



Higher National Qualifications and National Units

Qualification Verification Summary Report 2022

Sports Therapy, Exercise and Fitness

Verification group number: 686

Introduction

There were eight virtual visits carried out for this verification group during session 2021–22 from a total of 11 selections made. Two centres were not running. All centres submitted candidate evidence electronically. The following group awards were sampled during the qualification verification activity.

National Awards

G92G 45 NCGA Sport and Fitness at SCQF level 5

Units sampled from this group award were as follows:

- F40B 11 Contemporary Fitness and Exercise Training Methods: An Introduction
- F40E 11 Human Anatomy, Physiology and Physical Activity
- F40K 11 Sports Mechanics: An Introduction
- F40X 11 Sporting Activity Participation and Performance: Golf

G9CG 45 NPA Sport and Fitness: Individual Sport at SCQF level 5

Units sampled from this group award were as follows:

- F6XD 11 Sport and Fitness: Coaching Development
- F41G 11 Sporting Activity Participation and Performance: Table Tennis
- F40S 11 Sporting Activity Participation and Performance: Badminton
- D826 11 Sports Officiating and Organising — Recreational: Table Tennis
- D810 11 Sports Officiating and Organising — Recreational: Badminton

G9GC 46 NPA in Exercise and Fitness Leadership at SCQF Level 6

Units sampled from this group award were as follows:

- F7JB 12 Exercise and Fitness: Cardiovascular Training (Higher)
- F7JC 12 Exercise and Fitness: Fixed Weight Training (Higher)
- F7JD 12 Exercise and Fitness: Free Weight Training (Higher)
- F7JE 12 Exercise and Fitness: Circuit Training (Higher)

Higher National Awards

GHOF 16 HND Fitness, Health and Exercise

Units sampled from this group award as follows:

- H4T6 35 Applied Fitness Assessment for Specialist Population Groups
- H4T8 35 Current Exercise Trends

Category 2: Resources

Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

All centres were compliant with this criterion. There was evidence in centres that pre-delivery checks are being carried out by internal verifiers. Evidence from standardisation, team and course committee meetings showed that centres were compliant in meeting this criterion. Risk assessments and photographic evidence was also presented by centres to show compliance with this criterion.

Category 3: Candidate support

Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

All centres were compliant with this criterion. Centres assess candidate suitability for courses by using either an informal process (discussion with potential candidates) or using a formal application process. Centres consider candidate needs both in advance of the unit delivery or on an ongoing basis and where candidates are identified as having additional support needs, the required arrangements are put in place to support those needs. Centres use staff-accessible personal support plans to support candidates on a digital platform.

Good practice

- ◆ There is an opportunity for applicants to undergo additional activity within 'Upskilling' workshops which may target academic writing alongside teams and assignments familiarisation.

Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

All centres were compliant with this criterion. Candidates have scheduled, and regular, classes for the NC, NPA and HN awards. Centres indicated that there were also opportunities for informal one-to-one feedback through online/class sessions and during scheduled meetings within academic tutors. Detailed schemes of work were provided via centres' VLEs, and trackers are used to highlight progress visually using a traffic light system.

Good practice

- ◆ The tracking sheet was uploaded as evidence of learner tracking which contained all relevant information related to the learner journey. This provided a holistic 'helicopter' view of learner progress where issues could be identified by the course team and actioned accordingly in a timely fashion. The use of audio feedback within the Applied Fitness Assessment for Specialist Population Groups unit, which could be placed into the

team's assignments, was highlighted as a real strength from the perspective of the assessor alongside candidates.

Category 4: Internal assessment and verification

Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.

Almost all centres were compliant with this criterion. In almost all centres it was clear that all of the procedures, as set out within each centre's policy, were followed and adhered to. Standardisation meeting minutes showed discussion of units within the awards being delivered in centres to ensure a standardised approach to assessment. Internal verification documentation included a three-stage pre-during-post-verification process and included information on the size of sample to be taken.

Good practice

- ◆ Clear evidence of standardisation processes through course team meetings. These occur both prior to delivery of the unit and are applied throughout the session.

Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

All centres were compliant with this criterion. The majority of centres are using SQA assessment instruments with centre-devised ones being used for some learning outcomes. There was evidence of pre-delivery checks being carried out. For centre-devised assessments a prior verification SQA certificate was evidenced.

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

Almost all centres were compliant with this criterion. All centres provided evidence to show that evidence was the candidate's own work. Evidence was provided regarding centre malpractice and plagiarism policy and how this was put into practice. A variety of methods were used to ensure that this criterion is met, including direct observation of student work during assessment, candidate sign-off sheets (which are signed-off by candidates to confirm authenticity of work), and the use of plagiarism detection software. Almost all centres provided evidence to show that they were complying with the appropriate assessment strategy regarding closed-book assessments and the need for supervised conditions.

Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

Almost all centres were compliant with this criterion. It was clear from the review of qualification verification reports that the evidence sampled by external verifiers found assessor judgements to be consistent and accurate, and met the requirements of the

performance criteria and knowledge and understanding to be covered in the units being sampled during qualification verification activity this session. Where internal verification had been carried out this was noted in supporting documentation. Standardisation meetings and internal verification sampling were used in almost all centres to support this process.

Recommendations

- ◆ It would be beneficial if the internal verification sampling process was completed on an ongoing basis and soon after the completion of an outcome rather than at the conclusion of the overall unit. This would ensure early identification of issues and ensure any resulting action points can be resolved in a timely manner.
- ◆ Within the Current Exercise Trends unit, the assessor checklist for each report was not utilised despite being included within the assessment document issued to the candidates. This was highlighted by the internal verifier during the quality assurance process. The feedback provided by the assessor within the assignments feedback box was related to the entire logbook at the point of completion. It is recommended that the assessor checklist is utilised to document candidate progress as they move through the production of individual reports. This could support and signpost development needed throughout the unit rather than simply at the end point.

Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.

All centres were compliant with this criterion. The evidence presented showed that centre staff were aware of SQA requirements and put in place appropriate ways of storing and disposing of candidate evidence. The majority of centres kept evidence for longer than required under SQA's guidelines.

Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.

All centres were compliant with this criterion. It is clear that feedback from qualification verification reports is disseminated to various parties within centres in different ways (e-mail/shared space). The content of these reports is then discussed at standardisation meetings. Minutes from these meetings record action points and include any recommendations made and good practice identified.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2021–22:

- ◆ There is an opportunity for applicants to undergo additional activity within 'Upskilling' workshops which may target academic writing alongside teams and assignments familiarisation.

- ◆ The tracking sheet was uploaded as evidence of learner tracking which contained all relevant information related to the learner journey. This provided a holistic 'helicopter' view of learner progress where issues could be identified by the course team and actioned accordingly in a timely fashion. The use of audio feedback within the Applied Fitness Assessment for Specialist Population Groups unit, which could be placed into the team's assignments, was highlighted as a real strength from the perspective of the assessor alongside candidates.
- ◆ There was clear evidence of standardisation processes through course team meetings. These occur both prior to delivery of the unit and are applied throughout the session.

Specific areas for development

The following areas for development were reported during session 2021–22:

- ◆ It would be beneficial if the internal verification sampling process was completed on an ongoing basis and soon after the completion of an outcome rather than at the conclusion of the overall unit. This would ensure early identification of issues and ensure any resulting action points can be resolved in a timely manner.
- ◆ Within the Current Exercise Trends unit, the assessor checklist for each report was not utilised despite being included within the assessment document issued to the candidates. This was highlighted by the internal verifier during the quality assurance process. The feedback provided by the assessor within the assignments feedback box, was related to the entire logbook at the point of completion. It is recommended that the assessor checklist is utilised to document candidate progress as they move through the production of individual reports. This could support and signpost development needed throughout the unit rather than simply at the end point.