



Scottish Vocational Qualifications
Qualification Verification Summary Report 2022
Sport and Active Leisure

Verification group number: 199

Introduction

There were nine virtual visits carried out for this verification group during Session 2021–22 from a total of 13 selections made. Two centres were not running. The majority of centres submitted candidate evidence electronically; two centres forwarded paper portfolios to SQA for onward transmission to the appointed external verifier. The following group awards were sampled during the qualification verification activity.

GL39 22 SVQ 2 Sports Coaching at SCQF level 6

Units sampled from this group award as follows:

- HC2E 04 Plan Sports Coaching Sessions
- HC2F 04 Deliver Sports Coaching Sessions
- HC2G 04 Review Sports Coaching Sessions
- HC2H 04 Maintain the Health, Safety, Welfare and Security of Participants and Staff
- HC2J 04 Respond to Concerns about Possible Safeguarding Issues
- HC2L 04 Instruct Children in Health Related Exercise and Physical Activity

GR69 24 Achieving Excellence in Sports Performance at SCQF level 8

Units sampled from this group award as follows:

- J4PX 04 Work in a Healthy and Safe Way Whilst Seeking to Achieve Excellence in your Sport
- J4PY 04 Communicate Effectively with Other People Whilst Seeking to Achieve Excellence in your Sport
- J4R0 04 Develop your Technical Skills to Achieve Excellence in your Sport
- J4R1 04 Develop your Tactical Skills to Achieve Excellence in your Sport
- J4R2 04 Develop your Physical Capability to Achieve Excellence in your Sport
- J4R3 04 Develop your Psychological Skills to Achieve Excellence in your Sport
- J4R4 04 Develop your Nutritional Strategy to Achieve Excellence in your Sport
- J4R5 04 Manage your Lifestyle to Achieve Excellence in your Sport
- J4R6 04 Develop your Sporting Career

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 2021–22, 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 all centres CPD records were up to date, logged and available for external verification.

Recommendations

- ◆ It is recommended that the centre check the timelines for completion of the L&D9di unit with training provider and ensure that any evidence gathered for the award remains current.

- ◆ It is recommended that the centre review their practice and discuss a better way to record their planned approach to CPD. This would ensure that it is easily accessible and confirm that all members of the team comply with the requirements of 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.

Almost 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 noting changes to take account of updated COVID-19 restrictions. Checklists / documentation 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 appropriate internal verification evidence to make sure that the currency of the qualification and validity of assessment is up to date.

Good practice

- ◆ It was mentioned that the assessor was available to candidates by phone call / text, Teams and email as and when required. This is as well as individual weekly, three-weekly or monthly face to face meetings.

Recommendations

- ◆ A master matrix (full course for each candidate) is recommended as an overview for candidate progress. There is an individual candidate's unit matrix available however, both candidates' documents are slightly different — one written and one typed out. It is recommended that all unit matrices are the same.
- ◆ It would still be recommended that evidence such as audio, pictures and videos be considered moving forwards, increasing flexibility with regard to the evidence submitted, and not relying solely on the online portfolios provided.

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 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. Various methods are used to ensure candidates are aware of the qualification being undertaken, including the use of an induction pack that includes details of assessments, support and special arrangements. These may also include induction checklists and evidence of a follow-up induction review meeting.

Good practice

- ◆ Each candidate is supported, and individual needs are met by staff. Assessor and verifier were able to give examples of how they have both gone over and above to make sure candidates had the best chance of success and could showcase their skills. This included the assessor's flexibility to be able to observe clients in the evenings and at weekends when the majority of activity takes place. It comes across that the assessor has a very strong working relationship with candidates due to the small number she works with, but also her passion for the industry.
- ◆ Students have the opportunity to attend extra courses with Live Active that support their modern apprenticeship. Candidates commented on how they enjoyed having the choice of type of CPD they would do. This happens bi-weekly.
- ◆ Candidate-centred approach through plentiful additional awards and opportunities such as SportScotland — Child Wellbeing and Protection in Sport certificate. It was also mentioned there is a supported PC passport available for candidates to receive help with IT.

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

Almost all centres were compliant with this criterion. 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. There were different models in place to make sure that centres were flexible in their approach and to take account of updated COVID-19 recommendations and information. 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, internal verifiers and external verifiers found beneficial the very visible, and recognisable (RAG based system), tracking process available in e-portfolios.

Good practice

- ◆ As well as having contact with assessor, students now have access to a mental health and wellbeing officer who the centre has employed this year to help support both students and staff.
- ◆ Candidates had an opportunity to use various methods of communication with their assessor, and were encouraged to do so as and when required, as well as having face-to-face meetings. The candidates also mentioned that contact was there with the assessor as and when required, which they found very beneficial and reassuring.

Recommendation

- ◆ A matrix grid form covering each of the mandatory and optional units for the SVQ Level 2 in Sports Coaching (SCQF Level 6) should form part of the candidate portfolios, as this allows for effective tracking of candidate progress throughout delivery of their qualification.

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. 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, and in some centres there was evidence of noting good practice at these meetings. Evidence of completed internal verification documentation supported the centres' policies and procedures for ensuring standardised assessment practice, including the size of sample to be taken.

Recommendations

- ◆ In order to maintain the integrity of the assessment process, it would be advantageous for internal verification to take place periodically throughout the life of the qualification, in line with SQA requirements for robust internal verification. This allows for evidence to be checked periodically and to maintain the assessment plan for each candidate.
- ◆ Arrangements for the observation of assessor performance will need to be made prior to the end of this session.
- ◆ Standardization meetings should note items for action, with dates and the initials of those responsible for completion. Completion of the actions should be recorded.

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

Almost 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, witness statement(s) and 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.

Almost 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 assessors / internal verifiers, have permissions and access to view. Where candidates are in a live environment they are directly observed by the assessor. Candidates were notified about the centre's plagiarism and malpractice policies in the centre's procedure manual and student induction pack, and by signing this they acknowledge that they understand the policies.

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 during QV activity this session found assessor judgements to be consistent and accurate, and that they met the requirements of the performance criteria and knowledge and understanding to be covered in the SVQ group awards and units being sampled. Where internal verification had been carried out this was noted in supporting documentation. Standardisation meetings were used in almost all centres to support this process. Candidate evidence was mapped against the evidence requirements in the units within each SVQ.

Good practice

- ◆ Coaching observations are not recorded due to most of them being in schools, where it is not permitted, but the level of detailed feedback in observations is of a very high standard. When the EV put both the candidates' session plans and the detailed observation records together it felt as if the EV was there watching the session. For a student this is excellent for them to progress and to reflect upon.

Recommendations

- ◆ In the knowledge and understanding sections, apart from ticking each section, some feedback should be given to candidates. At the moment there is just a signature and date. Oral feedback is given in discussions with assessor and verifier, but for verification purposes this should be recorded feedback.
- ◆ Candidate feedback should be of a good standard to show where the strengths and weaknesses lie within each piece of candidate evidence being produced as part of the qualification.

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 archiving candidate evidence.

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 an appropriate platform. 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.

Recommendation

- ◆ The centre should adopt the approach of disseminating feedback from all verification activity across all qualifications they deliver to adopt good practice and ensure approaches to assessment and internal verification are standardised. This would support new practices being developed across all qualifications, and allow them to embed these processes and practices.

Areas of good practice reported by qualification verifiers

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

- ◆ It was mentioned that the assessor was available to candidates by phone call / text, Teams and email as and when required. This is as well as individual weekly, three-weekly or monthly face to face meetings.
- ◆ Each candidate is supported, and individual needs are met by staff. Assessor and verifier were able to give examples of how they have both went over and above to make sure candidates had the best chance of success and could showcase their skills. This included the assessor's flexibility to be able to observe clients in the evenings and at weekends when the majority of activity takes place. It comes across that the assessor has a very strong working relationship with candidates due to the small number she works with, but also her passion for the industry.
- ◆ Students have the opportunity to attend extra courses with Live Active that support their modern apprenticeship. Candidates commented on how they enjoyed having the choice of type of CPD they would do. This happens bi-weekly.
- ◆ Candidate-centred approach through plentiful additional awards and opportunities such as SportScotland — Child Wellbeing and Protection in Sport certificate. It was also mentioned there is a supported PC passport available for candidates to receive help with IT.
- ◆ As well as having contact with assessor, students now have access to a mental health and wellbeing officer who the centre has employed this year to help support both students and staff.
- ◆ Candidates had an opportunity to use various methods of communication with their assessor and were encouraged to do so as and when required, as well as having face-to-face meetings. The candidates also mentioned that contact was there with the assessor as and when required, which they found very beneficial and reassuring.
- ◆ Coaching observations are not recorded due to most of them being in schools, where it is not permitted, but the level of detailed feedback in observations is of a very high standard. When the EV put both the candidates' session plans and the detailed observation records together it felt as if the EV was there watching the session. For a student this is excellent for them to progress and to reflect upon.

Specific areas for development

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

- ◆ It is recommended that the centre check the timelines for completion of the L&D9di unit with training provider and ensure that any evidence gathered for the award remains current.
- ◆ It is recommended that the centre review their practice and discuss a better way to record their planned approach to CPD. This would ensure that it is easily accessible and confirm that all members of the team comply with the requirements of the assessment strategy.

- ◆ A master matrix (full course for each candidate) is recommended as an overview for candidate progress. There is an individual candidate's unit matrix available however, both candidates' documents are slightly different — one written and one typed out. It is recommended that all unit matrices are the same.
- ◆ It would still be recommended that evidence such as audio, pictures and videos be considered moving forwards, increasing flexibility with regard to the evidence submitted, and not relying solely on the online portfolios provided.
- ◆ A matrix grid form covering each of the mandatory and optional units for the SVQ Level 2 in Sports Coaching (SCQF Level 6) should form part of the candidate portfolios, as this allows for effective tracking of candidate progress throughout delivery of their qualification.
- ◆ In order to maintain the integrity of the assessment process, it would be advantageous for internal verification to take place periodically throughout the life of the qualification in line with SQA requirements for robust internal verification. This allows for evidence to be checked periodically and to maintain the assessment plan for each candidate.
- ◆ Arrangements for the observation of Assessor Performance will need to be made prior to the end of this session.
- ◆ Dates and initials of who is completing for items on the standardisation meetings to be added for completion and followed up and recorded when actions complete.
- ◆ In the knowledge and understanding sections, apart from ticking each section, some feedback should be given to candidate. At the moment there is just a signature and date. Oral feedback is given in discussions with assessor and verifier, but for verification purposes this should be recorded feedback.
- ◆ Candidate feedback should be of a good standard to show where the strengths and weaknesses lie within each piece of candidate evidence being produced as part of the qualification.
- ◆ The centre should adopt the approach of disseminating feedback from all verification activity across all qualifications they deliver to adopt good practice and ensure approaches to assessment and internal verification are standardised. This would support new practices being developed across all qualifications, and allow them to embed these processes and practices.