



**Scottish Vocational Qualifications
Qualification Verification Summary Report 2021**

Sport and Active Leisure

Verification group number: 199

Introduction

There were 11 virtual visits carried out for this verification group during session 2020–21. Some centres uploaded materials to The Hub, whilst others forwarded paper portfolios to SQA for onward transmission to the appointed external verifier.

| | |
|---------|------------------------------------------------------------------|
| GL39 22 | SVQ 2 Sports Coaching at SCQF level 6 |
| GK77 23 | SVQ 3 Achieving Excellence in Sports Performance at SQCF Level 8 |
| GA01 21 | SVQ Sport and Active Leisure at Level 1 |

Category 2: Resources

Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.

All centres were compliant with this criterion. For all of the qualification verification activity for SVQ provision carried out over the session 2020–21, it was found that assessors and internal verifiers were qualified and occupationally competent to assess and verify the awards being delivered, in line with the assessment strategy. In most centres CPD records were up to date, logged and available for external verification.

Good practice

- ◆ Centre was advised at approval to enhance occupational competence from 1.1 (introductory level). At the qualification verification visit there was evidence of centre staff achieving 1.2 level qualifications.

Recommendations

- ◆ It is recommended that all staff use the correct internal CQA document to keep a record of all CPD that has taken place. This should be updated annually, in line with the requirements of the assessment strategy.
- ◆ It is recommended that all staff maintain and update their CPD records on an annual basis, in line with centre policy and the assessment strategy.

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. Centres demonstrated that a variety of methods are being used to record evidence for this criterion, including site selection checklists and risk assessments. There was evidence of new site selection checklists being completed, as well as continually updating current ones to take account of any COVID-19 restrictions. Checklists to support this criterion were signed and dated. Evidence presented showed that almost all centres conduct regular standardisation meetings to ensure that all aspects of this criterion are being met. There was evidence of agreements being put into place for candidates to use relevant risk assessments for any facilities they may use throughout their SVQ award in order to take into account the possible impact of COVID-19 on facilities and working environments.

Recommendation

- ◆ Further consideration to be given to moving portfolios online and looking at their benefits, even though the circumstances and impact of COVID-19 pushed this transition this year. Feedback from candidates suggested accessibility through apps may be beneficial moving forwards for submitting evidence in relation to the course.
- ◆ A matrix covering the full course for each candidate providing an overview of candidate progress for assessor, internal verifier and candidate may help with mapping certain pieces of evidence across a number of units (where appropriate).
- ◆ Submission of evidence such as audio, pictures and videos to be considered moving forwards, increasing flexibility with regards to the evidence submitted and moving away from reliance on workbooks/templates alone.

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. From the review of reports it was clear that there were appropriate processes in place to show evidence for this criterion. Centres assess candidates' needs either during the application stage, or at interview, and the required arrangements are put in place to support these needs. Any support needs identified during application, or at induction, are catered for using a range of resources and technologies.

Good practice

- ◆ In one centre a mental health unit was included for candidates to complete when it was not feasible for a practical unit to be completed.
- ◆ Candidate-centred approach through plentiful additional awards and opportunities such as Dance Leader and NGB qualifications. This is in addition to the two enhancements of First Aid and Inclusion Training.
- ◆ Timetabled input from a Learning and Development worker had been spoken of highly by candidates when interviewed. This had been beneficial for mental health and wellbeing but also allowed for their employability to be enhanced through the regular timetabled contact.

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. The review of reports showed that different models were in place that were flexible in their approach. Despite the impact of COVID-19, scheduled contact took place regardless of work being generated, or not, to ensure contact was maintained with the candidates. Where centres were using e-portfolios, candidates were able to see their feedback at any time, and to see their progress through the SVQ award. Assessors found e-portfolios were helpful for tracking progress. All centres maintained regular contact with candidates using digital platforms such as WhatsApp, Zoom and MS Teams, in addition to email, phone calls and text.

Good practice

- ◆ The use of 'My Progress' is still in its infancy, however the development and use of the portal has added value to the candidate experience.
- ◆ The way the centre staff foster excellent working relationships with their candidates, by making themselves available, whilst using a variety of platforms is an example of good practice.

Category 4: Internal assessment and verification

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

All centres were compliant with this criterion. Assessment and verification procedures were effective and met SQA requirements and National Occupational Standards. Standardisation meeting minutes showed discussion of units within the awards being delivered in centres to ensure a standardised approach to assessment. Evidence of completed internal verification documentation supported the centres' policies and procedures for ensuring standardised assessment practice.

Good practice

- ◆ The assessment matrix to log candidate evidence is very well detailed covering the unit criteria, scope, knowledge/understanding and behaviours/values.

Recommendation

- ◆ Centres to ensure that any work of an assessor (working towards) their L&D9Di qualification is countersigned.

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. Centres use a range of assessment methods that are appropriate in meeting the unit evidence requirements, the assessment strategy and the National Occupational Standards. Assessment instruments range from observation/s, work product/s, professional discussion and witness statement/s to some reflective accounts. They were all used to gather appropriate evidence for candidates' portfolios. Candidate evidence had been mapped across, and ticked off within, the portfolio via an element achievement record or unit matrix.

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

All centres were compliant with this criterion. Assessment evidence is generated by different methods. Candidates completing online portfolios have their own password-protected area within the digital environment that only they, and the assessor/internal verifier, have permission

and access to view. Where candidates are in a live environment they are directly observed by the assessor. If the assessor is not present, witness statements, video recordings or photographs are presented.

Recommendation

- ◆ It is recommended that centres investigate a way to authenticate all evidence in the absence of 'wet signatures'. As discussed, this could include the use of an e-portfolio in the future.

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

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, meeting the requirements of the SVQ awards being sampled. Standardisation meetings were used in all centres to support this process. Candidate evidence was mapped against the evidence requirements in the units within each SVQ. In all centres the internal verification process was clear and consistent and there was evidence of internal verification sampling taking place.

Recommendation

- ◆ Centres to hold a standardisation event, to investigate the time gap between candidate submission and assessor feedback to ensure that all assessors are following the same process and timeframes.

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

All centres were compliant with this criterion and the evidence presented showed that centre staff were aware of SQA requirements and had shared the latest version of the COVID-19 contingency arrangements document.

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 and stored on a shared drive. Content of these reports is then discussed at standardisation meetings. Minutes from these meetings record action points and how assessment practice is informed.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2020–21:

- ◆ Centre was advised at approval to enhance occupational competence from 1.1 (introductory level). At the qualification verification visit there was evidence of centre staff achieving 1.2 level qualifications.
- ◆ Including a mental health unit for candidates to complete when it was not feasible for a practical unit to be completed.
- ◆ Candidate-centred approach through plentiful additional awards and opportunities such as Dance Leader and NGB qualifications. This is in addition to the two enhancements of First Aid and Inclusion Training.
- ◆ Timetabled input from a Learning and Development worker had been spoken of highly by candidates when interviewed. This had been beneficial for mental health and wellbeing but also allowed for their employability to be enhanced through the regular timetabled contact.
- ◆ The use of 'My Progress' is still in its infancy, however the development and use of the portal has added value to the candidate experience.
- ◆ The way that centre staff foster excellent working relationships with their candidates, by making themselves available, whilst using a variety of platforms is an example of good practice.
- ◆ The assessment matrix to log candidate evidence is very well detailed covering the unit criteria, scope, knowledge/understanding and behaviours/values.

Specific areas for development

The following areas for development were reported during session 2020–21:

- ◆ It is recommended that all staff use the correct internal CQA document to keep a record of all CPD that has taken place. This should be updated annually, in line with the requirements of the assessment strategy.
- ◆ It is recommended that all staff maintain and update their CPD records on an annual basis, in line with centre policy and the assessment strategy.
- ◆ Further consideration be given to moving portfolios online and looking at their benefits, even though the circumstances and impact of COVID-19 pushed this transition this year. Feedback from candidates suggested accessibility through apps may be beneficial moving forward for submitting evidence in relation to the course.
- ◆ A matrix of full course for each candidate providing an overview of candidate progress for assessor, internal verifier and candidate may help with mapping pieces of evidence across a number of units (where appropriate).
- ◆ Centre to ensure that any work of an assessor (working towards) their L&D9Di qualification is countersigned.
- ◆ Recommended centres investigate a way to authenticate all evidence in the absence of 'wet signatures'. This could include the use of an e-portfolio in the future.

- ◆ Centres hold a standardisation event, to investigate the time gap between candidate submission and assessor feedback to ensure that all assessors are following the same process and timeframes.