and assessment demonstrated effective use of online-based learning and electronic assessment submission.
- ◆ Recognition of clearly presented and detailed work was noted in feedback to the learners, which is supportive and encouraging.

Specific areas for improvement

See comments above regarding re-sit assessments and SCQF levels. Centres need to ensure that all aspects of the evidence requirements are met at the required standard — this would be aided by the development of comprehensive marking guidance.