



**National Qualifications 2018**  
**Qualification Verification Summary 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

Titles/levels of National Courses verified:

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

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

## General comments

This session 28 centres were visited by 7 external verifiers for Skills for Work: Sport and Recreation at National 4 and National 5. Again this year, more centres have come forward for approval and so this would have been the first external verification year for them.

Almost all centres have a good understanding of the requirements of the qualifications, providing good practice evidence of assessments, internal verification and ensuring that candidates are given opportunities in 'realistic environments'.

Overall, the standard of the centres that were externally verified was good, however quality assurance in some areas required further improvement and development. There was good evidence of external verifiers reinforcing, supporting and assisting centres to develop further their overall quality assurance. Some centres demonstrated a high level of quality assurance, ensuring that the unit specifications and evidence requirements were met.

All centres would benefit from attending SQA centre update days to assist them further with their delivery, understanding of the qualifications 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 for final clarification. This is a free service that SQA provides.

Most assessors and internal verifiers were familiar with the course materials. They ensured that all aspects of the evidence requirements were met and candidates completed the necessary documentation correctly. In some centres the quality assurance of assessing and internally verification required further

attention to achieve the standard required for both qualifications at National 4 and National 5.

### **Evidence requirements**

All centres had a good understanding of the evidence requirements. However, in this year's reports submitted to SQA, there was evidence that the quality of assessments and internal verification varied. In some cases, centres failed to meet the requirements of the qualification, as detailed in the unit specification.

Most centres were using learning and development materials supplied by educational publishers to assist with certain teaching tasks in the units.

All centres were using NAB devised materials created by SQA.

Some centres failed to meet the required standard for the qualification(s). External verifiers reported that this was for the following reasons:

- ◆ Assessment materials hadn't been fully completed by candidates, and materials were missing from overall assessed work.
- ◆ Quality assurance failed to ensure that assessments and internal verification were upheld.
- ◆ Modified assessment materials were not of a comparable standard to the SQA NAB, with no marking scheme or exemplar materials in place.

External verifiers have re-emphasised the importance of using SQA's prior verification service 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 of the centres that were externally verified this year produced evidence that was of a high standard, used the SQA NAB materials and completed them in full. Good feedback was provided to candidates on their assessments which was supportive and constructive. There was also evidence of good marking taking place on candidate assessment materials, to show where the candidate had met, or required further actions to complete, their assessment in full. Candidates completed their NABs and demonstrated good levels of performance on their courses. In some cases, it was reported that this was of a very high standard.

There were a few centres that did not meet the necessary SQA quality assurance requirements for this qualification. This was due to a number of reasons, for example:

- ◆ new or inexperienced centre/assessor/verifier
- ◆ a centre devising its own assessment materials and not having them prior verified by SQA — therefore, not meeting the unit specification or evidence requirements for the unit(s)
- ◆ no structure to assessments and formalising assessments by completing assessor reports

Most centres had completed internal verification for some or all of the units that were presented for external verification. Most centres had a structured verification schedule which enabled quality assurance to be upheld. Good feedback had been given and any action points were identified — these were reported for completion before candidate certification. External verifiers had reported that a few centres had very good internal verification taking place, with scheduled verification and standardisation meetings.

In some centres quality assurance was ineffective and internal verification was not robust or not completed to the required standard. External verifiers were able to provide help and assistance to develop this further.

Centres would benefit from a structured approach to internal verification with planned internal verification throughout the course year, standardisation taking place through structured meetings, and quality assurance being maintained throughout.

## **Areas of good practice**

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

In relation to centre policies, procedures and quality assurance:

- ◆ Very detailed minutes of standardisation meetings.
- ◆ Comprehensive information in master folders containing, course approval documents, unit specifications, NABs, assessor/verifier details, and relevant course assessment and internal verification policies and procedures.
- ◆ Assessor and internal verifiers having a proficient understanding of the course.
- ◆ Evidence of high-level co-operation between assessor and internal verifier to achieve quality assurance in the centre.

In relation to assessing and assessment materials:

- ◆ Evidence of good assessment planning taking place.
- ◆ Good structured approach to delivery of the qualification.
- ◆ Good design of workbooks which allows candidate to gain the required knowledge and understanding before assessments.
- ◆ Regular meetings with assessor and internal verifier.

- ◆ Evidence of using notes from candidates' practical activities to assist with reviewing candidates.
- ◆ Excellent session planning from candidates for a component of an activity session.
- ◆ Identification of ideal sports/activities to ensure that the candidates are covering both individual and group activity sessions.
- ◆ Assessor providing good clear details in all assessor reports, including where re-assessments have occurred.
- ◆ Good feedback from assessors to candidates, including notes on assessment materials where further action is required/expanded.

In relation to learning and development of candidates:

- ◆ Centres actively using SFEU (Colleges Scotland) tutor packs.
- ◆ Centres have a good range of resources to support the qualification.
- ◆ Good use of relevant job information to assist with the Employment Opportunities unit.

In relation to internal verification:

- ◆ Excellent feedback given to assessors by internal verifiers, including good practice and suggested actions.
- ◆ Robust internal verification processes being implemented.
- ◆ Reporting carried out to a high standard.
- ◆ Continuous support being provided to assessor by internal verifier.
- ◆ Formalised reporting was completed to a high standard with excellent detail.

In relation to providing a 'realistic working environment':

- ◆ Evidence of good working relationships with partner organisations.
- ◆ Providing partnerships to enable candidates to work with internal/external client groups.
- ◆ Centres have been able to provide an excellent range of external environments and brought in guest speakers.
- ◆ Candidates' use of questionnaires for customer interactions.
- ◆ Some candidates give up their free time (evenings/weekends) to gain experience in realistic sporting environments.
- ◆ Centres providing opportunities to work with 'real client' groups.

In relation to the staff and centre:

- ◆ Assessors have demonstrated a proficient understanding of the course requirements.
- ◆ Providing timetable flexibility to support candidates who require additional support.
- ◆ Using pupil evaluation to assist with future programme delivery, candidate expectations, and candidate engagement and future pathways.

### **Specific areas for improvement**

The following areas for improvement were found by external verifiers on their visits to some centres:

In relation to internal verification:

- ◆ Lack of, or no, formal internal verification reporting taking place or feedback to assessors.
- ◆ Lack of, or no, formalised assessment evidence for internal verification to take place.
- ◆ No structured standardisation from assessors or internal verifiers.
- ◆ Centres to develop formalised and robust internal verification policies and procedures and show how these are implemented.
- ◆ Centres undertaking a new qualification for the first year would benefit from following the sampling policy.
- ◆ Little evidence of pre-course delivery check by internal verifiers taking place.
- ◆ Beneficial for centres to have a structured plan for internal verification throughout the course year.
- ◆ Mid-way internal verification standardisation minutes to be recorded to show verification process and progression of any completed action points from previous internal verification report.
- ◆ Formalised internal verification report is required whether candidates have achieved or have remedial work still to do. These to include comments and feedback to the assessor(s) on their assessment decisions.
- ◆ Internal verification formalised reports should be signed and dated once complete.

In relation to assessing and assessment materials:

- ◆ Centres to phase in the new assessor reports for each unit of the National 4 and National 5 qualifications.
- ◆ Standardisation of how assessors complete checklists and recorded feedback to candidates.
- ◆ Standardisation on assessment materials to be used for each unit assessment.

- ◆ Assessors to ensure that assessment materials are in a non-changeable format, ie in pen.
- ◆ Centres that design their own assessment materials are recommended to send them to SQA for prior verification.
- ◆ Assessors to complete all sections of their assessor reports including dates of completion.
- ◆ Master checklists to be kept up to date to show that candidates' results have been completed satisfactorily for each outcome in each unit.
- ◆ Centres to ensure that in the Assist with a Component of an Activity unit that both individual and group activities are completed.
- ◆ Completion of all aspects of the performance criteria and outcomes within a unit must be evidenced by the candidate and formalised records completed by assessors. This must be done by completion of NAB materials or centre-devised materials.
- ◆ Assessors to only sign-off and complete the assessor's report once candidate has finalised their assessments.
- ◆ When devising centre-own workbooks, check how they are assembled to avoid missing out any NAB for that unit.
- ◆ Feedback to candidate is recorded soon after candidate's assessment.
- ◆ Centres should continue to develop different methods of assessment, eg voice, photographic etc.
- ◆ When undertaking both National 4 and National 5, standardise session plans to ensure quality assurance between the two courses.

In relation to quality assurance:

- ◆ Newly approved centres to take advantage of a post-approval development visit.
- ◆ Creation of a structured, well laid-out master folder would enable centres to contain relevant course information in one place.
- ◆ Beneficial for centres to have a pre-delivery checklist completed prior to course starting each year. This can be incorporated into their pre-delivery internal verification report.
- ◆ A standardised approach to quality of detail required by internal verifiers.
- ◆ Centres to adhere to SQA's policy on the retention of candidates' evidence when notified by SQA that they will be having an external verification visit.
- ◆ Candidates' assessments to be completed in a non-changeable format, ie in pen.
- ◆ Class records to be retained and show which candidates will be certificated for the qualification.
- ◆ If centres wish to produce their own NAB materials, it is advisable to send them to SQA for prior verification.

In relation to planning and delivery:

- ◆ Incorporate certain units earlier in the year to meet timescales.
- ◆ Providing detailed week-by-week breakdown of tasks/activities for each unit in the qualification.

In relation to real working environments:

- ◆ Creating links to external organisations to provide candidates with 'real working environments' to enhance their experience on the course.
- ◆ Knowing how evidence can be gathered while a candidate is in a real working environment.
- ◆ Getting candidates out into real working environments rather than scenario-based assessments in school.
- ◆ Links with Active Schools to provide links with local primary schools.