



National Qualifications 2019
Qualification Verification Summary Report
Skills for Work: Sport and
Recreation

Verification group: 403

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

Skills for Work Courses

C219 74 Skills for Work: Sport and Recreation (National 4)

C219 75 Skills for Work: Sport and Recreation (National 5)

General comments

Two visits were carried out for C219 74 Skills for Work: Sport and Recreation (National 4) and 13 visits took place for C219 75 Skills for Work: Sport and Recreation (National 5).

There were a small number of centres delivering for the first time. It was evident from the visits carried out that the centres have a clear and accurate understanding of the requirements of the National 4 and National 5 standards. Evidence being produced by candidates and assessment decisions being made showed that centres understand the standards needed for the candidates to achieve the units that comprise these two group awards.

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

The majority of centres are using SQA-devised assessment materials (NABs) as well as using real evidence from the workplace scenarios, for example accident reports and candidate log books. Assessment materials generated from work placements match the unit specification and evidence requirements for these qualifications. The opportunity of using other realistic assessment materials was discussed with centres that have more experience in the delivery of these awards. There was positive comment about the NABs; centres found them user-friendly and they fitted their assessment strategy.

Centres made full use of the SQA NAB marking guidelines. For the majority of centres there was no evident amendments or additions made to the marking guidelines. Some reports reflected advice given to centres that they can choose to make amendments and/or add additional responses in the marking guidelines.

Overall, the observation sheets were completed well by assessors with relevant comments and appropriate guidance given to candidates in the assessor feedback.

There was evidence of the effective use of information technology, both in terms of assessor observation checklists and electronic submission of candidate evidence.

Centres are reminded that where internally devised assessments materials are being used, they should consider sending these to SQA for prior verification.

Some centres use candidate workbooks that are a direct copy of the NABs with a front cover, table of contents and assessment templates. There was also evidence of centres using the condensed assessor observation reports that are a direct copy of the standards of the unit in use. Some centres have also designed workbooks that allow the candidates to generate the necessary knowledge and understanding prior to the assessment process.

Centres are reminded to use the updated version of the NABs on the SQA secure website — second edition, September 2018. The terminology was updated from Intermediate 1 to National 4 and the units were re-coded. There was no change to assessment content.

Evidence requirements

In the majority of centres the standard of evidence was both appropriate and acceptable in meeting the requirements of the Skills for Work: Sport and Recreation course. In a small number of centres there were clear differences in the quality and quantity of the candidate assessment material presented — some candidate work was of a very high standard, with some candidates meeting the minimum evidence requirements.

Candidate evidence was set out in candidate portfolios/packs and it was therefore straightforward to assess, record and observe what had been completed. One centre used a master spreadsheet to record what stage each candidate had reached and when. There was evidence of assessment plans being put in place for the units, outlining the task and assessments needed to achieve each outcome.

Observation checklists from the SQA NAB materials (or alternative versions) were in place for all candidates. In the majority of centres, and across the individual units within each group award, observation checklists and assessment evidence contained clear dates, signatures and feedback relevant for candidates. In some centres, NAB assessments were presented along with supporting evidence.

Some centres provided photographic evidence of candidates participating in events as evidence towards the Assist with a Component of Activity Sessions unit.

Most candidate evidence was provided in written format with limited electronic submission of candidate evidence. In some centres, the sufficiency of candidate feedback could be improved. There was good evidence of positive feedback being given to candidates and actions being put in place for candidates to meet the evidence requirements as they progressed throughout the units.

Centres made use of a variety of activities/events to provide candidates with a range of opportunities to generate evidence, for example: Highland Games, Sports Day, P5 Cross Country, Primary 7 Maths Challenge and Primary 7 Transition Festival.

Administration of assessments

Most centres were using master packs that comprised examples of plans for the delivery and assessment of each unit, including timescales and outcomes.

Across centres there was also good evidence that assessor/s and internal verifier/s had regularly met and discussed aspects and issues on assessment throughout the course. There was evidence of new delivering centres discussing standards with another more experienced centre before and during the course.

Most internal verification had been carried out according to the centre's policy and procedures. Formalised internal verification reports were available in most centres. Sampling is carried out annually and there was evidence of good feedback being provided to assessors from the internal verifier and action points being recorded. Different approaches were in evidence of internal verification being carried out during the academic session, or at the completion of the group award.

In some centres there was clear evidence that efforts to enhance quality assurance had taken place during formal standardisation meetings and the outcomes from these recorded.

There was no evidence within the sampled evidence that internal verification had taken place without supporting quality assurance documentation highlighting where or when internal verification had taken place.

A number of comments were made in reports regarding the benefits of pre-delivery internal verification being carried out. For example, this would have identified that NABs with 'older' version numbers were being used.

Overall, there was clear evidence that centres held regular, standardisation meetings, and any issues were identified and acted upon. Meetings and ongoing discussions were recorded. The internal verifier role is also seen as supportive and in most centres there is a robust internal verification system in place to ensure verification is done regularly and effectively.

For new centres, there was evidence of 100% verification taking place and clear evidence of this process being completed on a rolling basis. There was also evidence of cross-marking taking place in some centres.

Areas of good practice reported by qualification verifiers

There were a number of good practice points highlighted:

- ◆ In one centre, for the Employment Opportunities in the Sport and Recreation Industry unit (J16J 75), speakers from various sports backgrounds met with candidates to discuss their careers, and the skills, qualifications and experience needed to pursue these vocations.
- ◆ One centre had good links with the local leisure centre which gave candidates great opportunities to experience real working environments in the sport and recreation industry.
- ◆ In one centre, candidates were given a variety of real-life working experiences, including: working with primary pupils, assisting with two SFA football tournaments, and running activity sessions with younger pupils in school.
- ◆ Collaborative working with other schools in the local authority that deliver the qualification to discuss quality assurance and standardisation.
- ◆ Asking approved NHS/first-aid staff to visit the centre to enhance the learning experience for candidates and offer support in key learning outcomes.
- ◆ Giving candidates 'community link' opportunities by inviting professional sports coaches to deliver different types of activities and to take part in question-and-answer sessions with candidates.
- ◆ In one centre, for the Assist with a Component of Activity Sessions unit (J16H 75), some candidates were able to experience and deliver coaching sessions to primary school pupils within the catchment area of the centre. This was a positive contribution towards a realistic workplace environment.
- ◆ In one centre there was good use of video evidence in a candidate coaching session.
- ◆ Linking into the Active Schools programme and enabling the candidates to gain experience of real-life coaching and managing resources with local primary children.
- ◆ Using real sports events where the candidates are part of the organising group supports the units Assist with Daily Centre Duties and Assist with a Component of Activity Sessions.
- ◆ Attending a local sports complex where the candidates were given the opportunity to shadow and support facility staff completing their duties — and to take part in staff training.
- ◆ In one centre, candidates had the opportunity to obtain additional qualifications in disability inclusion training and soft archery training to enhance their CVs.
- ◆ Bringing in a variety of speakers from the world of sport and recreation to highlight employment opportunities for the Sport and Recreation Industry unit.

Specific areas for improvement

The following have been recorded in this session's reports as areas for development:

- ◆ For the Assist with a Component of an Activity Session unit, consider linking with the Active Schools co-ordinator/creating cluster festivals.
- ◆ For the Assist with Daily Centre Duties unit, use the local sports centre to enable candidates to experience a 'real' working environment.
- ◆ Use candidate evaluation sheets to get feedback on course provision.
- ◆ If candidates provide evidence which meets evidence requirements but which is not present in SQA NAB marking guidelines, it should be included by the centre. Centres can include potential responses in revised marking guidelines to provide more examples for assessors and therefore increase the reliability of assessment judgements.
- ◆ Internal verification processes could be enhanced by pre-delivery checks to ensure all up-to-date unit specifications and assessment material are present.
- ◆ Centres are reminded of the benefits of using [SQA's prior verification service](#) for centre-devised materials.
- ◆ Centres should standardise their approach to the quality and quantity of feedback from internal verifiers to assessors.
- ◆ Rather than end-loading internal verification, centres could do interim sampling based on what has been completed to date at regular intervals throughout the year. This way, the workload is spread across the year and any issues can be identified and dealt with sooner.
- ◆ Delivering the qualification across the entire school year may allow for a holistic delivery approach rather than blocks where units start and stop. This, in turn, may allow for even more realistic situations to occur and for evidence to be gathered throughout the year.