

Assessor's guidelines for the SVQ in Sport, Recreation and Allied Occupations: Instructing Exercise and Fitness at level 2

April 2007

Publication code: DB2109

Published by the Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, Glasgow G2 8DQ,
and Ironmills Road, Dalkeith, Midlothian EH22 1LE

The information in this publication may be reproduced in support of SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, then written permission must be obtained from the Support Materials Development Officer at SQA. It must not be reproduced for trade or commercial purposes.

© Scottish Qualifications Authority 2007

Contents

| | |
|--|-----------|
| About this guide | 1 |
| Introduction | 2 |
| About SVQs | 2 |
| How are standards defined in SVQs? | 3 |
| Who is involved in SVQs? | 3 |
| The steps involved in assessing a candidate for an SVQ | 4 |
| 1 The SVQ in Sport, Recreation and Allied Occupations: Instructing Exercise and Fitness | 5 |
| Structure of the SVQs | 5 |
| An assessment strategy for the SVQ | 6 |
| Why would people be interested in the SVQ? | 6 |
| How do candidates begin? | 6 |
| 2 Preparing to assess the SVQ | 8 |
| Planning | 8 |
| Assessment plan | 10 |
| Selecting methods of assessment | 11 |
| Methods of assessment | 12 |
| Observation | 12 |
| Product evaluation | 12 |
| Questioning | 12 |
| Other methods of assessment | 13 |
| Other sources of evidence | 16 |
| 3 Generating evidence | 17 |
| Observation | 18 |
| Questions and candidate responses | 20 |
| Candidate's personal statement | 22 |
| Witness testimony | 24 |
| Filling the gaps | 26 |
| Guidance and support to candidates | 26 |
| Judging candidate evidence and making an assessment decision | 26 |
| Insufficient evidence | 26 |
| Authenticating candidates' evidence | 27 |
| 4 Recording achievement | 28 |
| Completing the Unit progress record | 29 |
| Using the index of evidence | 31 |
| Completing the Element achievement record | 33 |
| 5 Further information | 36 |
| What else should I read? | 36 |
| Appendix 1: Blank recording forms | 37 |
| Appendix 2: Assessment strategy (extract) | 46 |

About this guide

This guide provides some practical examples of how to assess your candidates for the SVQ in **Sport, Recreation and Allied Occupations: Instructing Exercise and Fitness at level 2**. You might be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, go straight to the next section.

About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications that set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies — made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, *how well*, and *in what circumstances*, to show that they are competent in their work.

Each SVQ has to fit into a broad framework that allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels that reflect the various technical and supervisory skills, knowledge and experience, which employees should have as they progress in their industry.

Explanation of levels

- Level 1** Defines competent performance in a range of activities that are largely routine and predictable.
- Level 2** Specifies that competent performance must be shown in a broader range of work activities, which are less routine and predictable. The employee will have more autonomy and responsibility, and might have to work as part of a team.
- Level 3** Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.
- Level 4** Specifies competence as complex technical or professional work activities, which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.
- Level 5** Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations, which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

How are standards defined in SVQs?

All SVQs consist of standards that can be broken down into various parts.

Units define the broad functions carried out in the sector, and are made up of a number of **Elements**. These Elements describe the activities which employees have to perform, and will require candidates to demonstrate certain skills or knowledge and understanding.

The candidates' quality of performance is described by **Performance Criteria**. These are also called statements of competence or what candidates should do.

The section on **knowledge and understanding** says what candidates must know and understand, and how this knowledge applies to their jobs.

You might also come across standards containing statements on **scope**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

Increasingly, you will see changes to this format as standards become more user-friendly and are written in plain English. For example, standards containing **range statements** or **Evidence Requirements** should disappear over time. Instead, the information on the context, nature and amount of evidence required to prove competence (which used to be given in range statements and Evidence Requirements) is now defined in the **assessment guidance** for the qualification. Assessment guidance is drawn up by the awarding body and is packaged along with the standards to form the SVQ.

Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the external verifier*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

*Assessors and verifiers in centres will be asked by SQA to prove they have the occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ — see Appendix 2.

Assessors and verifiers are also expected to obtain a qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification) either in their current format or as ‘D-Units’, or an alternative qualification that SQA also recognises.

The steps involved in assessing a candidate for an SVQ

In deciding whether a candidate should get an SVQ, you will go through these stages:

- ◆ planning for assessment
- ◆ generating and collecting evidence of the candidate’s competence in the Units
- ◆ judging the evidence of the candidate’s ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate’s achievement

1 The SVQ in Sport, Recreation and Allied Occupations: Instructing Exercise and Fitness

The SVQ in Sport, Recreation and Allied Occupations: Instructing Exercise and Fitness at level 2 has been developed by Sector Skills Council for active leisure and learning (SkillsActive) and is intended for people in the health and fitness sector.

These people may be working as fitness instructors, exercise teachers, assistant instructors, recreation assistants or personal trainers. They will require skills and knowledge in:

- ◆ basic anatomy and physiology
- ◆ planning and instructing exercise sessions for groups or individuals
- ◆ evaluating personal performance
- ◆ communicating with client(s)
- ◆ dealing with accidents and emergencies

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include:

- ◆ private health and fitness clubs
- ◆ sports and leisure centres
- ◆ college/employer partnerships
- ◆ swimming pools

Structure of the SVQs

This section lists the Units that form the SVQ in Sport, Recreation and Allied Occupations: Instructing Exercise and Fitness at level 2, G77T 22.

The candidate must achieve all of the three mandatory Units

Mandatory Units

| SQA Ref | SkillsActive Ref | Title |
|----------|------------------|---|
| B5YP 04 | C35 | Deal with Accidents and Emergencies |
| DD3G 04 | D416 | Evaluate Coaching Sessions and Develop Personal Coaching Practice |
| DD470 04 | D417 | Support Participants in Developing and Maintaining Fitness |

In addition to the mandatory Units, candidates must select one of the following three optional pairings – Aqua (Water-based) Exercise, Group Exercise with Music, Gym-based Exercise.

Optional Units

| SQA Ref | SkillsActive Ref | Title |
|---------|------------------|--|
| | | Optional pair A: Group Exercise with Music |
| DD3W 04 | D414 | Plan and Prepare a Group Exercise with Music Session |
| DD3K 04 | D415 | Instruct a Group Exercise with Music Session |
| | | Optional pair B: Gym-based Exercise |
| DD3X 04 | D410 | Plan and Prepare a Gym-based Exercise Session |
| DD3L 04 | D411 | Instruct a Gym-based Exercise Session |
| | | Optional pair C: Water-based Exercise |
| DD40 04 | D412 | Plan and Prepare a Water-based Exercise Session |
| DD3M 04 | D413 | Instruct a Water-based Exercise Session |

An assessment strategy for the SVQ

As part of its review of the SVQ(s), SkillsActive has developed an assessment strategy that defines a range of requirements:

- ◆ the occupational expertise of assessors and verifiers
- ◆ a definition of simulation
- ◆ a definition of the workplace
- ◆ information on a model of independent assessment or external quality control

The relevant parts of the assessment strategy are given in Appendix 2, and both SQA and centres must comply with these requirements.

Why would people be interested in the SVQ?

People will take SVQs for a variety of reasons: to gain promotion, to prove their job competence, or for personal development. There will be other reasons too. One of the first things to do is to find out why your candidates want to do the SVQ, and to advise them of the suitability of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

How do candidates begin?

Choosing the SVQ

You should make sure that candidates get guidance before starting out on an SVQ — they need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ selected. It does not have to

be you, as the assessor, who carries out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

An example

Susan left school to secure employment in a small private health club where she has worked for three years. She would like to move to a larger club where the opportunities for career advancement might be greater; however she feels her lack of formal qualifications might restrict this progression. Although she has gained a lot of experience working within the club, her CV does not reflect the complexity of her current job and the skills she has developed.

As Susan has a lot of experience in planning and instructing gym-based exercise sessions, her manager advised her to consider a level 2 SVQ in Sport, Recreation and Allied Occupations: Instructing Exercise and Fitness — the gym-based exercise option. They agreed that achieving the SVQ would help prove her competence to others and improve her career development prospects.

Susan's manager helped her to evaluate her job and match her skills and experience with the SVQ. They found that she should be able to generate sufficient evidence to meet the requirements of the following Units:

Mandatory Units

- ◆ Deal with Accidents and Emergencies (C35)
- ◆ Evaluate Coaching Sessions and Develop Personal Coaching Practice (D416)
- ◆ Support Participants in Developing and Maintaining Fitness (D417)

Optional Units

- ◆ Plan and Prepare a Gym-based Exercise Session (D410)
- ◆ Instruct a Gym-based Exercise Session (D411)

It might not be possible to gain evidence for all Units within the workplace environment if, for example, the workplace does not have a sufficiently qualified assessor or enough staff to provide expert witness testimonies. In these circumstances, candidates could access further guidance by talking to training providers or to an FE college where an assessor would be assigned to provide guidance on how to collect evidence and construct a portfolio to achieve the remaining Units.

2 Preparing to assess the SVQ

This section offers practical advice on how to begin assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well.

Your role and your candidate's role

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

Your role

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

Candidates' role

- ◆ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

Planning

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, in what way, and when and where the assessment

is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity that draws on the contents of different Units or Elements. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new assessor working towards your A/V Units or 'D-Units' you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan, which covers Unit D415.1. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

| Units: D415, Instruct a Group Exercise Session | | | | | |
|---|------------|---|---------------------------|---|---|
| Elements: 1, Prepare participants for the group exercise session | | | | | |
| Activities: Aerobic session for inexperienced participants with low level fitness | PCs | Method of assessment/Sources of evidence | Date of assessment | Evidence already available | Links to other Units (PCs and range) |
| Arrive in time to set up the session, meet the participants punctually and make them feel at ease | 1 | Observation of candidate setting up session and welcoming participants to class. | 20 June 2006 | Witness testimony | |
| Check the participants' level of experience and ability for the session, identifying any new participants | 2 | Observation of candidate identifying new participants' level of fitness and ability. Screening questionnaires available for other class participants. | 20 June 2006 | Screening questionnaires available | D414.1 |
| Explain the demands of the session including physical and technical | 3 | Observation of candidate explaining the structure of class to participants. | 20 June 2006 | Session plans indicating level and demand of session. | D414.2 |
| Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review | | | | | |

Assessor's signature: Claire Scott 1st review due: 21 July 2006

Candidate's signature: Susan Hargreaves 2nd review due: 20 August 2006

Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

- ◆ by *valid* we mean that the method should be appropriate to the standards
- ◆ by *reliable* we mean that the method should ensure consistent results when used with different candidates, different assessors and on different occasions
- ◆ by *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions of the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ the opportunity to practice skills in real life situations
- ◆ assessment progresses at candidate's own pace of learning
- ◆ good relationship between candidate and assessor might help put candidate at ease
- ◆ familiarity with the environment and equipment
- ◆ good internal company documentation might be available
- ◆ mentoring and support in workplace from qualified staff

The challenges might be:

- ◆ pressure of work
- ◆ shift work
- ◆ assuming role of assessor if already familiar with candidate
- ◆ pressure from management
- ◆ meeting needs of customers/clients

An example

As an assessor working alongside a candidate, you should be well placed to observe the candidate's performance, perhaps using a prepared checklist, as well as to question the candidate about the situation afterwards. For example, as part of the assessment in Unit D412.4.6, the candidate has to check that the pool temperature and air humidity meets the required standards for health and safety.

As this is part of the everyday workplace requirements, you should easily be able to observe the candidate taking and recording the measurements.

Methods of assessment

Assessment can involve a range of methods. For this SVQ, the primary source of evidence should come from observation, product evaluation, and questioning.

Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the candidate
- ◆ arranging to visit when naturally-occurring activities are carried out by the candidate
- ◆ arranging for activities to take place

Observation by the assessor can often be supplemented by assessment methods such as questioning. For example, it might be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

An example

While conducting an aerobics session for inexperienced participants with low levels of fitness the candidate forgets to ask the participants if they have any illnesses or injuries prior to starting the session (D415.1.4). Oral questioning could be used to ensure that the candidate understood the types of injury or illness that would lead to the instructor advising the participant that they should not participate. All questions and answers should be recorded.

Product evaluation

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence could include:

- ◆ Session plans from previous sessions (for D414.1, D414.2, D414.3, D414.4, D414.5)
- ◆ Evaluations of previous sessions and personal action plans (for D416.1 and D416.2)
- ◆ Screening questionnaires (for D414.1 and D414.2)

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit.

Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case, and questioning can be a useful way of confirming what candidates know and understand.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example D416 K6, *How to carry out evaluations*). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Oral questions can be used to supplement performance evidence or to gather evidence when it is not available from observation.

Short answer and multiple choice questions can be used to provide the knowledge and understanding of basic anatomy and physiology required for Units D410-D415.

An example

In order to confirm a candidate's knowledge of the short and long term effects of exercise on muscles:

Question: What are the long and short-term effects of exercise on skeletal muscles?

Answer: Short term: increased requirement for oxygen, increased energy production.
Long term: increase muscle size/tone/endurance/strength/power.
Increased metabolic rate.

Other methods of assessment

These methods, like questioning, are often used for authentication. Where possible, evidence should be gathered through the primary sources. See section 3 for more about authenticating candidates' evidence.

Personal statements

You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is called a *personal statement*. You should ensure that by asking candidates

to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

Personal statements could be used to provide additional evidence in Unit D417.2, 'Deal with participant's problems', where direct observation might not be possible. Evidence can be supplemented by direct questioning of the candidate's personal statement to demonstrate competence in the knowledge and understanding required for this Unit.

Witness testimony

For practical reasons, you might not be able to observe all the activities carried out by your candidates, but could feel that other people are able to provide a statement on what your candidates have been doing or producing as part of their work. Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the witness. You will have to take these factors into account as you make your judgement.

| | |
|-----------|--|
| Strongest | Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person might also be an assessor or internal verifier qualified with the A/V Units or 'D-Units'. |
| ↑ | Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. |
| | Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards. |
| | Someone who is a colleague of the candidate, but has no knowledge of the standards. |
| ↓ | |
| Weakest | Someone with little or no knowledge of the candidate's work or no knowledge of the standards. |

Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning candidates.

Witness testimony can be used where activities or specific operations cannot be easily observed during assessment. For example, Unit D412.4 requires the candidate to prepare equipment for a water-based exercise session. As this SVQ requires observation on a number of occasions, witness testimony and candidate questioning could be used to supplement observation. The witness could testify

that they have observed the candidate selecting the correct equipment for the shallow water class, ensuring that there was sufficient equipment for expected class numbers and checking that it was in good working order, and based on the candidate's session plan.

Simulation

Simulation is any structured assessment exercise involving a specific task that reproduces real-life situations.

On some occasions, it might not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

SkillsActive has defined what it regards as simulation, and has specified in the standards when simulation is acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, see the assessment strategy in Appendix 2.

An example

For Unit C35 *Deal with Accidents and Emergencies*, it is unlikely that naturally-occurring evidence will be available during assessor observations. If no evidence is available from either observation or the candidate's past work, simulation is allowed in this Unit. Simulations must meet the criteria set out in the assessment strategy, and must cover all the requirements for this Unit.

For example, the Unit requires candidates to make a decision on whether to contact an on-site first-aider or the emergency services. The underpinning knowledge and understanding used to make the decision is difficult to observe. Under these circumstances the assessor could set up a variety of simulated incidents with the candidate giving the decision on whether to contact the emergency services or first-aider and justify the reasons behind the decision. This would demonstrate underpinning knowledge and understanding.

Simulation is not allowed for the following Units of this SVQ:

- D412 Plan and Prepare a Water-based Exercise Session
- D413 Instruct a Water-based Exercise Session
- D414 Plan and Prepare a Group Exercise to Music Session
- D415 Instruct a Group Exercise to Music Session
- D416 Evaluate Coaching Sessions and Develop Personal Coaching Practice

For Units D410, *Plan and Prepare a Gym-based Exercise Session* and D411, *Instruct a Gym-based Exercise Session*, simulation is only permissible for lifts detailed in the Evidence Requirements that have not been covered in the workplace evidence.

For Unit D417, *Support Participants in Developing and Maintaining Fitness*, simulation is allowed for D417.1.6 only, if no naturally occurring evidence is available.

Other sources of evidence

Evidence can also come from previous workplace experience, learning such as previous education courses, case studies or assignments that demonstrate underpinning knowledge.

SQA's *Guides to Assessment and Quality Assurance* (see section 5) have more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

3 Generating evidence

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence. This section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony

There are blank forms, which you can copy and use in assessment, in Appendix 1.

Most of the Units for this SVQ require observation by an assessor on more than one occasion. These observations should not be carried out on the same day – a period of at least one month between assessments is suggested to ensure that the candidate is capable of achieving the same standard on a regular and consistent basis.

In many cases, two observations will be enough. However, more than two may be needed to ensure that there is evidence for everything specified under the Performance Criteria and range.

Integration of assessment

Many of the Units in this SVQ link together in a logical way. In many cases there should be no need to assess on a Unit-by-Unit basis (unless the candidate wishes Unit accreditation only). It would make better use of both assessor and candidate time to consider and plan how many Units could be covered on each assessment occasion.

An example

The candidate needs to plan, prepare and conduct an exercise session, and much of the evidence for Elements for Units D410 and D411 can be gathered at that time. In addition to these Units some of the Elements of Unit D417 can also be observed (for example, D417.1.3 *Communicate with Participants Clearly*). The candidate could also evaluate the session in the presence of the assessor thus gathering evidence for Unit D416.

With prior arrangement and discussion between assessor and candidate, much of the performance evidence for four Units can therefore be gathered during a single observed assessment.

Observation

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

Observation record

Unit/Element(s): D411.1 Prepare participants for a gym-based exercise session
Candidate: S Hargreaves **Date of observation:** 8 July 2006
Evidence index number: D411 B

| Skills/activities observed: | PCs covered: |
|---|---------------------|
| <p>Candidate conducted an induction session to an inexperienced participant who had a low level of fitness.</p> <p>The candidate was on time for the appointment and introduced himself to the participant making him feel at ease with the gym environment and advising him of the emergency procedures of the gym.</p> <p>Prior to the start of the session the candidate conducted a screening procedure to ascertain the current health status, physical needs, aims and objectives of the participant.</p> | 1,2,4 and 7 |

Knowledge and understanding apparent from this observation:

The candidate demonstrated an understanding of the health and safety requirements of the facility. Effective screening was observed and participant advised of reasons for deferral in future. Candidate was able to communicate with participant in a manner which placed him at ease.

Other Units/Elements to which this evidence may contribute:

D410.1.1, D410.1.2, D410.2.1, D410.2.2, D410.2.3, D410.2.4 and D414

Assessor's comments and feedback to candidate:

This assessment was carried out in a professional manner. All areas of the assessment plan were performed with skill and consideration of others. You demonstrated knowledge of contra-indications to exercise in the screening procedure. Well done, Susan.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: Claire Scott

Date: 8 July 2006

Candidate's signature: Susan Hargreaves

Date: 8 July 2006

Questions and candidate responses

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

Record of questions and candidate's answers

| | |
|--|-----------------------------------|
| Unit: D410 | Element(s): K10 K19 K1 K30 |
| Evidence index number: | |
| Circumstances of assessment: During an assessor-observed assessment the candidate was required to prepare, plan and instruct a gym-based induction session for an inexperienced participant with a low fitness level. This gave the opportunity to question the candidate on the underpinning knowledge that was not apparent from the direct observation. | |
| List of questions and candidate's responses: | |
| Q: In what circumstances would you temporarily defer a participant from exercise? (D410 K19) | |
| A: If client has stated during the screening procedure that he has a medical condition which may be affected by exercise (eg high blood pressure or recent surgical procedure) and has not received clearance from his GP to participate in exercise. Refer client to GP for clearance and advice. | |
| Q: In terms of repetitions, amount of weight lifted and rest periods between sets, what would be your advice to a client training for muscle endurance? (D410 K1) | |
| A: High number of repetitions, with a low to moderate resistance, with between 30 seconds and 2 minutes rest. | |
| Q: What features should you check on each resistance machine pre-exercise? (D410 K30) | |
| A: Cables/pulleys for wear and tear; selector pin (where appropriate) is freely moveable; wear on seat/arm pads. | |
| Assessor's signature: <u>Claire Scott</u> | Date: <u>8 July 2006</u> |
| Candidate's signature: <u>Susan Hargreaves</u> | Date: <u>8 July 2006</u> |

Candidate's personal statement

If a personal statement is being used, it should be completed by the candidate. The statement should record what they did, how, and why they chose to carry out an activity or produce work in a certain way.

Personal statement

| Date | Evidence index number | Details of statement | Links to other evidence (enter numbers) | Unit, Elements, PCs covered |
|--------------|-----------------------|--|---|-----------------------------|
| 20 June 2006 | D417 A | <p>My exercise class on Thursday night is regularly delayed by the previous instructor finishing her class late. Last week the class complained about the late start and insisted that this is remedied for future weeks. I listened to the class complaints and we discussed what we thought would be the most appropriate solution to the problem. We agreed that the best solution may be a small alteration to class timetabling. I then assured them that I would speak to the instructor concerned, and if no solution could be found, talk to the management to find one.</p> <p>Following the class I talked to the instructor and established that the problem lies with timetabling of classes. We discussed the problem with the facility manager and agreed that there would be a 5 minute change over period between classes with the first class of the evening starting 15 minutes earlier. This would ensure the classes would run on time. I also secured a commitment from the instructors to finish their classes on time to avoid delay.</p> <p>Prior to the start of the next class I communicated to the participants that our agreed solution had been approved, and the situation would be monitored over a number of weeks to see if any alternative arrangements were necessary.</p> | | D417.2.3 and D417.2.5-9 |

Signed (candidate): Susan Hargreaves

Date: 30 June 2006

Witness testimony

Remember that witness testimony must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.

Filling the gaps

It could be that your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you might find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow such as delays in receiving information from another part of the organisation.

In this SVQ, such gaps are likely to occur in generating evidence for health and safety and dealing with emergencies in Unit C35, likewise for strategies and styles of working which encourage effective working relationships (K10).

You might be able to overcome these by use of questioning to demonstrate underpinning knowledge and understanding, and by the use of simulation.

Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be ongoing, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for re-assessment.

Judging candidate evidence and making an assessment decision

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.

Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate's competence

Insufficient evidence

You have to judge whether the candidate has produced enough evidence required by the standards for you to reach a decision about their competence.

Where there is insufficient evidence, you should say this to your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

Authenticating candidates' evidence

Authentication is required where you have not observed candidates' performance at first hand.

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

An example

As the candidate cannot be observed following emergency procedures (C35.2) for all knowledge requirements (K12) — fires, security incidents and missing persons — witness testimony from an expert (Health and Safety supervisor) familiar with the SVQ standards was used to verify the candidate could, in the event, perform the task to a satisfactory standard. To authenticate this evidence, the candidate was questioned orally to confirm the knowledge and understanding of the procedures involved. Records of reporting emergencies and incidents recorded by the candidate were also inspected.

4 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification.

The candidate's evidence is normally kept in a file called a *portfolio*. These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an external verifier what stage a candidate has reached in achieving the SVQ.

There are a few SVQs where assessors are strongly recommended to use the nationally-devised recording documents. Should you choose to use your own recording material, this has to be approved by us or by the awarding partner (where this is a requirement). For all other SVQs, you can use your own recording documents so long as they meet with our quality assurance requirements.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) will be sufficient for the external verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal and external verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal or external verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you can use to compile the portfolio.

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

Unit progress record

Qualification and level: SVQ in Sport, Recreation and Allied Occupations:
Instructing Exercise and Fitness at level 2

Candidate: Susan Hargreaves

To achieve the whole qualification, you must prove competence in 3 **mandatory** Units and 1 **optional** pair of Units.

Unit Checklist

| | | | | | | | | | | | | |
|------------------|------|------|------|------|------|--|------|------|--|--|--|--|
| Mandatory | C35 | D416 | D417 | | | | | | | | | |
| Optional | D414 | D415 | | D410 | D411 | | D412 | D413 | | | | |

Mandatory Units achieved

| Unit Number | Title | Assessor's Signature | Date |
|-------------|---|----------------------|---------------------|
| C35 | Deal with Accidents and Emergencies | <i>Claire Scott</i> | <i>4 March 2006</i> |
| D416 | Evaluate Coaching Sessions and Develop Personal Coaching Practice | <i>Claire Scott</i> | <i>30 May 2006</i> |
| D417 | Support Participants in Developing and Maintaining Fitness | <i>Claire Scott</i> | <i>30 May 2006</i> |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Optional Units achieved

| | | | |
|------|--|---------------------|-----------------------|
| D414 | Plan and Prepare a Group Exercise with Music Session | <i>Claire Scott</i> | <i>30 July 2006</i> |
| D415 | Instruct a Group Exercise with Music Session | <i>Claire Scott</i> | <i>30 August 2006</i> |
| | | | |
| | | | |
| | | | |

Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the location of each piece of evidence
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal or external verifier will be unable to confirm your assessment decisions.

Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)
- ◆ entering the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking PCs or Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.

Element achievement record

Unit: D411, Instruct a Gym-based Exercise Session

Element: D411.1, Prepare participants for the gym-based exercise session

| Evidence Index No | Description of Evidence | PCs | | | | | | | | Areas of Knowledge and Understanding | | | | | | | | | | | | |
|-------------------|-------------------------|-----|---|---|---|---|---|---|---|--------------------------------------|------|-----|------|------|------|------|------|------|------|------|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | |
| A | Observation checklist | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | K 5 | K 1 | K 9 | K 10 | K 11 | K 12 | K 13 | K 14 | K 15 | K 22 | K 24 | | |
| B | Screening questionnaire | | ✓ | | ✓ | | | | | K 13 | K 14 | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |

Unit: D411, Instruct a Gym-based Exercise Session

Element: D411.1, Prepare participants for the gym-based exercise session

Notes/Comments

The candidate has been observed conducting an induction session with an inexperienced participant who has a low level of fitness. She arrived promptly and set up the equipment needed for the induction session.

Prior to the start of the session the candidate conducted a screening procedure to ascertain the client's physical needs, health history and current health status. The method of communication effectively helped the client feel at ease with the questioning and this ensured that sufficient background information was received. The client's aims and objectives were deemed to be realistic based on his level of experience, and a programme was devised. The candidate provided suitable motivation in setting out the aims of the programme, both long and short term.

The candidate informed the client of the emergency procedures at the facility prior to the warm-up. The CV machine used for warm-up was selected based on the client's preference and the ease of set-up. The candidate monitored the client throughout the warm-up to ensure that an effective warm-up was achieved.

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate: Susan Hargreaves

Date: 8 July 2006

Assessor: Claire Scott

Date: 8 July 2006

Internal verifier: John Fleming

Date: 8 July 2006

5 Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres

Guide to Assessment and Quality Assurance for Colleges of Further Education

Guide to Assessment and Quality Assurance for Employers and Training Providers

Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments

Quality Assurance Principles, Elements and Criteria

Operational Help Centre

The Operational Guide for Centres has been replaced by the online Operational Help Centre on **www.sqa.org.uk**

Appendix 1: Blank recording forms

Unit:

Element:

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate:

Date:

Assessor:

Date:

Internal Verifier:

Date:

Personal statement

| Date | Evidence index number | Details of statement | Links to other evidence (enter numbers) | Unit, elements, PCs covered |
|------|-----------------------|----------------------|---|-----------------------------|
| | | | | |

Signed by candidate:

Date:

Observation record

Unit/element(s):

Candidate:

Date of observation:

Evidence index number:

| Skills/activities observed: | PCs covered: |
|------------------------------------|---------------------|
| | |

Knowledge and understanding apparent from this observation:

Other Units/elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:

Record of questions and candidate's answers

| | |
|---|--------------------|
| Unit: | Element(s): |
| Evidence index number: | |
| Circumstances of assessment: | |
| List of questions and candidate's responses: | |
| Assessor's signature: | Date: |
| Candidate's signature: | Date: |

Appendix 2: Assessment strategy (extract)

1 **The layout of the National Occupational Standards and aspects of them that must be assessed in the workplace**

The NTO has been very careful to incorporate current best practice in the way its National Occupational Standards are laid out and expressed. Awarding Bodies must use the National Occupational Standards as accredited by PSAG.

Also, the NTO has defined which aspects of its National Occupational Standards must always be assessed through performance in the workplace, even those for which assessment through simulation is allowed. (This is discussed in a later section). Quality assessment, for most aspects of these national occupational standards, cannot be achieved without regular access to the workplace.

Great care has been taken to ensure that the National Occupational Standards are able to be properly assessed in ways which promote validity, reliability and fairness.

3 **Design of the National and Scottish Vocational Qualifications**

The NTO carefully designs each of its S/NVQs to ensure that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments as well as the public, private and voluntary sectors. This assessment strategy supports flexibility in the use of the qualifications by a variety of employers and candidates and tries not to place barriers to access through imposing unnecessary rigidity to the process.

Given the flexibility of the mandatory and optional structures on which the NVQs and SVQs are based there should be no reason for a candidate to attempt a Unit for which they have no workplace assessment opportunities on a consistent basis.

4 **External Quality Control**

SkillsActive believes that external quality control will be achieved by the following measures:

- ◆ The monitoring and standardisation of assessment decisions through an enhanced system of assessment and verification

The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external verification system underpinned by risk rating and management.

4.3 Internal verification

The NTO has worked with its industry partners and the Awarding Bodies to develop criteria to measure the occupational competence of internal verifiers:

- 4.3.1 Internal Verifiers are appointed by an Approved Centre and approved by the Awarding Body through their External Verifier.
- 4.3.2 Internal Verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence.
- 4.3.3 Internal Verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process

and should be one of the following:

- ◆ employed by the same organisation(approved centre) as the assessors or ...
- ◆ working in partnership with, and drawing on evidence from, assessors' organisation(s)(approved centre)

- 4.3.4 The prospective Internal Verifier should:

- ◆ Hold Verifier Unit D34 of the Employment National Training Organisation (ENTO) Standards and it is recommended, also hold the Assessor Units D32 and D33 (New internal verifiers should be given a clear action plan for achieving Unit D34).
- ◆ Meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the Units being assessed.
- ◆ Provide evidence of recent experience in the occupational area.
- ◆ Provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- ◆ Provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements.
- ◆ Demonstrate a commitment to uphold the integrity of the National Standards and prevent their misuse.
- ◆ Provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development.
- ◆ Approved Centres may have additional generic criteria and personnel specifications in addition to the above.

- 4.3.5 All candidate portfolios should be sampled by the internal verifier

- 4.3.6 Internal verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations.

5 Workplace assessment

5.1 Assessment Centres must:

- ◆ ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected
 - ◆ ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace;
 - ◆ demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice;
 - ◆ ensure that assessment sites conform with Health and Safety requirements and good health and safety practice is reflected in assessment
 - ◆ maintain a register of all assessors and Internal Verifiers
 - ◆ provide evidence of their plans to keep Assessors and Internal Verifiers updated with current industry requirements
- 5.1.1. Where applicable, the NTO will set out the minimum “resource requirements” needed by an Approved Assessment Centre to provide adequate experience to the candidate.

5.2 Assessors

5.2.1. Assessors are appointed by an Approved centre and approved by the Awarding Body through their occupationally competent External Verifier. They should only assess in their acknowledged area of technical and occupational competence.

5.2.2. Assessors should be one of the following:

- ◆ employed by the same organisation as the candidate or ...
- ◆ working in partnership with, and drawing on evidence from, the candidate’s organisation or ...
- ◆ an expert brought in to supplement the expertise of the candidate’s own organisation or as an additional external method of quality assurance

5.2.3. The prospective Assessor should:

- ◆ Hold the Assessor Units D32 and/or D33 of the Employment National Training Organisation (ENTO) [New assessors should have a clear action plan for achieving Unit D32 and/or D33. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.]

- ◆ Meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the Units being assessed.
- ◆ Provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.
- ◆ Provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- ◆ Provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements and how they are applied in assessment.
- ◆ Demonstrate a commitment to uphold the integrity of the National Standards and prevent their misuse.
- ◆ Provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.
- ◆ Approved Centres may have additional generic criteria and personnel specifications in addition to the above

5.2.4. All assessors who operate within the S/NVQ system should gain D32 and D33 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

5.3 Expert witness

5.3.1. SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

5.3.2. Witnesses must be fully briefed and clear about the purpose and use of the testimony. Any relationship between the witness and candidate should be declared and noted by the assessor and the external verifier/awarding body informed.

5.3.3. Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- ◆ be specific to the activities or product
- ◆ give a brief description of the circumstances of the observation
- ◆ give a brief description of the background of the witness and the observed activity
- ◆ identify the aspects of competence demonstrated
- ◆ be signed and dated

5.3.4. The assessor should carefully check the witness testimony against the points listed above.

6 Simulation

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently. Such instances are specified within the National Occupational Standards.

The awarding bodies must issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work environment/situation. In particular:

- ◆ all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess and be approved by the external verifier
- ◆ all simulations should follow these documented plans
- ◆ the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- ◆ where simulations are used they must be based in a realistic work environment and must be based on current working practice
- ◆ the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment