



BTEC Level 2 in Sports Industry Skills (Leading Children's Sports Activities)

Standardisation 2021

SSV Commentary

Unit 1: Working in the Sport and Active Leisure Industry

Issue 1

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Activity 1 – Assessment Plan

Discuss what needs to be done to ensure effective implementation of the Assessment Plan.

The Assessment Plan is effective and fit for purpose.

The Assessment Plan will help with the planning of the programme. It includes all units required to reach the correct total guided learning hours (GLH) for the qualification. Learners are required to complete and achieve all four units in the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading Children's Sports Activities). The Assessment Plan includes these four units and make a combined total of 360 GLH. The order of the units are also appropriate but centres may differ with their approach.

It is important that the overall Assessment plan clearly allows enough time for all learners to complete the qualification appropriately. The time frame for each assessment detailed in the plan should allow learners to complete all activities fully and allow sufficient time, following assessment, for one resubmission, if authorised by the Lead Internal Verifier (Lead IV). The Assessment Plan does allow sufficient time for all assignments. Although centres will vary their weekly timings and submission dates, each assignment should have sufficient time to allow learners the opportunity to produce evidence for each criterion. It is very important to note that this is a working document and can be amended if necessary.

The Assessment Plan includes all of the required information and has been signed off by the Lead IV at the start of the programme. Any changes to the plan during the course of the programme must be approved by the Lead Internal Verifier. It is important to note that this does not imply a reduction of flexibility and it remains good practice to adapt Assessment Plans as local needs and opportunities arise. However, Assessment Plans must be maintained, and Standards Verifiers should always be given the most up-to-date version.

Assessment Plans should always be completed prior to starting the qualification. This ensures a smooth programme of study.

Helpful Tips

- Ensure that the Assessment Plan is a working document. The document should be developed prior to the start of the qualification but can be amended throughout.
- The total number of GLH should match the specification. In this case, 360 GLH should be clearly included within the Assessment Plan.
- All four units must be included in the plan.
- There must be sufficient time for all components and assignments, including internal verification and resubmissions.
- Feedback should only be provided following internal verification of learner work. This should be reflected in the plan.
- The units should be delivered in the correct order to ensure the internal synoptic unit can be implemented effectively.
- There should be a maximum of 15 days between feedback and resubmission.

Activity 2 – Assignment Brief

Discuss whether the Assignment Brief is fit for purpose.

Yes, the Assignment brief is fit for purpose.

For the purpose of this exercise, the Assignment Brief includes all learning aims within the unit as recommended in the specification. The assignment used is a Pearson endorsed Assignment Brief that has been slightly amended to provide a more appropriate context for learners at this centre. It is suggested that all Assignment Briefs are adapted to ensure that the context of the scenario and the task requirements are appropriate for learners in each centre.

The Assignment Brief is fit for purpose and ensures learners can sufficiently complete the assessment. The structure of the Assignment Brief must allow learners to achieve the criteria included in the Assignment Briefs. These are clearly outlined in the Assignment Brief and are in a similar format throughout the unit. There is no prescribed format or sequence for an assignment, but the presentation should include key information, including the programme and unit details, assignment title, key dates, Assessor, the scenario, tasks, forms of evidence, targeted criteria and any supplementary information. For some units, the assignment brief may include worksheets, pro-forma, checklists and graphic/visual material for learners to complete as part of the assignment, and these should be linked with their respective tasks and referenced to target criteria accordingly.

The Assignment Brief is likely to provide full and robust coverage of the target criteria. All administrative tasks have been completed on the brief. The scenario is well designed and aims to contextualise the assessment activity. This links in well with the tasks in the assignment and allows them to link it to a real-life example. Local sports charities have been used to help learners identify with the assignment.

It would be beneficial to ensure an up-to-date, relevant and, preferably, local sources of information list. This should help support and guide the learner.

Helpful Tips

- Contextualise the Assignment Brief to make sure it is appropriate for learners at your centre.
- Ensure that the scenario or context doesn't put the learner into an unlikely position. For example, a Trainee Coach doing work experience rather than a Head Coach.
- The task must allow the learner to provide evidence that matches what the criteria are asking. Learners should not be at a disadvantage with this.
- Do not split the tasks into Pass, Merit and/or Distinction. Each task should include the range of criteria for that specific section/learning aim.
- Criteria within learning aims can't be split, although they can be merged.
- A clear identification of the amount of time allowed for the assessment should be visible.

Activity 3 – Internal Verification of the Assignment Brief

Do you agree with the Internal Verifier's decisions and why?

The Internal Verifier has correctly verified the Assignment Brief.

Each part of the Assignment Brief is accurate and sufficient. The Internal Verifier has internally verified the Assignment Brief prior to issue, although it is unclear as to whether any amendments have been undertaken.

There are minimal comments on the internal verification form, where some form of feedback would be beneficial to the Assessor. The internal verification form should be an opportunity to enhance Assignment Briefs on a regular basis rather than identifying issues. The Internal Verifier should provide more details around which parts of the brief have been amended and provide commentary as to whether they feel that these amendments were appropriate or not. This will support the Assessor as they develop future Assignment Briefs.

The Assignment Brief was internally verified at the start of 2021/2022 and the first unit was delivered shortly after.

It is important that the Assignment Brief is fit for purpose prior to issue to learners and must be current. The Assessor must assume that they will need to review the Assignment Briefs on a yearly basis to ensure relevance. It is also important that centres internally verify Assignment Briefs even if they are Example Assignment Briefs from Pearson.

Helpful Tips

- Clear guidance on what is required, possibly as a step-by-step guide, should be issued to the Assessor. This method is supportive and should allow for centres to develop material of the highest quality.
- If Assignment Briefs are approved, guidance on potential developments should still be provided to ensure best practice.
- Internal verification should occur within two weeks of receiving material.

Activity 4 – Assessment of Learner Work

Do you agree with the Assessor's decisions and why?

The Assessor has accurately assessed the learner work.

The Assessor has correctly awarded criteria for all learning aims. Please note that for the purpose of these centre standardisation materials, evidence has only been provided for learning aims A and B. The range of content from the specification is sufficient and provides the learner with ample opportunity to incorporate key verbs across the criteria.

The learner has provided appropriate and sufficient evidence to be awarded A.P1 and A.P2. Within the evidence submitted, the learner has successfully produced a detailed report on the provision of access to sport and physical activities, as well as linking to a variety of participants. The importance of taking part has also been included throughout each section. The learner has followed a logical pattern within their work and has used the Assignment Brief accordingly. Learner has been able to explain the barriers and enablers and provided an extensive range of content for A.M1. The evaluation, for A.D1, includes strategies to overcome any issues. There is sufficient detail within the information to ensure the criterion is achieved. Essential information for assessment decisions on Page 23-24 of the specification would be helpful for centres.

The learner has provided appropriate and sufficient evidence to be awarded B.P3, B.M2 and B.D2. The detail included and evidence submitted shows the learner's knowledge of four job roles within sport and leisure, demonstrating a range of knowledge that highlights the type of employment, too. The key responsibilities of the roles have been assessed as well as a very good evaluation linking to career pathways. The range of content included in this is sufficient as it covers a good spread. The range should be enough for the learner to answer the tasks correctly and may differ from centre to centre. It is worth noting that this range of content may also differ between Pass, Merit and Distinction criteria. Assessors should be able to use their expertise to identify the range needed for learners to answer each task, although this may also differ from learner to learner.

The learner has communicated within their work in a way that is appropriate to the level of the qualification. The written evidence produced by the learner is, generally, fluently written for the level of the qualification. There are occasional errors within the learner's evidence, but they do not undermine the overall effectiveness of the evidence provided. It would be beneficial for the learner to gain feedback on literacy within their work as it contributes towards the embedding of functional skills. This should be provided through annotation of learner work to highlight spelling and grammatical errors and should also be mentioned within the generic feedback given within the assignment feedback document. It is imperative, however, that poor spelling/grammar does not influence the assessment decision and is, therefore, not reflected in the assessment/grading criteria awarded.

Evidence can only be accepted for assessment if it is authentic, meaning it must be the learner's own work and can be judged fully to see whether it meets the target criteria.

The notion of 'authenticity' will vary depending on the assessment requirements and the forms of evidence. Assessors and Internal Verifiers will need to consider what forms of authentication are necessary in relation to the nature of the assessment evidence.

Do you agree with the Assessor's feedback and why?

The assessment feedback to the learner is accurate and appropriate.

The Assessor has guided the learner through supportive and encouraging comments by ensuring each awarded criterion is correct. The feedback from the Assessor to the learner is currently provided for all the assessment criteria for each learning aim. Centres should provide feedback for each targeted criterion, which then enables the Assessor to outline what the learner has done to meet or not meet each particular criterion.

It is important that feedback is provided so that learners are clear regarding which criteria they have achieved and not achieved. They should do this by giving clear reasons why, so the learner can learn and progress. The Assessor should avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade. In addition, the general comments section is vital at this stage as it is an area where learners can reflect and begin to develop their skills, regardless of criteria achieved or not achieved. The general comments section in this example is excellent and highlights the level of detail required to further develop the learner.

Although the feedback provided by the Assessor does clearly inform the learner on whether each criterion has been achieved, there is only some key annotations on the actual work. There are some very good points included for some grammatical errors as well as points of where they have met a criterion. However, this could be improved further by extending it throughout. For BTEC qualifications, Assessors are encouraged to annotate learner work where appropriate throughout the full piece of work. It is good practice for learners to know where they have made a particularly pertinent point or achieved a criterion. Under the rules for internal assessment, the Assessor should not highlight where learner evidence can be improved. Annotation and feedback should not inform learners of how to achieve assessment criteria, as they are required to work without guidance, if they are provided with a resubmission.

Helpful Tips

- Ensure all assessment activity is carried out in line with national standards.
- Provide a range of assessment method options at Level 2 that would help the learners achieve criteria.
- Please try and arrange assignments relative to how learners would respond. Merging learning aims may or may not be beneficial. However, it is up to the centre to decide as this may differ from centre to centre.
- Feedback should be very clear throughout the learner work, but not state what they must do to achieve criteria.
- General comments should be used to help guide the learner to improve their ability to complete an assignment.
- Always allow sufficient time for learners and adjust deadlines on an individual basis, if necessary.

Activity 5 – Internal Verification of Assessment Decisions

Do you agree with the decisions and why?

The Internal Verifier has correctly verified the assessment decisions.

The assessment decisions made by the Assessor are accurate and the Internal Verifier has correctly agreed with the assessment decisions for both learning aims A and B. The Internal Verifier has recognised when completing the process of internal verification that the evidence submitted meets the requirements of all criteria, and that the Assessor has correctly assessed the evidence submitted by the learner.

The Internal Verifier's role is to support the assessment of the qualification concerned and to check the attainment of each criterion, active verb and unit content. The Internal Verifier should be providing the Assessor with supporting feedback that helps with actions (to rectify any issues) and agreed target dates for completion. The time frame that the Assessor and Internal Verifier are required to work to will be dictated by each centre's policy but is usually in the region of two to three weeks.

It is extremely important that developmental feedback is provided, regardless of criteria achieved or not achieved. This then helps with improving the quality of the BTEC programme for learners year on year.

The internal verification process for the assessment decisions has been conducted in a timely manner. It is poor practice to provide feedback to learners prior to internal verification. This situation can also lead to confusion when the course team is trying to collate learner achievement.

When an Internal Verifier disagrees with the assessment decision made, the Internal Verifier should highlight that the assessment decisions are inaccurate and inform the Assessor using the internal verification form as to why this is the case. The Internal Verifier should outline what the Assessor needs to do to correct the inaccuracies by directing the Assessor to amend the current assessment decision and provide appropriate feedback for the learner.

Helpful Tips

- Always ensure internal verification is complete before issuing feedback to learners.
- Complete internal verification of assessment decisions in a timely manner.
- Work with the Assessor; this process must be supportive.
- Always provide the Assessor with developmental feedback, not just feedback to amend issues.
- Ensure a range of assessment decisions (P,M,D) are internally verified for good practice where possible.

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