



Non-Exam Assessment: Internal Synoptic Project

NCFE Level 1/2 Technical Award in Sports Studies
(603/7010/5)

Learner copy

SAMPLE

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Introduction

The internal, non-exam assessment (NEA) takes the form of an internal synoptic project. It is a formal assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute 60% towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner, therefore, should not be entered for the internal synoptic project until they have been taught the full course of study, to ensure that they are in the best position to complete the internal synoptic project successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with awarding organisations and agreed the following definition for synoptic assessment:

“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The internal synoptic project will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The internal non-exam assessment is a formal assessment that will contribute 60% towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw on your knowledge and understanding of the entire qualification, it is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

The non-exam assessment will be assessed holistically using a levels of response mark grid and against five integrated assessment objectives (AOs). These assessment objectives and their weightings are shown below.

Assessment objectives (AO)
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 12 marks (14%)
AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 16 marks (19%)
AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 12 marks (14%)
AO4 – Demonstrate and apply relevant technical skills, techniques, and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes and techniques. 20 marks (24%)
AO5 – Analyse and evaluate the demonstration of relevant technical skills, techniques and processes The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, and techniques relevant to the vocational sector. 24 marks (29%)

You should not start your internal synoptic project until you have been taught the full course of study. This will ensure that you are in the best position to complete the internal synoptic project successfully.

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NCFE Level 1/2 Technical Award in Sports Studies (603/7010/5)

Non-exam assessment Internal Synoptic Project

Sample

To be completed by the Assessor	MARK
Task 1	
Task 2 (a)	
Task 2 (b)	
Task 3 (a)	
Task 3 (b)	
Task 4	
Task 5	
TOTAL MARK	

Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This non-exam assessment will assess your knowledge and understanding from across the qualification.
- Total marks **84**.
- The suggested completion time for this non-exam assessment is **20** hours.
- All of the work you submit **must** be your own.

Resources

- You have been provided with the following documents to use during the assessment:
 - record of Learner Observation (Tutor) for task 3 (a).

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

Project brief

Setting:

You are working for your local authority as a community activator coach apprentice.

Participants:

Within your role, you are helping with the delivery of sports coaching sessions to a wide range of groups. The group that you will be working with are students who are teens/young adults based in a local secondary school. This consists of the delivery of a wide range of sports within lessons where students take part and develop their skills and techniques. The group will have a minimum participant size of eight.

Each sport is delivered over a 6 week period of a half term and there is a clear and structured plan for the development of skills and techniques within this time.

When planning the delivery of the sports coaching sessions, a wide range of elements will need to be considered by the coach. This includes information in relation to their PE (Physical Education) curriculum, sports injuries to make sure activities are safe, information relating to leadership styles, roles and responsibilities of a coach, motivation of participants, skill classification and physical factors that can affect performance.

Scenario:

You have been asked by the PE teacher at the local secondary school to develop and deliver a series of sports coaching sessions over a half term period leading to a competition in the form of a tournament/round robin during the final week of term. This should all be focussed on one sport and show progression over time in relation to the skills and techniques being developed within the coaching sessions. In total, you should plan a minimum of five coaching sessions covering weeks 1 to 5, (each for a minimum of 60 minutes) and allow the final week (week 6) for the competition which would be suitable for a minimum of half a day.

Each session should have a clear session plan, outlining the skills and techniques to be developed and the approaches you will use to do this.

You will deliver the first coaching session (week 1), demonstrating some of the coaching techniques that have been developed across the duration of this course. Following this session, you will review your strengths and weaknesses and make revisions of the next four sessions where appropriate.

You will develop a sports competition plan although you are not expected to demonstrate or review this.

As part of your own personal development as a community activator coach apprentice, it is important that you can evaluate your own performance. You should evaluate the process you have been through from start to finish using completed learner logs and refer to these where appropriate when completing an evaluation. Your evaluation should make clear links to your

leadership styles demonstrated when undertaking the different elements of your roles as well as a review of the roles and responsibilities that you took on when leading the session.

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Assessment tasks

Task 1 - Research and development	
Recommended time:	4 hours
Content areas assessed:	1. Participation in sport 6. Sports injuries 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	AO1, AO2, AO3
<p>You are required to:</p> <p>Undertake research to create an introductory booklet for future Community Activator Coach apprentices, which could be used as a reference guide during their new starter induction period. Your booklet should be focused on working with teens/young adults based in a secondary school.</p> <p>The booklet should contain the following key information:</p> <ul style="list-style-type: none"> • explanation of different leadership styles coaches could use • explanation of the roles and responsibilities of a coach, with supporting examples • overview of skills classification • outline of the key components of a sports coaching session • an overview of the common causes of sport injuries and preventions methods • examples of different solutions to barriers that may affect participation in sport. <p style="text-align: right;">[12 marks]</p>	
Evidence	A written/word processed document: <ul style="list-style-type: none"> • booklet containing all task requirements.

Task 2 (a) - Development of a series of five coaching plans	
Recommended time:	3 hours
Content areas assessed:	1. Participation in sport 4. The use of technology in sport 6. Sports injuries 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	AO2, AO4
<p>You are required to:</p> <p>Produce 5 sports coaching session plans for a chosen sport which must have a National Governing Body (NGB) and be suitable for delivery within a secondary school setting. Using the information provided in the brief, you are required to plan 5 sessions (minimum 8 participants) which introduce and build skills and techniques that your participants will demonstrate as part of a competition in the form of a tournament/round robin on the final week of term.</p> <p>Your sports coaching session plans must last a minimum of 60 minutes each and should include:</p> <ul style="list-style-type: none"> • all components of a sports coaching session • consideration of the elements related to skills classification • approaches implemented to minimise the risk of injury. <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • 5 x sports coaching session plans, each lasting a minimum of 60 minutes.

Task 2 (b) - Development of a sports competition plan	
Recommended time:	2 hours
Content areas assessed:	1. Participation in sport 4. The use of technology in sport 5. Planning, delivering and reviewing a sports competition 7. Psychology for sports performance
Assessment objectives:	AO1, AO2, AO3
<p>You are required to:</p> <p>Produce a plan for a sports competition that would take place on the final day of the 6-week period. As per the information in the brief, your competition should focus on your participants being able to demonstrate the skills and techniques learnt in your previous 5 coaching sessions.</p> <p>Your planned competition should be in the form of a tournament/round-robin lasting for at least half a day and be appropriate for a minimum of 8 participants. The competition could include more participants than the original group that you have been working with.</p> <p>You should take into consideration the main aspects of a sports competition plan including brief reasons for your choices.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	• Completed sports competition plan.

Task 3 (a) - Delivery of a sports coaching session	
Recommended time:	3 hours
Content areas assessed:	6. Sports injuries 7. Psychology for sports performance 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	AO4
<p>You are required to:</p> <p>Deliver the first of your 5 sports coaching sessions.</p> <p>You will deliver your sports coaching session to a minimum of 8 live participants and be in charge for the full duration of the session lasting a minimum of 60 minutes.</p> <p>Your session should focus on motivational techniques and developing the skills and techniques of your participants.</p> <p>Your sports coaching session will be video recorded for the first 15 minutes.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • Video recording of the first 15 minutes of the delivery of 1 sports coaching session. • Completed supporting record of learner observation (tutor) template provided at the end of the assessment.

Task 3 (b) - Review of a sports coaching session	
Recommended time:	3 hours
Content areas assessed:	6. Sports injuries 7. Psychology for sports performance 8. Sports leadership and sports coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	AO5
<p>You are required to:</p> <p>Following the session, you will carry out a self-assessment activity to review your effectiveness as a coach.</p> <p>Your self-assessment must review your leadership style, motivation techniques, skills and qualities shown, and your ability to undertake some of the responsibilities of a coach.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • Self-assessment of the coaching session and effectiveness as a coach, with a clear focus on: <ul style="list-style-type: none"> ○ leadership style ○ skills and qualities as a coach ○ responsibilities as a coach ○ motivation techniques.

Task 4 - Revisit planning of future sports coaching sessions	
Recommended time:	3 hours
Content areas assessed:	6. Sports injuries 7. Psychology for sports performance 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	AO1, AO2, AO3
<p>You are required to:</p> <p>Following the delivery of 1 of your sessions, you are required to revisit the remainder of your sports coaching session plans and make changes to these. Changes made should be highlighted and revisions clearly shown.</p> <p>Changes should be based on both the feedback received from your tutor, as well as your own self-assessment. You should look to make changes to the structure and content of your session based on this feedback.</p> <p>You should justify the changes that you have made, making clear links to the feedback within Task 3 and outline how the changes that you have made will help to improve future sessions.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • Updated session plans based on the feedback from task 3. • Rationale for changes.

Task 5 - Review and evaluation	
Recommended time:	2 hours
Content areas assessed:	6. Sports injuries 7. Psychology for sports performance 8. Sports leadership and coaching 9. Skills classification and performance analysis 10. Development and delivery of a sports coaching session
Assessment objectives:	AO5
<p>You are required to:</p> <p>Review the effectiveness of your coaching skills and provide an evaluation of your ability to plan and deliver coaching sessions.</p> <p>This should be in the form of a range of strengths and areas for improvement.</p> <p>Your evaluation should conclude by developing an action plan. This should outline future development needs with specific SMART targets to help you improve the elements that you have identified.</p> <p style="text-align: right;">[12 marks]</p>	
Evidence	<ul style="list-style-type: none"> • Reflection, including specific strengths and areas for improvement (minimum three for each). • Action plan, containing future development needs for each of the three areas of improvement. • Completion of learner log. • Evaluation of own performance of project completion.

This is the end of the non-exam assessment

Documentation

Declaration of Authenticity

The learner and assessor must complete the form at the end of the assessment and before any marking takes place. The assessor must check the number of tasks submitted by the learner is accurate.

The completed form must be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Task(s) submitted:	
Learner declaration:	
I certify that the work submitted for this internal synoptic project is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor Signature:	
Date:	

NB: Once completed, the declaration of authenticity must be stored securely within the centre, in line with the following NCFE Regulations of Conduct for NEA. A copy of this declaration form must be made available to NCFE upon request.

Record of Learner Observation (Tutor)

Qualification		Learner Name	
Date & Time of observation		Assessor Name	
Description of the learner's activity. Please include: <ul style="list-style-type: none"> • the people present • what was observed • what the learner did. 		Examples of how the assessment objective(s) for the task were met	

Assessor Signature		Date	
Learner Signature		Date	

GDPR Consent

Section A: This section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- NCFE may select your work at some point in the future for use in teaching and learning resources published on the QualHub.co.uk. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- you understand that this agreement may be terminated at any time through written request
- for further details about how we process your data please read more www.ncfe.org.uk/legal-information.

Please tick the option that applies, sign and date in the box below:

		Tick one only
I consent to my work being used in the manner detailed in Section A		
I do not consent to my work being used in the manner detailed in Section A		
Learner Signature:		
Date:		

Section B: This section must be completed by any participants who feature in the work

Over 13

- I am over 13 and I give my permission for my video and/or photographic image to be used as detailed in Section A (above).

Under 13

- I give my permission for my child's video and/or photographic image to be used as detailed in Section A (above).

Name of participant (Printed)	Participant/Parent signature	Date

If any of the participants have declined permission, please tick here: