



**Skills for Work**

**Qualification Verification Summary Report 2023–24**

# **Sport and Recreation**

**Verification group number: 403**

## **Skills for Work Courses**

The following group award and units were verified during this session.

### **C219 75 National 5 Skills for Work: Sport and Recreation**

J16H 75 Sport and Recreation: Assist with a Component of Activity Sessions

J16J 75 Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry

J16L 75 Sport and Recreation: Assist with Fitness Programming

J16N 75 Sport and Recreation: Assist with Daily Centre Duties

## **General comments**

All verification activity was based on face-to-face visits.

It is evident that the centres have a clear and accurate understanding of the requirements for the National 5 standards. This was determined from the feedback on the qualification verification reports and verbal feedback from the external verifiers who conducted the verification activity.

The majority of centres demonstrated that they were well organised for delivering and assessing this award. Many centres had clear policies and procedures in place for assessment and internal verification, with experienced assessors and internal verifiers managing the qualification. Some centres had received support to improve their internal verification process.

Centres presented evidence very effectively for the verification activity, with references to the units being sampled. The assessment and internal verification evidence were well organised and easy to follow.

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

The majority of the centres used the SQA assessment support packs for all the units sampled. Some centres also used a combination of SQA assessment support packs and centre-devised materials. There was strong evidence that centres used a variety of assessment methods, including observation, discussions, and work product evidence. All centres used up-to-date SQA unit specifications.

It was evident that the candidates' progress and achievements were documented in the assessment support packs, and the centres had maintained evidence of completed assessments.

The majority of centres demonstrated evidence of regular standardisation meetings before delivering qualifications and throughout the qualification period. The evidence provided details showing that standards were met and checked.

Centres utilised the marking schemes from the assessment support packs and assessed candidate evidence, clearly demonstrating their progress toward completing individual units and the group award.

## **Evidence requirements**

The evidence presented by the centres was appropriate and acceptable to meet the requirements of the National 5 level courses for Skills for Work: Sport and Recreation.

## **Administration of assessments**

The feedback in the reports was very positive regarding both the quantity and quality of assessor feedback. In most centres, there was clear evidence of constructive and positive feedback given to candidates. The evidence showed the candidates' achievements and outlined the next steps for progress. Strengths were highlighted, and areas for improvement were identified. It was observed that candidates clearly understood their completed tasks as well as the areas requiring further work.

## **Learning and teaching**

It was clear that in several centres there was a strong dedication to making this award a fulfilling and meaningful qualification. Some centres are utilising virtual learning environments like Google Classroom to distribute resources and assessments.

## **Overall assessment**

Centres provided robust evidence for external verification, including their internal verification policies, documentation of regular standardisation meetings, and records of internal verification sampling noted on candidate assessments.

## **Verification**

The majority of centres provided documentation outlining their internal verification process and details of assessment planning. They provided candidate evidence as agreed in the verification visit plan, demonstrating consistent and sound assessment decisions. Most centres also demonstrated robust internal verification processes to support the assessment process. A small number of centres were encouraged to use SQA's internal verification toolkit.

Additionally, evidence showed that centres held regular meetings to discuss assessment and verification, ensuring the maintenance of standards. Assessment judgments aligned with national standards.

## **Areas of good practice reported in 2023–24**

### **External links**

- Centres have established strong connections with local sports centres, businesses, and gyms to provide a practical experience when teaching the Assist with Fitness Programming unit.
- One centre organised a Club Sports Day at the beginning of the session, during which employers and local sports clubs promoted their sessions, providing further experience.
- Strong links with the Active Schools Coordinator and local primary schools to assist with activity sessions and provide opportunities to attain the Sport Leaders Award.
- Centres are utilising external agencies to improve the Employability unit, which also includes some aspects of Centre Duties and Assistance with Activities units.
- Centres are aiming to enhance the Employability unit by involving more external sports specialists to improve candidates' experiences and knowledge.

### **Assessment**

- Thorough evidence was collected, and assessors dedicated themselves to showcasing candidates' accomplishments through detailed observation checklists and photos from various centres.
- One centre used its own staff members as clients in the Fitness Programming unit during their training program.

## **Specific areas for improvement reported in 2023–24**

### **External links**

- Some centres should aim to enhance the Employability unit by involving more external sports specialists to enrich candidates' experiences and knowledge.
- Centres should include specific organisational documents, such as risk assessments, in their assessment packs.

### **Verification**

- Centres should continue to develop and implement a clear internal verification policy to suit the nature of the award.