

# SIMULATION FILMING & OBSERVATIONS

## BEST PRACTICE POINTS FOR DiSE



### USING SIMULATION WHEN CAN THIS BE USED ?

If it is difficult or impossible to obtain performance evidence from the workplace environment, you may need to use simulations as an assessment method instead, in order to be able to observe what a learner can do. Simulation is not strictly an assessment method: it's the creation of an environment that's closest to the learner's real working conditions as possible (Read, 2016).

It's important to establish whether the Awarding Organisation permits use of simulation.

### WHAT UNITS DOES THIS APPLY TO FOR DiSE?



 Pearson | Edexcel

**Unit 17. Work in a healthy and safe way at training and competition venues.** Learning outcome 2 may be assessed through realistic simulation.

**Unit 15. Communicate effectively with other people to achieve excellence in sport.** Evidence of the learner's communication, teamwork and presentation skills must be assessed in a real working context.

**For Unit 15.** Whilst we plan for media simulations within the programme delivery model there is opportunity for learners to submit footage of a real media interview for assessment. This would just need to meet the principles of assessment: valid, authentic, reliable, current and sufficient (VARCS).



### HOW DO I FACILITATE AN EFFECTIVE SIMULATION?

#### Plan ahead

Ensure the learner is involved in the planning process and clearly understands what will happen. Learning outcomes and assessment criteria could be discussed in advance of the simulation, e.g during a Progress Review. Be clear this assessment will require an element of role play.

#### At camp

Be clear about what's being assessed and the processes involved. The learner should be well briefed and it would be good practice to have the assessment criteria on the board/to hand during the assessment. Ensure they act out the scenario rather than talk about what they'd do.

#### Consider pairing

When using peers to assist in the simulation (e.g. asking the media questions, casualty) be mindful of the pairing. Consider your group profile and perhaps selected who works together during the observation to avoid any antics. Whilst the learner should enjoy the experience it should be taken seriously.

#### Authenticate

The simulation should be filmed for evidence and a voice signature should be captured at the beginning of the recording. As a minimum this should include name, cohort, date, assessment activity. A best practice point would be to include your name, location, date, time and the unit name and number or assessment criteria being assessed.

#### Record comments

Use a checklist to tick off criteria as they achieve it. Include comments on key strengths and areas of development. Tip - Jot down any further questions you want to ask. For DiSE, you will have a Sim/Observation tab to complete as part of the assessment.

#### Further questioning

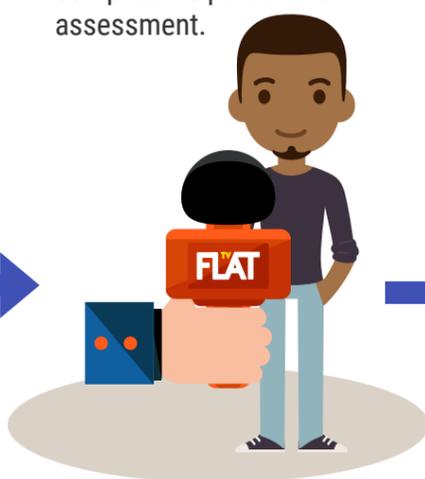
Use further questioning to clarify understanding and provide additional opportunity for the learner to meet the criteria before providing feedback. How would they act under different circumstances e.g. for H&S, if the sports injury was more serious.

#### Reflection

Ask the learner to consider their performance before providing feedback. How do they feel they did? Is there anything more they'd like to add? You can build on this during your feedback.

#### Feedback

Your feedback and assessment decision should be captured on the recording. Just indicate this is subject to Internal Quality Assurance (IQA). Make it clear how you feel the learner has met the criteria and any points to help them develop further. Another recording may be necessary if they don't pass on the first attempt e.g. Take 2 might be required if they laugh throughout !



# WILL THE SIMULATION PRODUCE ENOUGH EVIDENCE?

As an assessor your own observations will yield only a snapshot of how a learner performs (Read, 2016).



Using another's account, particularly if the person in question has seen the learner perform in the real work environment. For DiSE, Expert Witness Testimonies (Mentor/Coach, Nutritionist, Psychologist) are cross mapped to Unit 15 to evidence learner competence.

We also encourage coaches/mentors to provide comments towards the H&S Witness Testimony for Unit 17.



It is important to note that as the assessor you must decide whether the account provides valid evidence of the learner's competence using VARCS as previously mentioned: ask yourself whether it forms a valid, authentic, current and or sufficient evidence in relation to the learning outcome being assessed. If agreed, you will countersign the WT.

## CONSIDERATIONS FOR REMOTE SIMULATION?

Due to the current pandemic there have been significant changes to our current delivery and assessment of learner evidence. Remote assessment is becoming more prominent but it is essential that we adhere to E-safety guidelines when using this method.



Please refer to E-Safety guidelines on SharePoint before facilitating the simulation.

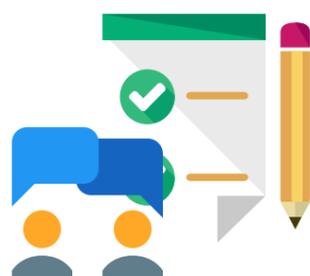


Ensure they have sufficient resources and time to plan for this. For media interviews they should consider appropriate attire (e.g. club kit) and a realistic background/setting.



Include an electronic signature (name, cohort, date, assessment activity) at the start of the remote simulation.

Notify parents/carers regarding the assessment. They may be required to participate e.g. interviewer, casualty. Ensure you allow time to capture verbal feedback and assessment decision at the time of the simulation.



If a learner is submitting a pre-recorded simulation (via OneDrive or SMART Assessor) ensure timely feedback is issued (either written/verbal or a combination of the two). This should be constructive and be based on performance against the criteria. The learner should be advised on when they'll receive this.

If live, via MS Teams ensure the environment in which filming is taking place is appropriate. Use the blur function or select an appropriate background. Ensure that they are positioned correctly for you to see the simulation and that the recording function is on.



Ensure the learner is aware that they are being filmed as part of the assessment and that you will need to see them on camera throughout e.g. dealing with a sports specific injury.

Observation of performance is a perfect opportunity to comment on verbal and non-verbal communication. Consider key strengths and areas of development e.g. good use of technical terminology, avoid fidgeting. Be conscious that some learner's will want to receive feedback privately so factor this in when planning small group simulations.

All evidence generated from the simulation must be tracked and saved according to GDPR guidelines and accessible to the Programme Lead and IQA.

## REFERENCES AND FURTHER INFORMATION

Read, H (2016) The best assessor's guide : essential knowledge and skills for vocational assessors Hilary Read (2nd Edition) Devon: Read on Publications

Ollin R, Tucker J, Greer, I (2016) The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) London: Kogan Page

E Safety and Safeguarding Guidelines  
<https://staff.loucoll.ac.uk/>

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