

**BTEC Nationals**

## **IVA – CENTRE GUIDANCE**

### **Edexcel Level 3 BTEC National Award/Certificate/Diploma**

Sport (Sports Development and Fitness)

Sport (Performance and Excellence)

Sport (Outdoor Education)

Unit 1: Sport in Society

Unit 3: Ethics and Values in Sport

**Issued June 2004**

For use during the remainder of the duration of operation  
of the specification issued for September 2002

**edexcel** 

# CONTENTS

General information relevant to Integrated Vocational Assignments (IVAs) .....	3
Specific guidance for this IVA.....	8
Appendix 1: Centre IVA Issue Sheet (Exemplar)	
Appendix 2: IVA Cover Sheet	

## DEFINITIONS AND KEY TERMS

The Integrated Vocational Assignment (IVA) is an assessment provided by Edexcel that covers the whole of either one or two units as set out in the unit specification for the programme. It provides a standard set of tasks ensuring that all learners nationally are being benchmarked identically, thus exemplifying the standards required throughout all the remaining units pertaining to a qualification.

The IVA is assessed by centres using the published unit assessment criteria. The centre assessment of the unit(s) is reported to Edexcel using points that are used to award unit grade(s) and the overall qualification grade.

Centre assessment is sampled by an external verifier (EV) appointed by Edexcel and the EV either confirms that assessment has been carried out to national standards or requires remedial action by the centre prior to final points scores being reported.

IVAs may be taken at any time during the learner's programme when it is appropriate. Sampling by the EV may take place at any time agreed with the EV, provided that a full sample of completed and fully assessed IVAs is available. Centres must make arrangements as far in advance of the deadline dates as possible in order to ensure that the EV can make time available.

## KEY DATES

<b>1 November</b>	<b>Closing date for registering learners on BTEC programmes (Firsts and Nationals).</b>  <b>Where a programme begins at any other time of the year learners must be registered within 4 weeks of starting the programme.</b>
<b>1 January</b>	<b>External sampling window for EV commences.</b>
<b>31 May</b>	<b>Final deadline for EV to report on IVA sampling.</b>
<b>30 June</b>	<b>Final deadline for points scores to be submitted to BTEC Registrations and Certification Services for summer certification.</b>

\*\* Centres that fail to meet the deadlines for learner registration, or IVA sampling or for submission of IVA points scores to Edexcel, may delay the issue of certification for learners completing at the end of the summer term.

*If a programme is running within a non-standard delivery period, centres may not need to comply with the specific timings above. Centres should refer to the Information Manual and may contact the BTEC Assessment Team by email at: [bteccassess@edexcel.org.uk](mailto:bteccassess@edexcel.org.uk) for further guidance.*

# **GUIDANCE FOR SUPPORTING LEARNERS, ASSESSING IVAs AND REPORTING ACHIEVEMENT**

## **Requirements**

Edexcel requires that centres comply with the following, that:

- each learner has been taught the content of the unit(s) to which the IVA relates.
- each learner has their own copy of the IVA Learner Instructions with a completed Centre IVA Issue Sheet, giving information on key dates, resources, support, etc. Centres may use the sheet provided in Appendix 1 or use their own.
- contact is maintained with the learner during the IVA period so that assessors are able to sign the declaration that learner's work is genuinely their own on the IVA Coversheet. Centres must use the form provided in Appendix 2.
- it is not acceptable to provide model answers, to accept work from a group as that of each individual within the group, or to mass-produce information in any form that is then presented by learners as their own evidence for an IVA task.
- all learner work is assessed and internally standardised
- appropriate arrangements are made by the centre for sampling of learner work by the EV and for undertaking any remedial action required.
- points scores are reported for all learners by the stipulated deadline.

## **Delivery period**

The organisation of the IVA period is left to the centre's discretion. The IVA may be taken at any time during the delivery of the programme. If an IVA covers two units then work may be produced for some tasks and then subsequently for the remainder, but the two units will be sampled by the EV together.

The centre should set its own internal deadlines for both formative and summative review of learner work and should ensure that this is consistent with arrangements for EV sampling. For example, a centre may require several weeks to assess, check and record learner work before it can be supplied to an EV.

## **Registrations and transfers**

All learners must be registered with Edexcel on the correct programme before taking the IVA.

Where learners have transferred between programmes, centres must ensure they have completed the correct IVA. If a learner is to transfer having completed the IVA, then generally IVA outcomes should be reported first.

Learners who transfer from a National Award with a one-unit IVA to a related National Certificate/National Diploma will not be credited with the unit covered in the award. However, the learner may make use of evidence originally presented for the IVA when submitting for the two-unit IVA.

## **Introducing the IVA to the learners**

As part of the set-up phase:

- centres should provide learners with copies of the IVA Learner Instructions and the Centre IVA Issue Sheet.
- centre staff may wish to structure the use of available resources or to plan for the delivery of practical activities.

## **Review and support**

Centre staff may give support and guidance to their learners as they would during the conduct of any internally set assignment. This may include commenting on draft work by learners so that the final work presented is as complete as possible. Centres may wish to set a formal date for draft work to be submitted for review or to have other formalised review activities.

The focus of review and support should be to check that learners understand what is expected of them and complete all tasks fully.

## **Use of Observation Records and Witness Statements**

Observation Records should be used to provide a formal record of an assessor's judgement of learner performance when required. The assessor must complete the Observation Record, sign and date it before submission as part of the IVA evidence.

A Witness Statement should be used to provide a record of learner performance against criteria, when required. Assessors must actively take steps to ensure that any Witness Statement submitted, as part of the IVA evidence is authentic.

## **Assessing the IVA**

Centres may use any number of assessors for the IVAs. The centre must internally standardise, through assessing an initial sample, prior to final assessment of all learner work. Please refer to the `Handbook for NQF BTEC Qualifications Levels 1 - 3' for information on the conduct of standardisation. It is the centre's responsibility to standardise across sites where there are different cohorts on a number of sites.

When assessing a learner's work, the script should be annotated to show where criteria have been achieved or have not been achieved. It is advisable to provide detailed feedback to learners separately. If learners resubmit work or provide additional work after formative assessment, this may require further annotation.

Prior to the centre's deadline for final assessment, assessors should provide formative assessment and feedback to learners. This should show which criteria have been achieved and which are still to be achieved. The centre should stipulate what further evidence would be considered. It is important that centre standardisation takes place during this process to ensure that the feedback given to learners is valid. Evidence of standardisation must be supplied to the EV.

Summative assessment takes place once the centre's final deadline is reached. The centre should complete the Grade/Points Recording Sheet(s) for each learner, ticking appropriate assessment criteria achieved and calculating the points awarded in the total boxes.

## **Sampling the IVA**

The centre must make a sample of work available to the EV that is completed, assessed according to the centre's standardised interpretation of the criteria, and submitted with the Grade/Points Reporting Sheet(s) for each learner and the overall record of standardisation.

The sample must be of learners with a range of points scores. Full details of sample size and sample selection will be provided. The EV may request further samples if necessary. The EV will give either a Yes or a No to certification on the basis of the sample.

Centres will be required to take remedial action and submit a further sample where a No is given. Certification will be delayed until remedial action has been effected.

## **Reporting achievement**

Once the EV has assessed a sample and agreed that the IVA has been delivered to national standards, the centre may submit points scores to Edexcel. The total points should be transferred to the overprinted centre points sheets for submission to Edexcel. This should be not later than 30 June for August certification.

## FREQUENTLY ASKED QUESTIONS

<b>Q</b>	<i>How much can assessors help learners?</i>
<b>A</b>	Assessors should guide learners in the same way and to the same extent as if the IVA were an assessment that had been internally set. The work provided by the learners should be their own and should accurately demonstrate their level of achievement.
<b>Q</b>	<i>What if I am not sure about the meaning of some of the assessment criteria?</i>
<b>A</b>	The terminology used in assessment criteria is generally explained in the detailed content of the unit. Where terms such as "analyse" or "evaluate" are used, then the specific context may be given in the IVA.
<b>Q</b>	<i>Can I modify a task to make it more appropriate for my learners?</i>
<b>A</b>	The tasks set must not be changed.
<b>Q</b>	<i>Can a centre make braille and/or large print copies of the IVA?</i>
<b>A</b>	Yes. For learners with special requirements, centres may provide the IVA to learners in an amended format, such as in Braille or in large print. Centres should refer to the guidance document on 'Special Requirements for Learners on BTEC Programmes'.
<b>Q</b>	<i>Can IVA point scores be submitted to Edexcel after 30 June ?</i>
<b>A</b>	Certification in August cannot be guaranteed if point scores are received after the deadline. If centres are offering programmes over non-standard periods, they may submit points scores at the agreed time.
<b>Q</b>	<i>What happens if a learner does not submit an IVA?</i>
<b>A</b>	The learner cannot gain the qualification until an IVA has been submitted.

# **GUIDANCE FOR THIS ASSIGNMENT**

## **Assignment context**

The learner is placed in the context of being an Assistant Club Development Officer within a local authority Sport and Leisure department. The learner is asked to undertake a variety of tasks to support their work with local clubs.

This is a simple context that should be accessible to most learners. However, centres may adapt it to suit local circumstances or interests provided that the tasks themselves (as set out in alphabetical lists) should not be altered.

Separate contexts have not been provided for Performance and Excellence and Outdoor Education. The focus of the tasks can be geared towards these pathways. Centres may also substitute an alternative scenario if they wish. Previously published IVAs may provide useful stimulus in this respect.

## **Selecting/structuring content**

Centres should advise learners to base their work on current initiatives and existing practice within the public, private and voluntary sectors. Visits organised by the centre to relevant organisations will assist with many of the tasks if the learners are aware of the type of information they are required to obtain.

Both centre and learners need to ensure that information included in the tasks is not confidential or commercially sensitive.

Learners must be advised to select from information they have gathered and to ensure that they are demonstrating their understanding in their presentation of their work. For example, downloads from the Internet or reproducing materials from clubs without explanation or analysis is not acceptable.

## **Conducting/using practical activities/undertaking the tasks**

Task 2 varies from previous IVAs. Learners are asked to find three case studies related to different issues of values/ethics from the list provided. Ideally these should be simulations or real activities that the learner has dealt with first hand. However, it would be acceptable for learners to relate to a hypothetical stimulus. The main evidence for this task is written, but if learners participate in practical activities, such as role-plays, then assessors could provide observation records to cover these aspects.

For Task 3, learners will often draw on published codes of practice. However, it is insufficient evidence for this task if learners reproduce extant codes of practice from organisations.

Task 4 requires the planning and delivery of practical sessions. Every effort should be made to make use of existing assessments in other units such as Principles of Coaching, although outcomes specific to each unit must be met. Centres must ensure that all health and safety issues are considered when learners undertake leadership activities. M4 and M5 both require that the learner is able to work without teacher support. If centres are awarding M4 or M5 they will have to include a comment from the assessor verifying that the learner has worked independently, i.e. developed their own ideas.

Task 5 includes the coverage of the development and organisation of sport. This was addressed through use of timelines in the previous IVA. In some cases this task was undertaken poorly with learners reproducing lists of events with little selection, explanation or analysis. Learners may continue to use timelines within this task, but the focus has been placed onto written explanation. For coverage of P3, the availability of information varies between sports and local areas. Whilst it is accepted that learners may not be able to access detailed data for all aspects, they should be able to demonstrate an awareness of trends in the industry.

In dealing with task 7 centres should ensure that learners focus on the impact that the media has on sport and not simply media coverage of sport. Learners should be encouraged to be selective in their examples and to address the absence or limitations of coverage as well as aspects that are given excessive coverage. This task is not concerned with analysis from a media studies perspective. Media is not limited to press or to national media and learners may look at a wide variety of sources. For higher criteria to be satisfied learners must show evidence of analysis and evaluation.

### **Presenting the evidence**

Where learners are required to present formal documents such as reports, letters, etc, every effort should be made to ensure these are word-processed, although learners should not be penalised if access to IT equipment is an issue.

### **Tracking achievement**

Tracking sheets are provided for recording achievement. The qualification awarding rules vary between Awards and Certificates/Diplomas. Centres must ensure that they use the correct sheet and report the relevant points scores.

# IVA ACHIEVEMENT TRACKING SHEET

## BTEC National Awards in Sport

<b>CENTRE NAME</b>	
<b>LEARNER NAME</b>	
<b>PROGRAMME TITLE</b>	

To gain a Pass, all Pass criteria must be achieved.

To gain Merit, all Pass and all Merit criteria must be achieved.

To gain a Distinction, all Pass, all Merit and all Distinction criteria must be achieved.

### UNIT 1: SPORT IN SOCIETY

Criteria	Met	Date	Criteria	Met	Date	Criteria	Met	Date
P1			M1			D1		
P2			M2			D2		
P3			M3			D3		
P4			M4			D4		
P5								

<b>ACHIEVEMENT FOR UNIT</b>					
PASS		MERIT		DISTINCTION	

### UNIT 3: ETHICS AND VALUES IN SPORT

Criteria	Met	Date	Criteria	Met	Date	Criteria	Met	Date
P1			M1			D1		
P2			M2			D2		
P3			M3			D3		
P4			M4			D4		
P5			M5			D5		

<b>ACHIEVEMENT FOR UNIT</b>					
PASS		MERIT		DISTINCTION	

The number of points allocated to each IVA unit is determined by the final achievement for the unit. The total number of points for the IVA is the sum of the points for the two units.

POINTS FOR UNIT		POINTS FOR UNIT	
ACHIEVEMENT	POINTS	ACHIEVEMENT	POINTS
P	2	P	2
M	4	M	4
D	6	D	6

POINTS FOR UNIT		POINTS FOR UNIT	
POINTS		POINTS	

TOTAL POINTS FOR THIS IVA	
---------------------------	--

# IVA ACHIEVEMENT TRACKING SHEET

## BTEC National Certificates/Diplomas in Sport

<b>CENTRE NAME</b>	
<b>LEARNER NAME</b>	
<b>PROGRAMME TITLE</b>	

To gain a Pass, all Pass criteria must be achieved.

To gain a Merit, all Pass and all Merit criteria must be achieved.

To gain a Distinction, all Pass, all Merit and all Distinction criteria must be achieved.

### UNIT 1: SPORT IN SOCIETY

Criteria	Met	Date	Criteria	Met	Date	Criteria	Met	Date
P1			M1			D1		
P2			M2			D2		
P3			M3			D3		
P4			M4			D4		
P5								

<b>ACHIEVEMENT FOR UNIT</b>					
PASS		MERIT		DISTINCTION	

### UNIT 3: ETHICS AND VALUES IN SPORT

Criteria	Met	Date	Criteria	Met	Date	Criteria	Met	Date
P1			M1			D1		
P2			M2			D2		
P3			M3			D3		
P4			M4			D4		
P5			M5			D5		

<b>ACHIEVEMENT FOR UNIT</b>					
PASS		MERIT		DISTINCTION	

To achieve an overall qualification grade learners must attempt all of the internal and external assessments set for the essential number of units that form each qualification. Learners must attempt the assessment of a unit to show that they have some of the knowledge, skill and understanding of the unit's pass criteria.

If the learner attempted these units but has insufficient evidence to be awarded a pass grade, then the units are completed units and can be graded as Unclassified.

The number of points allocated to each IVA unit is determined by the final achievement for the unit. The total number of points for the IVA is the sum of the points for the two units.

POINTS FOR UNIT		POINTS FOR UNIT	
ACHIEVEMENT	POINTS	ACHIEVEMENT	POINTS
U	2	U	2
P	4	P	4
M	8	M	8
D	12	D	12

POINTS FOR UNIT		POINTS FOR UNIT	
POINTS		POINTS	

TOTAL POINTS FOR THIS IVA	
---------------------------	--

# CENTRE IVA ISSUE SHEET

to be completed by the centre

## Edexcel Level 3 BTEC NA/NC/ND SPORT INTEGRATED VOCATIONAL ASSIGNMENT

Centre Name		
Centre Number		
Learner Name		
Learner Registration Number		
Start date	Initial briefing	Review Date
All completed work must be handed in by		

*If you do not complete your assignment by the given date you will not be assessed.  
If you are experiencing problems you should contact your course tutors immediately.*

**SPECIFIC INFORMATION ON THE COMPLETION OF THIS ASSIGNMENT (e.g. resource availability, research opportunities, dates or events/practicals)**

# IVA COVER SHEET

to be completed by the learner

## Edexcel Level 3 BTEC NA/NC/ND SPORT INTEGRATED VOCATIONAL ASSIGNMENT

Centre Name \_\_\_\_\_ Centre No \_\_\_\_\_

Learner Name \_\_\_\_\_ Learner Reg. No \_\_\_\_\_

- Label all your work and use page numbers or references to identify all components.
- Sign the declaration of authenticity.

<b>Learner's Declaration</b>		
I certify that the work submitted for this Integrated Vocational Assignment is my own.		
<b>Signed:</b>		<b>Date:</b>
<b>Assessor's Declaration</b>		
I certify that the work submitted by the learner named above is original and has been completed independently.		
<b>Name of Assessor:</b>	<b>Signed:</b>	<b>Date:</b>