



**Higher National Qualifications
Internal Assessment Report 2015
Sport 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

The award involved was in its second year of use after a major revision so many centres were delivering it in its current format for the first time. Centres had been given further advice with regard to the HNC Units and some general advice with regard to the HND Units, and feedback will be sought in the course of the next year.

Unit specifications, instruments of assessment and exemplification materials

Unit specifications were new or revised and had been built upon the predecessor award. Many centre staff had long experience of delivery and had used this to good effect.

Exemplars were available for many Units and some further development was under way to address comments made, and further clarification had been offered to centres in the way of advice.

Evidence Requirements

Centres had in most cases grasped the need to ensure that ALL minimum evidence was mandatory and that no item could be overlooked. This has been an issue for some period of time and in a few cases remains a problem in some centres. It is a requirement that all Evidence Requirements must all be addressed and be satisfactorily addressed.

Administration of assessments

There were no obvious issues with this area. Practical assessments have an obvious requirement and assignments were administered fairly in centres. The timing of assessments was also generally at a time likely to lead to success and in almost all cases there was sound evidence of internal verification being robust yet fair. In some cases the internal verifier had identified problems and addressed them appropriately — good (and expected) practice.

General feedback

Feedback to candidates was good in some cases and less detailed in other cases — sometimes in the same centre. Centres are reminded that feedback to the learner allows the verifier (internal and external) to see how and why an assessment decision has been reached but, more importantly, it allows the learner to improve, even if the assessment is deemed to be competent in the first place.

Interviews with candidates again suggested general satisfaction with the award and centre support. The only other observation was with regard to assessment load at times with staff delivering different Units not being aware of the demand

being made at specific times. Some centres had taken this on board and had a matrix of assessments with their timings — good practice.

Areas of good practice

The action mentioned above with regard to timings of assessments to try to ensure that learners have their workload spread reasonably across the year was supportive to both the learner and the assessor. This showed centre staff listening to their learners.

Specific areas for improvement

- ◆ Continue to ensure that all Evidence Requirements are fully addressed in all Units.
- ◆ Centres are reminded that assessments can be submitted to SQA for prior verification — including assessments where the existing ASP is not being used for any reason.

Higher National Graded Units

Titles/levels of HN Graded Units verified:

Graded Units 1, 2 and 3 HNC/D Coaching and Developing Sport

General comments

As with other Units in the award, the award is in its second year of use after a major revision so many centres were delivering it in its current format for the first time. Centres had been given further advice with regard to the HNC Units and some general advice with regard to the HND Units, and feedback will be sought in the course of the next year.

Unit specifications, instruments of assessment and exemplification materials

The proposed marking guide had been enhanced to take account of centre feedback and further advice had been offered to delivering centres. This was for Graded Unit 1 and Graded Unit 2. Also further advice was given for the research Graded Unit and this was welcomed by centres.

Evidence Requirements

Again centres are reminded that all Evidence Requirements have to be met — all minimum evidence must be covered or the candidates cannot progress to the next stage.

Administration of assessments

The issue of timing was mentioned by some centres as the Graded Units are inevitably delivered and assessed towards the end of the awards. Many centres started the delivery early to allow time for development — good practice.

General feedback

As was the case with other Unit in the awards, feedback to candidates was good in some cases and less detailed in other cases — sometimes in the same centre. Centres are reminded that feedback to the learner allows the verifier (internal and external) to see how and why an assessment decision has been reached but, more importantly, it allows the learner to improve, even if the assessment is deemed to be competent in the first place.

Some centres had given the task of delivery to inexperienced staff and this may not be the best course of action given that these Units are designed to link the whole course together and require that candidates are well supported. Centres need to be aware that new staff may also need support.

Interviews with candidates again suggested general satisfaction with the award and centre support. The only other observation was with regard to assessment load at times with staff delivering different Units not being aware of the demand being made at specific times. Some centres had taken this on board and had a matrix of assessments with their timings — good practice.

Areas of good practice

Some centres had given first-class additional guidance and support to learners, and this reflected the high level of experience within some centres and the experience of the staff involved.

Specific areas for improvement

- ◆ Continue to reflect on delivery and assessment and make changes where appropriate to do so.