



# **EHFA Assessment and Quality Assurance Pack (EAD 02)**

**Name of Training Organisation:**

## **Introduction**

The aim of this resource pack is to provide guidance relating to assessment and to outline best practice for carrying out practical assessments in exercise and fitness related qualifications.

The four stages of assessment provide a logical process for carrying out observations of practical assessments and when followed effectively will ensure that assessment is carried out in a consistent manner.

The assessment documentation contained within the pack is suggested and will provide a useful tool for your staff to use. It can be used to ensure that the four stages of assessment are carried out appropriately. Your training organisation may use its own assessment documentation if preferred - this will be sampled by the EHFA evaluators on the accreditation visit and as part of the ongoing monitoring visits.

Quality assurance documentation is also included in this resource pack and this can be used by your quality assurance personnel to identify which aspects of each candidate's assessment they are going to sample. The quality assurance reports can be used to provide feedback to your staff on the quality of their assessment practice and the appropriateness of their assessment decisions.

## **Four Stages of Assessment**

To demonstrate best practice in assessment it is advisable to work through the four stages of assessment. Many candidate appeals can be avoided if these stages are applied logically and thoroughly. All assessors should be confident to guide candidates smoothly through these stages.

### **Stage 1 – Planning, Preparation & Briefing**

#### **Planning**

This stage is about giving advice and guidance and will depend upon the candidates' experience. Candidates may be advised to undertake training or take their assessment. Information to be discussed should include:

- Where the assessment will take place
- When the assessment will take place
- What will be assessed
- Methods of assessment
- Evidence to be presented by candidate
- Special arrangements – for example, any individual learning needs

#### **Preparation**

This stage is about ensuring that the candidate understands the requirements of the assessment procedure in relation to the importance of:

- The information to be provided to the participant(s) at the start of the practical session
- Appropriate clothing and equipment
- Setting up of equipment
- Correct demonstration of technique

#### **Briefing**

The aim of this stage is to relax and reassure the candidate and should take place as close to the assessment as possible (preferably immediately before). It should also be used to exchange information and make the following checks.

- The candidate should fully understand the assessment process (discuss what will happen at each of the 4 stages)
- All documentation, equipment, volunteers should be accessible
- The candidate should be made aware of when & where the assessment will take place (room & time), and who will be their assessor
- The candidate should understand what is to be assessed – for example, the assessment criteria on the observation checklist (ask candidate how they will demonstrate this, give examples)
- The assessor should clarify any uncertainties
- There should be an opportunity for the candidate to ask questions
- All special requirements must be identified
- An Exercise & Fitness Assessment Plan can be signed by both assessor and candidate to assure that these issues were discussed and agreed
- The candidate should be informed of the appeals procedure

## Stage 2 – Observation & Questioning

### Observation

The assessor observes and judges the candidates' evidence and should ensure the following:

- Give full attention to all assessments (do not chat, eat or show facial reactions to candidate's performance)
- Assess written evidence separate from performance evidence
- Judge against an observation checklist and be familiar with the assessment criteria
- Ensure that the candidate adopts a position which allows clear hearing and observation while remaining unobtrusive
- Assess one candidate at a time to allow full attention to be given ensuring that each candidate is given the best opportunity to pass the assessment

### Questioning

Questions may not be necessary but they can be used to clarify or support evidence. They should not be used to replace practical evidence. For example, giving teaching points is a practical skill and should be observed directly - it would be inappropriate to question if no observed evidence of teaching points is provided. Main reasons for asking questions are:

- To increase sufficiency of evidence
- To clarify ambiguities
- To provide evidence that the assessor was not able to observe directly, if appropriate
- To check authenticity/underpinning knowledge

### Please remember:

- Answering a question correctly cannot turn a referral in performance into a pass
- To record questions and answers (on an assessor question & response sheet)
- To sign and date assessment documentation (both assessor and candidate)

## Stage 3 – Feedback & Action Plan

### Feedback

The candidate should be given the assessment decision **first**, and then given supporting verbal and written feedback. Written feedback should be clear enough for candidates to understand their outcome once away from the assessor and assessment environment. They often cannot comprehend the reasons for referral while in the presence of the assessor.

- Tell the candidate whether they have passed or referred using clear language (for example, you have not achieved all of the criteria to achieve a pass today)
- Do not ask 'how do you think you have done' as you may then face telling a candidate who thinks they have done really well, that they have referred
- Verbal feedback should be clear, non negotiable and constructive
- Written feedback should relate to performance criteria being assessed and clearly reflect the decision with reasons (on an assessor feedback sheet)
- Feedback should be given in a quiet area
- Show sensitivity to referred candidates

## **Action Plan**

Once the assessment is completed an action plan should be **negotiated** between assessor and candidate.

- Referred candidates may require further training or practice before re-taking the assessment
- Successful candidates may wish to continue their training by taking more modules, they may want to gain experience by working in the industry or they may wish to complete the next stage of their training
- Assessors should be able to give advice in all opportunities for further development or re-sits
- These actions together with the assessment outcomes are recorded and signed by both candidate and assessor (on an assessor outcome & action plan summary sheet)

## **Stage 4 – Paperwork & Quality Assurance**

### **Paperwork & Quality Assurance**

This stage ensures all paperwork is signed and agreed by both assessor and candidate once the assessment is completed. This is important and may be needed should the candidate wish to appeal. A good briefing where this stage is clearly identified will help to ensure all candidates cooperate and sign paper work.

- Paper work should clearly show the training organisation name
- All written evidence should be signed with the outcome indicated i.e. pass/refer
- If a quality assurance staff member is present they will also need to initial the evidence they have sampled and this should be recorded on an assessment outcome and action plan summary sheet
- Originals should be given to the candidate and copies of the relevant documents kept by the training organisation for external verification purposes

Assessment Plan					
Level:		Context:			
Training Organisation:					
Candidate Name:		Candidate Number:			
What is to be assessed	Tick as appropriate	Assessment Method	Date, time and Place of assessment	Signature	
				Candidate	Assessor
Planning					
<ul style="list-style-type: none"> <li>• Session Plans</li> </ul>					
Teaching					
<ul style="list-style-type: none"> <li>• Practical Session</li> </ul>					
Evaluation					
<ul style="list-style-type: none"> <li>• Self Evaluation</li> </ul>					
Theory Assessment(s)					
*Worksheet					
*Case Study					
*Project					

\*if applicable

## Assessment Observation Checklist – Group Fitness Instructor (EQF Level 3)

	Warm Up Component	Aerobic Component	Muscular Strength & Endurance	Post Workout Stretch	Overall Result		
The Candidate:							
1. Performed exercises with safe and effective technique							
2. Encouraged/motivated in a positive manner							
3. Selected safe and effective exercises							
4. Selected appropriate exercises for the component							
5. Provided safe transitions between exercises							
6. Provided exercises appropriate to the needs of the participants							
7. Gave clear, concise and specific instructions							
8. Cued in time to allow the group to follow (verbally and visually)							
9. Asked questions to check understanding and to monitor intensity							
10. Spoke clearly and audibly							
11. Demonstrated complex exercises and/or used visual preview to build up exercises gradually							
12. Changed teaching position to allow clear visibility of instruction							
13. Observed individuals within the class effectively							
14. Gave teaching points relevant to posture, the activity and to participant performance							
15. Reinforced the teaching points at regular intervals							
16. Offered alternatives to allow for different fitness levels and adapted exercises where relevant							
17. Worked to the beat and phrase of the music							
18. Ensured that the music was audible and appropriate to the environment							
19. Selected music of the appropriate speed to allow for safe and effective performance							
20. Managed the time allocated for the session effectively							
<b>KEY:</b> <b>P</b> <b>Pass</b> <b>Q</b> <b>Question</b> <b>P*</b> <b>Pass with feedback</b> <b>R</b> <b>Refer</b> <b>N/A</b> <b>Not applicable</b>					<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="padding: 5px;"><b>PASS</b></td></tr> <tr><td style="padding: 5px;"><b>REFER</b></td></tr> </table>	<b>PASS</b>	<b>REFER</b>
<b>PASS</b>							
<b>REFER</b>							
Training Organisation:		Date of Assessment:					
Tutor/Assessor Name:		Tutor/Assessor Signature:					
Candidate Name:		Candidate Signature:					

## Assessment Observation Checklist – Fitness Instructor (EQF Level 3)

	Warm Up Component	CV Component	Machine Lifts	Free Weights	Post Workout Stretch	Overall Result		
The Candidate:								
1. Performed exercises with safe and effective technique								
2. Encouraged/motivated in a positive manner								
3. Selected safe and effective exercises								
4. Selected appropriate exercises for the component								
5. Provided safe transitions between exercises								
6. Provided exercises appropriate to the needs of the participant								
7. Gave clear, concise and specific instructions								
8. Selected the correct speed for the exercise								
9. Asked questions to check understanding and to monitor intensity								
10. Spoke clearly and audibly								
11. Demonstrated complex exercises allowing participant to practice								
12. Changed teaching position to allow clear visibility of instruction								
13. Observed the participant effectively								
14. Gave teaching points relevant to posture, the activity and to participant performance								
15. Reinforced the teaching points at regular intervals								
16. Offered alternatives to allow for different fitness levels and adapted exercises where relevant								
17. Provided an appropriate programme (CV and RT) for teaching the participant								
18. Taught with a logical teaching sequence								
19. Demonstrated safe and effective lifting and passing of weights								
20. Managed the time allocated for the session effectively								
<b>KEY:</b> <b>P</b> <b>Pass</b> <b>Q</b> <b>Question</b> <b>P*</b> <b>Pass with feedback</b> <b>R</b> <b>Refer</b> <b>N/A</b> <b>Not applicable</b>						<table border="1" style="margin: auto;"> <tr><td style="padding: 5px;"><b>PASS</b></td></tr> <tr><td style="padding: 5px;"><b>REFER</b></td></tr> </table>	<b>PASS</b>	<b>REFER</b>
<b>PASS</b>								
<b>REFER</b>								
Training Organisation:		Date of Assessment:						
Tutor/Assessor Name:		Tutor/Assessor Signature:						
Candidate Name:		Candidate Signature:						

## Assessment Observation Checklist – Aqua Fitness Instructor (EQF Level 3)

	Warm Up Component	Aerobic Component	Muscular Strength & Endurance	Post Workout Stretch	Overall Result		
The Candidate:							
1. Performed exercises with safe and effective technique							
2. Encouraged/motivated in a positive manner							
3. Selected safe and effective exercises							
4. Selected appropriate exercises for the component							
5. Provided safe transitions between exercises							
6. Provided exercises appropriate to the needs of the participants							
7. Gave clear, concise and specific instructions							
8. Cued in time to allow the group to follow (verbally and visually)							
9. Asked questions to check understanding and to monitor intensity							
10. Spoke clearly and audibly							
11. Demonstrated complex exercises and/or used visual preview to build up exercises gradually							
12. Changed teaching position to allow clear visibility of instruction							
13. Observed individuals within the class effectively							
14. Gave teaching points relevant to posture, the activity and to participant performance							
15. Reinforced the teaching points at regular intervals							
16. Offered alternatives to allow for different fitness levels and adapted exercises where relevant							
17. Worked to the beat and phrase of the music							
18. Ensured that the music was audible and appropriate to the environment							
19. Selected music of the appropriate speed to allow for safe and effective performance							
20. Provided advice on maintaining and regaining balance in the water							
21. Positioned the participants in an appropriate water depth to maximise effectiveness							
22. Managed the time allocated for the session effectively							
<b>KEY:</b> <b>P</b> <b>Pass</b> <b>Q</b> <b>Question</b> <b>P*</b> <b>Pass with feedback</b> <b>R</b> <b>Refer</b> <b>N/A</b> <b>Not applicable</b>					<table border="1" style="margin: auto;"> <tr><td><b>PASS</b></td></tr> <tr><td><b>REFER</b></td></tr> </table>	<b>PASS</b>	<b>REFER</b>
<b>PASS</b>							
<b>REFER</b>							
Training Organisation:		Date of Assessment:					
Tutor/Assessor Name:		Tutor/Assessor Signature:					
Candidate Name:		Candidate Signature:					

## Assessment Observation Checklist – Personal Trainer (EQF Level 4)

	CV 1 – 1 <sup>st</sup> Advanced Training Method	CV 2 – 2 <sup>nd</sup> Advanced Training Method	RM/FW - 1 <sup>st</sup> Advanced Training Method	RM/FW 2 – 2 <sup>nd</sup> Advanced Training Method	RM/FW 3 – 3 <sup>rd</sup> Advanced Training Method	RM/FW 4 – 4 <sup>th</sup> Advanced Training Method	Core Stability Exercise using Stability Ball	Overall Result
The Candidate:								
1. Explained the purpose and value of the exercise and specific advanced training method								
2. Selected safe and effective exercises appropriate to the advanced training method								
3. Provided technically accurate instructions and explanations								
4. Provided safe and effective demonstrations where appropriate								
5. Varied voice and tone to convey enthusiasm								
6. Adapted verbal and non verbal communication methods to ensure understanding								
7. Asked questions to check understanding and to gather feedback to assist planning of future sessions								
8. Observed the client effectively from a variety of angles								
9. Improved the client's performance								
10. Used relevant teaching points in response to client's actual performance								
11. Monitored intensity (RPE scale, talk test and visual checks – most relevant to the client)								
12. Modified and adapted the session content and intensity to match the client's needs and session objectives								
13. Recognised physical and emotional limits of the client								
14. Used appropriate teaching and motivational styles that respected the client's needs								
15. Gave the client positive feedback for achievements								
16. Used safe and effective spotting technique where appropriate								
<b>KEY:</b> <b>P</b> <b>Pass</b> <b>Q</b> <b>Question</b> <b>P*</b> <b>Pass with feedback</b> <b>R</b> <b>Refer</b> <b>N/A</b> <b>Not applicable</b>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>PASS</b>  <b>REFER</b> </div>							
Training Organisation:			Date of Assessment:					
Tutor/Assessor Name:			Tutor/Assessor Signature:					
Candidate Name:			Candidate Signature:					

Assessment Question and Response Sheet	
Level:	Context:
Training Organisation:	
Candidate Name:	Candidate Number:
Assessor's Questions	Candidate's Response
Assessor Name:	Assessor Signature:
Candidate Name:	Candidate Signature:

## Assessment Feedback Sheet

Level:		Context:
Training Organisation:		
Candidate Name:		Candidate Number:
<b>Criteria Number</b>	<b>Feedback related to assessment criteria</b>	
Assessor Name:		Assessor Signature:
Candidate Name:		Candidate Signature:

## Assessment Outcome and Action Plan Summary Sheet

Level:		Context:				
Training Organisation Name:						
Candidate Name:				Candidate Number:		
Date	Assessment Summary	Tick as appropriate	Assessment Outcome	Action Plan	Signature of Candidate & Assessor	Quality Assurance staff comments/ Signature
	Planning					
	Teaching					
	Evaluation					
	Theory Assessment(s)					
	Worksheet*					
	Case Study*					
	Project*					

\*if applicable



## Quality Assurance Report on Assessment Decisions

This report must be completed when assessment documentation and assessment decisions are sampled.

One copy should be given to the Assessor and one copy should be kept with the Training Organisation's quality assurance records.

Training Organisation Name:		Date:	
Level:		Context:	
Type of Assessment:			
Tutor/Assessor Name:		Tutor/Assessor Signature:	
QA Name:		QA Signature:	
Candidate Names:			

Assessment Decision		
Is the evidence for <u>each</u> candidate:	Feedback	Action required (if any)
Valid and reliable?		
Authentic and current?		
Sufficient?		
For <u>each</u> candidate:		
Has knowledge been assessed?		
Has competence been assessed?		
Has written feedback been given?		
Is the level correct?		
Is the assessor's decision correct?		
Has assessment paperwork and records been completed accurately and in full?		

**Quality Assurance Report on Assessment Decisions (continued)**

Overall feedback to Assessor:

**Recommendation on staff training requirements:**

Assessor training required:  
(Please identify what training is recommended)

Technical training required:  
(Please identify what technical training is recommended)

By when: (Please specify target date)

**Issues for discussion in next QA meeting:**

## Quality Assurance Report on Assessor Performance

This report must be completed each time an observed assessment is quality assured (e.g. when the Assessor observes Candidate performance).

One copy should be given to the Assessor and one copy should be kept with the Training Organisation's quality assurance records.

Training Organisation Name:		Date:	
Level:		Context:	
Type of Assessment:			
<b>Tutor/Assessor Name:</b>		<b>Tutor/Assessor Signature:</b>	
QA Name:		QA Signature:	
Candidate Names:			

### Assessment Decision

The Assessor:	Feedback:	Action required (if any):
Briefed the candidate(s) on the assessment procedure and allowed the candidate(s) the opportunity to ask questions		
Remained unobtrusive during the practical assessment(s)		
Judged the candidate(s) accurately against the performance criteria		
Interpreted the performance criteria appropriately		
Used relevant questions where appropriate, which were clear and which did not lead the candidate(s)		

Informed the candidate(s) of the assessment decision clearly and sensitively		
Gave clear, constructive and appropriate feedback to the candidate(s) – verbal and written		
Completed the assessment paperwork and records accurately, and in full		

**Overall feedback to Assessor:**

<b>Recommendation on staff training requirements:</b>		
Assessor training required: (Please identify what training is recommended)	Technical training required: (Please identify what technical training is recommended)	By when: (Please specify target date)

**Issues for discussion in next QA meeting:**