



Assessor's guidelines for the SVQ 3 in Personal Training at SCQF level 6

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About this guide

This guide provides some practical examples of how to assess your candidates for the SVQ in Personal Training at level 3. You may 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, you may wish to go to the next section.

About SVQs and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. 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 which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

There are SVQs for nearly all occupations in Scotland and they are available at SVQ levels 1–5. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, learners must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

Explanation of levels

SVQ 1 (SCQF level 4)	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
SVQ 2 (SCQF level 5)	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.
SVQ 3 (either SCQF level 6 or 7)	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.
SVQ 4 (either SCQF level 8 or 9)	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.
SVQ 5 (SCQF level 11)	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

For further information on SCQF go to www.scqf.org.uk.

How are standards defined in SVQs?

All SVQs consist of standards which 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 quality of performance in what people must be able to do — how well they have to perform — is described by **Performance Criteria**. These may also be 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 may 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 may see changes to this format as standards become more user-friendly and are written in plain English. For example, there may be some standards containing **Range Statements** or **Evidence Requirements**, but over time these should disappear. You may, however, find that information on the context, nature and amount of evidence which is 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 appropriate 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(s) — see SQA’s website: www.sqa.org.uk.

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

The steps involved in assessing a candidate for an SVQ

In deciding whether a candidate should achieve 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 Personal Training

The SVQs in Personal Training have been developed by SkillsActive and are intended for people in the Fitness Industry.

These people may be working as Instructors or Personal Trainers. They will require skills and knowledge in anatomy and physiology, exercise programming, health and safety, exercise modalities, nutrition, motivation and behaviour change, reflection and self evaluation..

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: Health and Fitness clubs (local authority or private), hotels with leisure clubs, businesses and sports clubs

Structure of the SVQs

This section lists the Units which form the SVQ in Personal Training.

SVQ 3 in Personal Training at SCQF level 6 (GA6T 23)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FA4D 04	5	4	C22	Promote Health, Safety and Welfare in Active Leisure and Recreation
FG6E 04	6	4	C317	Motivate Clients to Maintain Long Term Adherence to Exercise and Physical Activity
FG6F 04	5	4	A355	Reflect on and Develop own Practice in Providing Exercise and Physical Activity
FG6G 04	6	3	D459	Evaluate Exercise and Physical Activity Programmes
FG6H 04	6	10	D461	Deliver Exercise and Physical Activity as Part of a Personal Training Programme
FG6J 04	6	7	D462	Apply the Principles of Nutrition to Support Client Goals as part of an Exercise and Physical Activity Programme
FG6K 04	7	6	D460	Design, Manage and Adapt a Personal Training Programme with Clients

Optional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FH2P 04	6	5	B242	Plan, Market and Sell Services in Active Leisure

An Assessment Strategy for the SVQ

As part of their/its review of the SVQ(s), the standards-setting body SkillsActive has developed an Assessment Strategy which defines a range of requirements:

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

The relevant parts of the Assessment Strategy are published on SQA's website (www.sqa.org.uk), 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 appropriateness 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 carried out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

Example

Ruaridh had worked as an exercise instructor for four years but did not possess any formal qualifications other than his level 2 Gym Instructor award. He wanted to do a qualification which would give him national recognition of the additional skills he had developed over that time. As he had a lot of experience in both planning and delivering exercise programmes, the Training and Development Manager in his company advised him to consider a level 3 SVQ in Personal Training.

When the T & D Manager matched Ruaridh's job remit and existing skills and experience with the SVQ, it emerged that Ruaridh should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

- ◆ Promote health, safety and welfare in active leisure and recreation
- ◆ Motivate clients to maintain long term adherence to exercise and physical activity
- ◆ Reflect on and develop own practice in providing exercise and physical activity
- ◆ Evaluate exercise and physical activity programmes
- ◆ Design, manage and adapt a personal training programme with clients

The T & D Manager arranged for an assessor within the company to provide Ruaridh with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Ruaridh also had some experience in relation to two further Units, however, some planning was required in order to provide him with the opportunity to demonstrate competence in these areas.

The Units were:

- ◆ Deliver exercise and physical activity as part of a personal training programme
- ◆ Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme

The T & D Manager also felt that it was important for both Ruaridh's personal development and the interests of the company for Ruaridh to complete the additional Unit, however he had no experience of the areas covered by the additional Unit, which were:

- ◆ Plan, market and sell services

The T and D Manager arranged for the assessor to observe Ruaridh in the workplace to draft a strategy for assessing these Units. Plans were made to assess them through a combination of observation, questioning and assessment of his work done on an individual basis with clients. It was also decided that, since Ruaridh's job remit did not currently cover these areas of the SVQ, he would attend a local FE college to do courses on nutrition and sales which would help develop the underpinning knowledge needed to take responsibility for these areas in the workplace.

All these arrangements were agreed by everyone involved and then written up in an assessment plan for Ruaridh.

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about 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 which 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 (the national standards in assessment and verification) 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 A355 Reflect on and Develop own Practice in Providing Exercise and Physical Activity

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:					
Elements:					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
<p>Regularly review the success of the different components of programmes with clients and other professionals</p> <p>Collate and analyse information relating to the effectiveness of the programme (this must include client feedback).</p> <p>Draw conclusions relating to the effectiveness of the programme, and document discussions relating to this with the client and other professionals</p> <p>Identify improvements which may be made to improve the effectiveness of the programme(s)</p> <p>Use the information gathered to review your own professional practice</p>	<p>A355.1.1 A355.1.4 A355.2.1 D459.1.1–4</p> <p>A355.1.2 D459.1.1–5</p> <p>A355.1.4 D459.1.1–7 D459.2.1–2</p> <p>A355.1.3 D459.2.1–4</p> <p>A355.2–7 D459.2.6–7</p>	<ul style="list-style-type: none"> ◆ Observation ◆ Portfolio evidence of programme review ◆ Witness testimony from clients and other professionals ◆ Records of training undertaken 	<p>Candidate to draw up a review plan for clients, which should be agreed with assessor prior to implementation. First review to take place two months after initial consultation, with ongoing tutor support. Second review as appropriate, but should allow time for all areas to be covered</p>	<p>Some evidence collected by candidate relating to review of programmes already written, implemented and updated.</p> <p>Individual HR file showing continuing professional development and annual appraisals</p>	<p>This may also provide evidence which can be used to support the following units: C317: Motivate clients to maintain long term adherence to exercise and physical activity D460: Design, manage and adapt a personal training programme with clients D462.1: Collect and analyse information and agree goals with your clients C22.1: Help to control risks in the sport and activity environment D461.3: Teach and Adapt planned exercises</p>

Identify and undertake where appropriate activities which will help you improve your professional practice	A355.2.1 A355.2.6 D459.2.6-7				
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature: *Ellie McDonald*

31.1.2011

1st review due:

Candidate's signature: *Kuairah Lawrence*

30.04.2011

2nd review due:

Date of agreement: 18.11.2009

Date of completion:

Selecting methods of assessment

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

- ◆ By valid we mean that the assessment method should be appropriate to the standards
- ◆ By reliable we mean that the assessment 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 often 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 in 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:

- ◆ familiarity between the candidate and assessor
- ◆ comprehensive knowledge of working practices in the organisation enabling effective generation of evidence
- ◆ access to other professionals enabling review and witness testimony
- ◆ candidate can regulate pace of learning to fit in with working practices and patterns

The challenges might be:

- ◆ shift patterns may make it difficult to fit the assessment process into a conventional working day
- ◆ demands of other aspects of work impinge on collection of evidence and subsequent assessment
- ◆ data protection issues
- ◆ clients/customers may not fit easily into recognised assessment requirements

Example

You might agree with a candidate working in a local authority fitness centre, who has to demonstrate long term programme evaluation with customers, that this will be carried out partly by **observation** as and when such situations arise. If you are an assessor who is working alongside the candidate you should be well placed to

observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate about the situation afterwards, however if you are a visiting assessor, perhaps from a local FE college you may not always be able to be present when evaluation is taking place. In this event it may be more appropriate to use **witness testimony** from other professionals, or possibly from the customers themselves.

Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evidence, 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 other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

In the example given above observation may be appropriate. It should be noted however that in a gym/exercise situation the instructor may often be working in restricted space and with a variety of other activities going on in the immediate environment — in such circumstances it may be difficult to observe directly.

Where candidates are carrying out individual reviews it will normally be possible for the assessor to 'sit in' without causing undue problems.

Product evidence

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 include:

- ◆ individual programmes which have been designed for and agreed with clients/customers
- ◆ self reflection documentation produced by candidates, together with CPD evidence of further training

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.

For example if you have been observing a candidate working one to one with a client/customer, it may not always be clear why they have selected a specific technique or exercise. The assessor may subsequently question the candidate on the rationale.

- Q Why did you decide that the client should do the Lat Pulldown exercise behind the head rather than in front, which is recognised as being safer and less likely to result in injury**
- A The customer's main sport is rugby, and their position is hooker (scrum front row). The position adopted in the sport is mirrored by the lat pulldown behind the head. Whilst I would not normally use this technique for the reasons which you have identified it is appropriate for this customer. If you consult the programme chart and guidance you'll see that I've fully briefed the client on this, and they have recognised and agreed the issues.**

Other methods of assessment

These methods, like questioning, are often used for authentication. 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 often referred to as a *personal statement*. You should take care to 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.

For example:

I have attached a copy of the customer visit and gym use record from our in house tracking system. This shows their pattern of visits over the past four months, together with their activity using fixed weights and cardio machines. I have added the recommended activity plan designed for this customer, which shows evidence that they are adhering to the programme. Progression is as planned, but I have had to photocopy the report and delete the customer name as our software does not allow this to be done. The customer has agreed to allow me to use her data, and has indicated this with a signature on the original.

Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be 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 person providing the witness testimony. 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 may 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 may be a colleague of the candidate, but with no knowledge of the standards.

Weakest

Someone with no or little 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.

For example:

I have today observed Ruaridh Lawrence undertaking a customer review related to the update and evaluation of a programme which he developed for this customer one month ago. The review took approximately 40 minutes, and Ruaridh exhibited extensive knowledge of both the customer and their requirements throughout. He exhibited a professional attitude, putting the customer at ease with his knowledge and was able to make appropriate recommendations for changes to the programme. He has clearly developed a style of working with customers which gives them (justified) confidence in his ability to deliver. I have noticed this develop with the increased responsibility he has for programme delivery. I have attached the pro forma relating to D460.4 supplied by the assessor for this purpose.

Anna Longford, Gym Programme Manager

Simulation

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

Within the unit specifications for this award there are clear guidelines as to which elements should be assessed by professional discussion, oral questions and answers, or questions requiring written answers. Similarly there are clear guidelines over which elements should be assessed using workplace evidence.

On some occasions, it may 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 and is not 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, look at the assessment strategy on SQA's website: **www.sqa.org.uk**.

The only aspects of this award where simulation is acceptable are elements 3, 5, 7, and 9 from the unit 'Promote health, safety and welfare in active leisure and recreation'.

Other sources of evidence

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guide to Assessment* (see section 5) has 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.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, 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.

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)	D461: Deliver Exercise and Physical Activity as Part of a Personal Training Programme
Candidate	Ruaridh Lawrence
Evidence index number	62
Date of observation	14.01.2011

Skills/activities observed:	PCs covered:
I observed Ruaridh conduct a 1:1 session covering a session from a programme which he had planned for a rugby player. The session covered free weights, together with cardio, flexibility and core stability work. He also taught the client a new exercise. A comprehensive warm up and introduction to the session was followed by the main session, which included elements of review and evaluation of the client's performance. It was clear that Ruaridh had established a productive working relationship with his client, but nonetheless maintained a professional and safe approach throughout the session.	D461.1 Clients 1, 3; Resources 1–3; Exercises 1–5 D461.2 Clients 1, 3; Goals 1–3, 6; Exercises 1–5 D461.3 Clients 1, 3; Exercises 1–5; Environments 1, 2 D461.4 Clients 1, 3; Exercises 1–5

Knowledge and understanding apparent from this observation:

K1–7, K9–12, K15, K17–23, K27, K29–31, K33–36, K38, K39

Other Units/Elements to which this evidence may contribute:

This session should also provide evidence for unit C317.1, D459.1, A355.1, C22.1

Assessor's comments and feedback to candidate:

A well researched and competently delivered session, with an appropriate balance between instruction and session management. Your feedback to the client was sometimes delivered in 'familiar' terminology, but this was appropriate in view of your working relationship with the client. You should be careful not to let this detract from your detail in terms of instruction and safety as it may not be successful with other clients. You taught the new exercise well, pointing out potential pitfalls and correcting the client's technique with a positive spin and always ensuring understanding. Emphasising the importance of free weights in terms of core and functional stability was a nice touch. I noted that you were asked questions on a couple of occasions by other gym users — you responded positively and effectively to these interruptions without it detracting from your main session.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Ellie MacDonalld*

Date: 14.01.2011

Candidate's signature: *Ruaridh Lawrence*

Date: 14.01.2011

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	D460 Design, Manage and Adapt a Personal Training Programme with Clients
Element(s)	D460.1.6, D460.2, D460.3, D460.4,
Evidence index number	63
Circumstances of assessment	
Review meeting following observation of 1:1 session. Candidate had concluded session and was able to discuss specific issues arising.	
List of questions and candidate's responses	
Q	When using colloquialisms and other non-technical language with a client, how can you be sure that they have a clear understanding of what you are saying ?
A	I was able to observe the client's performance following the feedback and ensure that they had taken on board my teaching points. I also gave the client an opportunity to ask questions during the session.
Q	The new exercise introduced was the power clean — you didn't go into great detail about the additional benefits of this exercise other than mentioning core stability: can you outline some now please?
A	Most free weights exercises have a positive effect on core stability and functional capacity. I have spent quite a bit of time with this client relating the importance of core stability to his sport (rugby), so did not feel it appropriate to repeat myself. I have produced a leaflet which I give to all of my clients showing how core stability exercises can have a beneficial effect on posture.
Q	What are the key technique points which you've given your client to work on should they do a gym session without supervision?
A	Breathing, posture and handling issues underpin all free weights exercises. I have emphasised these again in relation to the Power Clean, giving particular attention to the initial movement and input of power to the lift. I've also been over the dangers of proximity to other gym users, and all clients are given our standard gym induction which is detailed as evidence 13 in my portfolio.

I consider that the answers given by the candidate are acceptable — they reflect well what happened in the session, and I have looked through the existing portfolio evidence which has been alluded to above by the candidate. The candidate exhibits knowledge levels which often exceed the requirements of the award, but is able to articulate them in a manner which ensures client understanding.

Assessor's signature Ellie MacDonald **Date** 14.01.2011

Candidate's signature Ruariqh Lawrence **Date** 14.01.2011

Candidate's personal statement

If a personal statement is being used as evidence, 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. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs, Performance statements, scope covered
14.01.11	64	<p>I have been trying to ensure that all of my clients develop an understanding of the importance of technique in the execution of free weights activities, and to this end I have produced a series of information sheets relating to each lift. These can be found in Appendix 2 of my portfolio.</p> <p>Each sheet has been linked to the common themes of breathing, posture, body position and common questions. Throughout the assessment period I have updated the FAQ section based on issues which have arisen during sessions which I have taught.</p> <p>I have also sourced a number of technique videos using the internet (though sometimes these are a good illustration of how not to do the exercise — it's important to be careful with the internet).</p> <p>Although this background isn't always referred to in sessions it is easily accessible for assessment purposes and is available to all my clients.</p>	<p>11, 12, 13, 36, 37, 45, 46, 47, 48, 62, 63,</p> <p>Appendix 2</p>	<p>D459.1 D459.2</p> <p>D460.1.6, D460.2, D460.3, D460.4,</p> <p>D461.1.1–3, 6 D461.2.3–6 D461.3.4–10</p> <p>C22</p> <p>C317</p>

Candidate's signature

Ruaridh Lawrence

Date

14.1.11

Witness testimony

Remember when you begin to use witness testimony that it 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

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may 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 like delays in receiving information from another part of the organisation.

In this SVQ, such gaps are likely to occur in generating evidence for

This may occur in C22.3, C22.5, C22.7, and C22.9. It is likely that candidates will have involvement in such incidents in the course of the assessment period, but may not necessarily have responsibilities which allow them to generate the required evidence. In this event it may be appropriate to use questioning to ensure competence.

Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, 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 evidence.

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 or, if this is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

Example

Unit C317 requires candidates to motivate clients to maintain long term adherence strategies. It is not always possible to authenticate this using observation, questioning or personal statements.

It may be appropriate to use testimony from clients who have worked directly with the candidate to corroborate elements such as C317.4, 8, 10; C317.2.1, 4; C317.3.5, 6, 8.

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, often 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.

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) may 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 verifiers 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, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier 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 and your candidate might 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 _____

Candidate _____

To achieve the whole qualification, you must prove competence in 7 **mandatory** Units.

Unit Checklist

Mandatory	C22	C317	A335	D459	D460	D461	D462		
Optional									

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
D459	Evaluate Exercise and Physical Activity Programmes	<i>E MacDonald</i>	22.2.2011

Optional Units achieved

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 place or location where it can be found
- ◆ 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 verifier or External Verifier might be unable to confirm your assessment decisions.

Index of evidence

SVQ title and level:

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
37	D460.4: Witness Testimony	Yes	
62	Observation record: D461: Deliver Exercise and Physical Activity as Part of a Personal Training Programme	Yes	AB 22.2.10
63	Question and answer record: D460: Design, Manage and Adapt a Personal Training Programme with Clients	Yes, copy located in assessor record	
64	Candidate personal statement	Yes	

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: D461 Deliver Exercise and Physical Activity as Part of a Personal Training Programme

- Element: D461.1 Plan and Prepare Individualised Exercise Sessions
- D461.2 Prepare Clients for Individualised Exercise Sessions

- D462.3 Teach and Adapt Planned Exercises

- D461.4 Bring Exercise Sessions to an End

Evidence Index No	Description of Evidence	PCs/performance statements						Areas of knowledge and understanding/scope/															
		1	2	3	4			1	2	3	4	5	6	7	9	10	11	12	15	17	18	19	
62	Observation record D461							20	21	22	23	27	29	30	31	33	34	35	36	38	39		

Unit: D461 Deliver Exercise and Physical Activity as Part of a Personal Training Programme

- Element:** D461.1 Plan and Prepare Individualised Exercise Sessions
D461.2 Prepare Clients for Individualised Exercise Sessions
D462.3 Teach and Adapt Planned Exercises
D461.4 Bring Exercise Sessions to an End

Notes/Comments

This evidence satisfies the requirements of the above unit in terms of the identified Kand U. Elements covered for each section are detailed as follows:

D461.1	Clients 1, 3;	Resources 1–3;	Exercises 1–5
D461.2	Clients 1, 3;	Goals 1–3, 6;	Exercises 1–5
D461.3	Clients 1, 3;	Exercises 1–5;	Environments 1, 2
D461.4	Clients 1, 3;	Exercises 1–5	

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

Candidate: *Ruaidh Lawrence*

Date: *14.1.2011*

Assessor: *Ellie MacDonald*

Date: *14.1.2011*

Internal Verifier: *Alex Black*

Date: *22.2.2011*

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 Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Verification: A Guide for Centres

Guide to Assessment

Introduction to Assessment Arrangements for Schools and Colleges

SQA's Quality Framework: a guide for centres

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's signature _____ **Date** _____

Assessor's signature _____ **Date** _____

Internal verifier's signature _____ **Date** _____

Assessment plan

Units:					
Elements:					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature:

1st review due:

Candidate's signature:

2nd review due:

Date of agreement:

Date of completion:

Personal statement

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

Candidate's signature _____ **Date** _____

Observation record

Unit/Element(s) _____
Candidate _____
Evidence index number _____
Date of observation _____

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	
Q	
A	

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____