Assessor's guidelines for SVQ Sports Coaching at level 2

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Sports Coaching at level 2**. 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 Sports Coaching at level 2

The SVQ in Sports Coaching has been developed by SkillsActive and is intended for people working in the sports industry, working as coaches who plan, conduct and review sessions within a framework normally devised by a Scottish/National Governing Body (S/NGB) or a more senior coach.

These people may be working as sports coaches within a club or sport and activity centre, they will require skills and knowledge in:

♦ the Scottish/National Governing Body (S/NGB) guidelines
♦ the current code of conduct for coaches
♦ current legal requirements
♦ planning, delivering and evaluating sessions
♦ awareness of environment and safety recommendations

The SVQ is currently available in two contexts (Cricket and Rugby Union) but further contexts may be added in future.

The SVQ is designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQ is likely to be delivered include: in a sporting club environment, activity/sports centre, National Governing Body institutions, and in partnership with local college or university departments.

Structure of the SVQs

This section lists the Units which form the SVQ in Sports Coaching at level 2.

To achieve this SVQ, the candidate must complete all four mandatory Units.

SVQ in Sports Coaching: Cricket at level 2 (GA5F 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FG2X 04	-	-	D472	Plan a Series of Sports Coaching Sessions: Cricket
FG2Y 04	-	-	D473	Prepare the Sports Coaching Environment: Cricket
FG30 04	-	-	D474	Deliver a Series of Sports Coaching Sessions: Cricket
FG31 04	-	-	D475	Monitor and Evaluate Sports Coaching Sessions: Cricket

SVQ in Sports Coaching: Rugby Union at level 2 (GA5G 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FG32 04	-	-	D472	Plan a Series of Sports Coaching Sessions: Rugby Union
FG33 04	-	-	D473	Prepare the Sports Coaching Environment: Rugby Union
FG34 04	-	-	D474	Deliver a Series of Sports Coaching Sessions: Rugby Union
FG35 04	-	-	D475	Monitor and Evaluate Sports Coaching Sessions: Rugby Union

An Assessment Strategy for the SVQ

As part of their review of the SVQ, 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

Fraser had helped out with coaching the junior rugby team for a year or two. He worked under the direction of the club coach and worked mainly with the young players. He felt that he would like to take on a more significant role and wanted to improve his own knowledge and skills in coaching.

The club was unsure how to take this forward, but the local professional club's development officer knew what was involved as he was an assessor. Together they evaluated Fraser's work experience and needs for the future. A study of the Units showed that Fraser would have little difficulty in meeting most of the Evidence Requirements. He had delivered many coaching sessions devised by his club coach, and on many occasions had to use his own plans and/or amend plans — for example because of bad weather, or players being unavailable.

♦ *Plan a Series of Sports Coaching Sessions (D472)*
♦ *Prepare the Sports Coaching Environment (D473)*
♦ *Deliver a Series of Sports Coaching Sessions (D474)*
♦ *Monitor and Evaluate Sports Coaching Sessions (D475)*

All of these were naturally-occurring events in Fraser's coaching. He needed guidance and help in keeping track of evidence as it was being gathered, but once he understood that process, the work gathered pace. He found that keeping a clear record of each session, and the evaluation, enormously improved his understanding of the coaching process.

He gained his 'C licence' during the course of his work, and attended a first aid course at the local FE college.

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

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 *Prepare the Sports Coaching Environment (D473).*

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

Unit	D474 — Deliver a Series of Sports Coaching Sessions
Element	D474.2 — Deliver coaching sessions

Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Coaching 'under 16' rugby team.	1–7	Assessor observation Candidate's register Session plans Candidate evaluation and personal statement	21/01/11	Session plans and evaluation will be a continuous process and take feedback into account.	Delivered in conjunction with D472, D473, D475 *The Range requirement is defined by the National Technical Standards for each individual sport. These MUST be observed.*
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature	*Joan Munro*	**1st review due**	01/06/11	
Candidate's signature	*Fraser Jack*	**2nd review due**	14/07/11	
Date of agreement	25/05/11	**Date of completion**	24/08/11	

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:

♦ the candidate feels more comfortable in familiar surroundings
♦ evidence being generated 'naturally' across a range of Units
♦ possibility of relevant 'unplanned' evidence being generated in the course of work
♦ evidence being generated at a pace dictated by the candidate and their workload

The challenges might be:

♦ different working schedules to the assessor
♦ inappropriate timescales
♦ ensuring fair assessments
♦ workload of coaches/managers and assessors
♦ meeting the needs of patients/clients/customers

Example

You might agree with a candidate the most appropriate methods of assessments when they intend to undertake the Unit *Prepare the Sports Coaching Environment (D473)*. This aspect of their assessment will be carried out 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 review the session at the end. The

assessor may wish to ask the candidate **oral questions** to cover aspects of the Range the candidate may not have covered by actual performance.

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.

An example of where an assessor could assess by observation would be for most of the mandatory and optional Units, an example of this would be:

♦ *Prepare the Sports Coaching Environment (D473)* — where candidate has to prepare resources for the session, assess and minimise possible risks, establish and maintain working relationships and help to safeguard and protect children and vulnerable adults.
♦ *Deliver a Series of Sports Coaching Sessions (D474)* — where the candidate prepares participants for the coaching sessions, deliver and conclude coaching sessions and develop participant's performance.

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:

♦ *Prepare the Sports Coaching Environment (D473)* — for this Unit, candidates will need to produce as evidence the following: Coaching session plan, national/manufacturers requirements/guidelines for the resources being used, damage/maintenance log, risk assessment for the coaching session, feedback from other people on candidate's working relationships, follow guidelines and report appropriately to safeguard and protect children and vulnerable adults.

♦ *Deliver a Series of Sports Coaching Sessions (D474)* — for this Unit, candidates will need to produce as evidence the following: record of attendees at the session, session activity plan, emergency report forms, formal feedback to participants, maintenance/damage log.

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQ. For this SVQ, 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.

'To be competent in this Unit, you must know and understand the following:'

Q D473 — Prepare the Sports Coaching Environment — K25 — How would you ensure the health, safety and welfare during your coaching session?

A Ensure that all relevant aspects of health and safety are adhered to including manufacturers' guidelines for equipment. Risk assessments have been carried out and are up-to-date, the necessary resources including safety equipment such as a first aid kit. Gain information about the participants in the group, for example, health and any medical needs. Weather conditions will also need to be checked and ensuring that participants have the correct equipment for the session.

Q D474 — Deliver a Series of Sports Coaching Sessions — K28 — How would you apply the coaching process to your coaching session?

A I would have a plan for each coaching session I was delivering, which would be in line with individual and group needs and requirements. I would then carry out the session based on the original plan and review the coaching session with participants and my senior coach afterwards. There may be departures from the original plan, which may not have been considered initially, but any major differences I would discuss with my senior coach before continuing.

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.

Examples of where a personal statement can be used are as follows:

♦ Where further details need to be recorded about the candidate's assessment.
♦ Where some assessments do not require direct observation from the assessor, ie dealing with customers and participants.

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.

Examples of who can give witness statements are:

Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.	A person in the same line of work as the candidate, ie other competent experienced centre staff who work at their centre, who are not the candidate's assessor.
Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards	A person in the same line of work as the candidate, ie sports coaches, fitness instructors, outdoor instructors, etc.
Someone who may be a colleague of the candidate, but with no knowledge of the standards.	A person who works alongside the candidate on a daily basis, ie office staff, domestic staff, leisure assistant, etc.
Someone with no or little knowledge of the candidate's work or no knowledge of the standards.	This is a person could be anyone who is in contact with the candidate, ie visiting clients, staff, participants, etc.

Simulation

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

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.

Evidence Requirements and Assessment Guidance provided by SkillsActive. This document gives guidance to assessors on what aspects of the Unit(s):

♦   can be assessed by simulation or must be assessed by observation only
♦   the candidate has to do under the *'What you must cover'* sections in the Elements
♦   covers the provision of evidence to confirm the candidate's Knowledge and Understanding

The SVQ in Sports Coaching at level 2, the 'Annex to the Assessment Strategy for Sports Coaching' states that 'simulation is **only allowed** for aspects of the mandatory Units', this would mean all other aspects of these Units will have to be demonstrated though candidate performance, for example:

♦   *Prepare the Sports Coaching Environment (D473)* — Element 4 — Establish and maintain working relationships. Where no naturally-occurring evidence is available for '*What they must do'* 5 — Manage conflict effectively, another method of assessment should be used.
♦   *Deliver a Series of Sports Coaching Sessions (D474)* — Element 2 — Deliver coaching sessions. Where no naturally-occurring evidence is available for '*What they must do'* 7 — Carry out emergency procedures effectively and efficiently, another method of assessment should be used.

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**.

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.

When an assessor is using observation as a form of assessment, a form of checklist is usually used. This checklist is linked to aspects of the Element that the candidate must do and cover through performance as stated in the Agreed Common Evidence Requirements and Assessment Guidance for the qualification. From this the assessor will ask a range of questions that will cover any aspects of what the candidate has not been able to cover through observation and also to cover any Knowledge and Understanding.

Candidates will also be required to generate **product evidence**. This type of evidence is gathered to back up candidate assessments as **proof** of the candidate carrying out a task. In some cases it may be more appropriate that the candidate writes a short personal statement, providing details of how the candidate has completed a range of tasks set by the assessor, or when the assessor was not present.

Witnesses may be used to provide the assessor with evidence the candidate has completed one or more aspects of a Unit. The witness can cover a broad range of people, for example, a person who is:

♦   technically competent and knows the standards, eg another assessor
♦   technically competent, eg colleague, supervisor/line manager
♦   neither competent or knows the standards, but works with the candidate, eg works in a different department, bystander, spectator, etc

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.

Using observation as a form of assessment of a candidate may need to be planned by the assessor and agreed upon by the candidate, this is usually written down in the action plan. This is to ensure that both the candidate and assessor are both available in the workplace to carry out the assessment. During the candidate's assessment, the assessor should ensure that the candidate is carrying out their daily work duties, as agreed in the action plan. The assessor may use a type of checklist detailing what the candidate must do and what they must cover and may use integration over different Units and/or Elements.

Candidates may also be observed by others, for example, other colleagues, client group leaders ie school teachers, etc. These are called witnesses and they too can provide evidence for the candidate to prove they have carried out tasks or work in their area of responsibility, for example in a statement.

Observation record

Unit/Element(s) D474.3 — Develop participants' performance
Candidate Fraser Jack
Evidence index number 1
Date of observation 01/06/11

Skills/activities observed	Performance Criteria covered
Rugby training session with under 16 rugby team: ♦ General introduction ♦ Warm-up ♦ Main session ♦ Cool-down ♦ 'Release' of the group ♦ Clearing up equipment	1–10

Knowledge and Understanding apparent from this observation

K30–32, K35–39

Other Units/Elements to which this evidence may contribute

D472, D473 and D475

Assessor's comments and feedback to candidate

Fraser took training session with under 16 rugby team. Started with general introduction and explained the aims of the session to the group. This matched the stated aims for the session in the plan and followed on from the previous session, taking into account the evaluation of that session. The warm-up met the specific needs of the activity and participants and the session was set at a demand level, which took account of the strengths and weaknesses of individuals and the group. The session allowed for progression and adaptability to reflect the pace at which participants were learning. The cool-down was appropriate and the 'release' of the group was motivational for the next session. This was a well-constructed plan. Now move on to more complex skills with the group. Let me see your evaluation of this session and your plans for next week.

I can confirm the candidate's performance was satisfactory.

Assessor's signature _Joan Munro_ **Date** 01/06/11

Candidate's signature _Fraser Jack_ **Date** 01/06/11

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.

It is important that the candidate covers all the minimum requirements under 'What you must cover'. This type of questioning and candidate responses can be used to 'fill in the blanks'. This must be evidenced in the candidates work, for example, through observation, product evidence, etc.

Also the assessor may ask more questions relating to their performance during the assessment about specific tasks the candidate carried out and needed more clarification to complete their assessment.

Record of questions and candidate's answers

Unit	D474 — Deliver a Series of Sports Coaching Sessions
Element(s)	2
Evidence index number	2

Circumstances of assessment
After session delivery, Fraser's session required little change to plans that were already in place. There was a need to establish if Fraser understood what events might cause a change to the stated plan and what action would be appropriate.

List of questions and candidate's responses	
Q	Describe a situation that might occur during your class that would require you to modify your lesson plan?
A	An odd number in the class and the coach needing an even number for pairs practices.
Q	How might you handle that situation?
A	Several possibilities — one group work in threes and take a turn each; the coach might make up the numbers; modify the practice for a group or the whole class.
Q	Are there any disadvantages to the coach joining in?
A	The coach is then unable to coach the rest of the group for the duration of that practice.
Q	Any other situations that might need a modification?
A	Several possibilities — team members missing for the practice; injury to a participant during the session; unsuitable surface conditions; weather unsuitable for the practice.

Assessor's signature _Joan Munro_   **Date** 03/06/11

Candidate's signature _Fraser Jack_   **Date** 03/06/11

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.

A candidate's personal statement can be used when the candidate wishes to provide details of how they have carried out the agreed tasks against certain Performance Criteria. This can be due to the assessor not being present while the candidate had carried out these duties/tasks, for example, when the candidate and assessor are on different shifts or venues.

The personal statement may also highlight areas of Knowledge and Understanding that have been identified, or if the candidate will need to take part in further training in specific areas.

Personal statements will usually come accompanied with other evidence to back up the candidate's statement of events, such as, witness statements, product evidence, etc.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
01/06/11	3	It is important that I remember when I am coaching, that I do not always have to be 'in charge' for every single moment. Participants need to accept some responsibility for their own actions and be aware of the fact that in a team game, any action has an impact on other players. The aims of my plans try to take account of this and reflect this position. Players are encouraged to assist with equipment and to assist in tidying up as appropriate. Young children have to learn to do this while older groups, although they may be aware of the need, do not always consider the importance of responsibility. When possible, I try to allow groups or individuals to make some selection of warm-up routines, individual practices and group practices so that the development needs of players becomes a	E9	D474.2 PC 1–7 a 1–3

| | | responsibility, which belongs to the coach at times, the individual at times and the group at times.

A practice used today involved the defenders working on a technical aspect of their play, which they themselves felt needed addressed. This was agreed by all concerned and this was an example of the group wishing to accept greater responsibility for their actions. | | |
|---|---|---|---|---|

Candidate's signature   *Fraser Jack*   **Date**   03/06/11

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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.

Witness testimonies are also a way of backing up other pieces of evidence the candidate has produced for their assessment, for example, personal statement, product evidence, etc.

Witness testimony

SVQ title and level	Sports Coaching level 2
Candidate's name	Fraser Jack
Evidence index no	4
Index no of other evidence which this testimony relates to (if any)	1–9
Element(s)	D474.1 and D474.4
Date of evidence	01/06/11
Name of witness	John Jamieson
Designation/relationship to candidate	Groundsman/caretaker at pitches used by the candidate for coaching.
Details of testimony Fraser Jack uses the pitches belonging to the local rugby club every week for a period of two hours. The session is due to begin at 7pm and lasts until 9pm. He is always at least 10 minutes early and gets out all the equipment he needs in advance and informs me in advance if any heavy items are required. He is conscientious in ensuring that all is on order for the session and finishes on time and ensures that equipment is put away ready for use by whoever requires it. He reports any faults with equipment, (broken cones, under-inflated rugby ball, turf damage, etc). He follows the laid down procedure in the club for booking equipment and also ensures its safe return.	

I can confirm the candidate's performance was satisfactory.

Witness's signature   *John Jamieson*   **Date**   01/06/11

Witness (please select the appropriate box)**:**

☐   Holds A1/A2 or D32/D33 qualifications

☒   Is familiar with the SVQ standards to which the candidate is working

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 some of the Units, however, you may be able to overcome these through using different methods of assessment, for example:

♦   Oral questioning
♦   Written questioning
♦   Simulation/Project

Before carrying out any of the above, assessors must consult the *Agreed Common Evidence Requirements and Assessment Guidance* provided by SkillsActive. This document gives guidance to assessors on what aspects of the Unit(s):

♦   can be assessed by simulation or *must* be assessed by observation only
♦   the candidate has to do under the *'What you must cover'* sections in the Elements
♦   covers the provision of evidence to confirm the candidate's Knowledge and Understanding

The evidence will be closely examined by the External Verifier on their visits to ensure that centres are working to the Assessment Strategy and common Evidence Requirements. Do not be surprised if simulation is not allowed!

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

Make sure that the candidate's work is authentic:

♦ That any handwritten work, from the candidate or assessor, is in pen or has been photocopied (to avoid the work being tampered with).
♦ Use of 'real evidence', not 'manufactured evidence' (unless the evidence is from a simulation and therefore should be marked as such).
♦ That both the candidate and the assessor sign and date their work and any work that has been submitted as evidence.

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.

SQA provide centres with material which can be used for both assessors and candidates in their portfolio. Centres may wish to develop and produce their own material to suit their centre or organisation. All material contained within the candidate's portfolio, assessment decisions and internal verification records will have to be presented for External Verifiers on their visits.

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   Sports Coaching level 2

Candidate   Fraser Jack

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

Unit Checklist

Mandatory	D472	D473	(D474)	D475					

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
D472	Plan a Series of Sports Coaching Sessions		
D473	Prepare the Sports Coaching Environment		
D474	Deliver a Series Of Sports Coaching Sessions	*Joan Munro*	28/08/11
D475	Monitor and Evaluate Sports Coaching Sessions		

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	Sports Coaching level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Observation record	Yes	AG 24/08/11
2	Record of questions and candidate's answers	Yes	AG 24/08/11
3	Personal statement	Yes	AG 24/08/11
4	Witness testimony	Yes	AG 24/08/11
5	Session plan	Yes	AG 24/08/11
6	Nominal roll	Yes	AG 24/08/11
7	Accident report form	Yes	AG 24/08/11
8	Review with senior coach	Yes	AG 24/08/11
9	Equipment log book	Yes	AG 24/08/11

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   D474 — Deliver a Series of Sports Coaching Sessions

Element   2 — Deliver sports coaching sessions

Evidence Index No	Description of Evidence	What you must do							What you must cover			What you must know and understand					
		1	2	3	4	5	6	7	a1	a2	a3	K4	K5	K6	K11	K12	K13
1	Observation record								✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Record of questions and candidate answers		✓				✓										
3	Personal statement	✓	✓	✓	✓	✓	✓		✓	✓	✓						
4	Witness testimony																
4	Session plan	✓							✓	✓	✓						
6	Nominal roll																
7	Accident report form							✓									
8	Review with senior coach																
9	Equipment log book																

Unit   D474 — Deliver a Series of Sports Coaching Sessions

Element   2 — Deliver sports coaching sessions

Notes/Comments

During the coaching sessions, Fraser was able to competently provide the participants with the necessary information regarding the planned coaching session, this included a brief outline, health and safety and questions regarding participant fitness and health. Fraser managed the group effectively when giving instructions to the group for the warm-up activities. During the main session, Fraser was able to explain and demonstrate what was required by all participants to the correct level of experience and overall aims of the session. During the session, Fraser managed to deal with an injury to one of the participants who had badly sprained his ankle, especially as the location of the playing field was furthest from the main sports centre and surfaced roads.

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

Candidate's signature _Fraser Jack_   **Date** 24/08/11

Assessor's signature _Joan Munro_   **Date** 24/08/11

Internal verifier's signature _Andy Graham_   **Date** 24/08/11

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 progress record

Qualification and level _____

Candidate _____

To achieve the whole qualification, you must prove competence in xx **mandatory** Units and xx **optional** Units.

Unit Checklist

Mandatory									
Optional									

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

Optional Units achieved

Unit number	Title	Assessor's signature	Date

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)

Element achievement record

Unit

Element

Evidence Index No	Description of Evidence	PC/performance statements						Areas of knowledge and understanding/scope																		

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	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (Performance Criteria 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, Performance Criteria, Performance statements, scope covered

Candidate's signature _____ **Date** _____

Observation record

Unit/Element(s) _____

Candidate _____

Evidence index number _____

Date of observation _____

Skills/activities observed	Performance Criteria 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** _____

Witness testimony

SVQ title and level	
Candidate's name	
Evidence index no	
Index no of other evidence which this testimony relates to (if any)	
Element(s)	
Date of evidence	
Name of witness	
Designation/relationship to candidate	
Details of testimony	

I can confirm the candidate's performance was satisfactory.

Witness's signature _____ **Date** _____

Witness (please select the appropriate box)**:**

☐ Holds A1/A2 or D32/D33 qualifications

☐ Is familiar with the SVQ standards to which the candidate is working

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	
Q	
A	
Q	
A	
Q	
A	
Q	
A	

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____