

Assessor's guidelines for the SVQs in Environmental Conservation at levels 2 and 3

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQs in Environmental Conservation at levels 2 and 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

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies — in most cases these bodies are also National Training Organisations (NTOs) — 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. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience, which employees should have as they progress in their industry.

Explanation of levels

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

How are standards defined in SVQs?

All SVQs consist of standards 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 a supervisor)
- ◆ **the internal verifier*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg the 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. There is a definition of occupational competence in the assessment strategy for these SVQs (see Appendix 2).

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), either in their current format or as ‘D-Units’, or an alternative qualification which SQA also recognises.

The steps involved in assessing a candidate for an SVQ

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

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

1 The SVQs in Environmental Conservation

The SVQs in Environmental Conservation have been developed by Lantra and are intended for people working in the environmental conservation sector.

These people may be working as conservation workers, on community recycling projects, as field officers in conservation organisations, as countryside or urban rangers (including seasonal or volunteer rangers), on countryside or river corridor projects, on urban conservation projects, on access and footpath projects etc. The SVQ at level 3 also covers habitat surveying and management planning.

At level 2, candidates will require skills and knowledge in habitat management, team working, promoting environmental good practice, dealing with the public, construction and maintenance of access facilities, boundaries and other structures etc. At level 3, candidates will require skills and knowledge in conservation management, interpretation, team working, project planning and delivery, consultation with the public, monitoring etc.

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: within conservation organisations (on practical or educational projects for example), within colleges or commercial SVQ centres working with environmental employers. In these circumstances, colleges etc may operate either as providers of training and/or assessment to employers or in more structured consortia or partnerships where training and assessment are carried out jointly with employers. It should be noted that many of those working in environmental conservation will be volunteers and that this may have implications for the planning and delivery of assessment.

Structure of the SVQs

SVQ in Environmental Conservation at level 2

Candidates must achieve all three of the mandatory Units, plus three optional Units. The Environmental Conservation SVQ level 2 can be achieved by three occupational routes. The certificate will display the occupational route chosen.

- ◆ **Environmental Conservation:** candidates must achieve two Units from Group A (one of which must be EC1) and one other Unit from any of the groups (including Group A).
- ◆ **Environmental Conservation (Community Recycling):** candidates must achieve both Units from Group B and one Unit from any of the groups.
- ◆ **Environmental Conservation (Rivers, Coasts and Waterways):** candidates must achieve two Units from Group C and one other Unit from any of the groups (including Group C).

Mandatory Units

SQA Ref	NTO Ref	
D9AJ 04	CU2	Monitor and Maintain Health and Safety
D9JP 04	CU4	Maintain Environmental Good Practice at Work
D9AK 04	CU5	Develop Personal Performance and Maintain Working Relationships

Optional Units

Group A

D3VN 04	EC1	Communicate with, and Care for, the Public and Others
D3VR 04	EC2	Survey and Report on the Condition of the Environment
D9H4 04	CU87	Carry Out Habitat Management Work

Group B

D9JT 04	EC17	Collect, Sort and Process Recyclable Materials
D9JV 04	EC18	Encourage and Involve People in Community Recycling

Group C

D9JW 04	EC3	Maintain and Improve Channel Capacity by Manual Operations
D9JY 04	EC5	Identify and Respond to Incidents of Flooding
D9K0 04	EC10	Control Water Levels and Water Flow by Mechanically Maintaining the Water Channel
D9K1 04	EC11	Maintain and Improve Water Levels and Water Flow by Mechanically Controlling Vegetation
D9K2 04	CU22	Construct, Maintain and Repair Boundaries and Access Points

Group D

D1MV 04	EC4	Monitor and Report Water Levels
D9K3 04	EC6	Communicate Environmental Information
D9K5 04	EC7	Work with, and Consult, the Local Community
D9K6 04	EC8	Work with Children during Environmental Activities
D9K7 04	EC9	Contribute to Restoring Polluted Environments to Acceptable Conditions
D9K9 04	EC12	Maintain and Repair Permanent Structures for the Water Environment
D9KA 04	EC13	Maintain Water Level Systems
D9KD 04	EC14	Prepare and Operate Water Borne Plant
D9KE 04	EC15	Prepare, Maintain and Operate Work Boats
D9KG 04	EC16	Maintain Safe and Effective Work in Confined Spaces
D9N4 04	CU23	Construct, Maintain and Repair Paths and Related Structures
D9N5 04	CU24	Install, Maintain and Repair Site Furniture and Structures
D9HL 04	CU25	Fabricate and Install Permanent Structures for the Water Environment
D9KH 04	CU86	Establish Habitats

SVQ in Environmental Conservation at level 3

Candidates must achieve all five of the mandatory Units plus four optional Units.

Mandatory Units

D3VV 04	EC19	Implement Environmental Good Practice at Work
D9KK 04	EC20	Work with Community Groups and Others
D3VX 04	EC21	Organise Environmental Projects
D9CG 04	CU3	Promote, Monitor and Maintain Health, Safety and Security
D9AK 04	CU5	Develop Personal Performance and Maintain Working Relationships

Optional Units

D9JV 04	EC18	Encourage and Involve People in Community Recycling
D3W0 04	EC22	Monitor and Report on Environmental Change
D3W1 04	EC23	Prepare, Conduct and Report on Field Surveys
D9KL 04	EC24	Produce Site Management Plans
D9KM 04	EC25	Contribute to Interpretive Planning
D9KN 04	EC26	Prepare and Deliver Interpretive and Educational Activities
D3WE 04	EC27	Contribute to the Production of Interpretive Media
D9KP 04	EC28	Negotiate Improvements to Land Use
D9KR 04	EC29	Protect the Environment through Legal Enforcement
D3WC 04	EC30	Maintain Child Welfare and Safety
D9HC 04	CU88	Manage Habitats
D9KT 04	CU89	Motivate and Recognise Volunteer Effort
D9KV 04	CU90	Organise and Lead the Work of Volunteers
D3W8 04	CU100	Promote the Organisation and its Values
D1HW 04	B1	Support the Efficient Use of Resources (Management Standards)
B6TK 04	C7	Contribute to the Selection of Personnel for Activities (Management Standards)
B6TL 04	C9	Contribute to the Development of Teams and Individuals (Management Standards)
B6G8 04	C12	Lead the Work of Teams and Individuals to Achieve their Objectives (Management Standards)
B6K1 04	D4	Provide Information to Support Decision Making (Management Standards)
B2N0 04	C4	Assist Community Groups to Plan Collective Action (PAULO)
B2N1 04	D2	Assist Collective Action (PAULO)

An assessment strategy for the SVQ

As part of its review of the SVQs in Environmental Conservation, the standards-setting body Lantra 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 this assessment strategy are given in Appendix 2. 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 carries out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

An example

Grant has been working as a collector for a council-based recycling project for two years. He wanted to do a qualification which would recognise the skills he already has and which would offer him a chance to gain a nationally-recognised qualification. His line manager in his company advised him to consider a level 2 SVQ in Environmental Conservation (Community Recycling).

When Grant and his manager matched Grant's job remit and existing skills and experience with the SVQ, it emerged that he should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

- ◆ Monitor and Maintain Health and Safety
- ◆ Maintain Environmental Good Practice at Work
- ◆ Develop Personal Performance and Maintain Working Relationships
- ◆ Collect, Sort and Process Recyclable Materials
- ◆ Encourage and Involve People in Community Recycling

The manager arranged for an assessor within the company to provide Grant with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Grant had recently been working with representatives of a local community to try to improve the ways in which the collection system was working. This enabled him to present some evidence towards two further Units, though some planning would be required in order to provide him with the opportunity to demonstrate competence in these areas. The Units were:

- ◆ Work with, and Consult, the Local Community
- ◆ Communicate Environmental Information

This gave Grant the opportunity to gain the full level 2 Environmental Conservation (Community Recycling) SVQ award along with an additional Unit recognising his wider competence.

The assessor arranged to accompany Grant to a number of community meetings to observe him presenting information and working with community members to identify better practice. It was agreed that this evidence would be supported by plans of action produced by Grant along with personal statements from Grant and witness testimony from community representatives and Grant's line manager.

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQs in Environmental Conservation. 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
- ◆ identify and use opportunities to integrate assessments
- ◆ 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 or 'D-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 for the SVQ in Environmental Conservation which covers Unit(s):

- ◆ EC20 Work with Community Groups and Others
- ◆ EC21 Organise Environmental Projects
- ◆ CU88 Manage Habitats
- ◆ CU90 Organise and Lead the Work of Volunteers

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: EC20/EC21/CU88/CU90

Elements: EC20.2/EC21.1/EC21.2/CU88.1/CU88.2/CU90.1/CU90.2/CU90.3

Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Negotiating and agreeing management work at Bluebell Wood with community group reps	EC20.2 all PCs EC21.1 PCs 1-4 CU90.1 PC1	Product evidence Meeting minutes Reports of meeting outcomes Personal Statement Witness testimonies from participants	1/7/02	Minutes and reports	CU3.1 PCs 2-4
Producing full project specification	EC21.1 all PCs CU88.1 all PCs	Product evidence Project specification Personal statement	1/7/02	Project spec.	CU3.1 PCs 2-4
Managing community work teams on woodland management tasks throughout summer 2002	EC21.2 PCs 1, 3-8, 10 and 11 CU88.2 PCs 1, 3-8 CU90.1 PCs 2-6 CU90.2 all PCs CU90.3 all PCs	Observation of work on site Product evidence Site reports Personal statement Witness testimony from volunteers and from community representatives	15/7/02 21/8/02 27/8/02/ 13/9/02		CU3.1 all PCs CU3.2 all PCs EC19.1 all PCs
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					Note: depending on the evidence provided, there may also be links to EC19.2, CU89 and C12

Assessor's signature: Frank Woods

1st review due: 15/08/02

Candidate's signature: Grant Steel

2nd review due: 15/10/02

Date of agreement: 12/06/02

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:

- ◆ assessment looks at real work carried out under the conditions of the workplace
- ◆ workplace assessment can be much less daunting than other forms of assessment, particularly for those who have not been in formal education for some time
- ◆ the pace and progress of assessment is set by the candidate rather than the awarding or examining body allowing flexibility to cope with individual learning rates and with workplace pressures

The challenges might be:

- ◆ pressure of work can lead to assessments being postponed
- ◆ it can be difficult to find opportunities for workplace assessment of volunteers (especially if volunteering is infrequent)
- ◆ it can be difficult to assess candidates who are working in remote areas

An example

You might agree with a candidate working as a ranger, who has to demonstrate how to deliver interpretive and educational activities (Unit EC26) and maintain child safety (Unit EC30), that this will be assessed by **observation** of the

candidate's work with schools which is already in his or her work plan for the coming month. You might choose to use a prepared checklist to record observations of her performance, and to question her about the activities afterwards.

Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evaluation, and questioning.

Observation

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

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

Observation by the assessor can often be supplemented by 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.

Observation is a particularly useful assessment method for practical competences. For example:

- ◆ *EC26 Prepare and Deliver Interpretive and Educational Activities*, Element 26.2 'Deliver activities'. This Element can be very effectively assessed by observing the candidate delivering interpretive or educational activities in a variety of situations. This observation would probably be supported by questioning, personal statements from the candidate, and witness testimonies from audiences and other interested parties (managers, site owners etc) describing what the candidate did and how effective this was. If the organisation uses evaluation forms to gain an insight into the reaction of audiences to activities, these can form part or all of a witness testimony.
- ◆ *CU22 Construct, Maintain and Repair Boundaries and Access Points*. Both Elements of this Unit can be assessed by observing the candidate carrying out work on boundaries and access points. To reduce the need for the assessor to spend long periods of time on site when, for example, the candidate is carrying out a time-consuming activity like building a drystone dyke, observation can be supported by personal statements and witness testimony, describing what the candidate did and how, and by product evidence (the boundary or access point itself).

Product evaluation

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

Product evidence can obviously only be used where there is a product and where the candidate's contribution to the product can be ascertained. Good examples include:

- ◆ *EC24 Produce Site Management Plans*. The site management plans which the candidate produces, if they are well written, will show most of the aspects of competence required for the Unit — assessing sites, planning work etc. The product evidence will, again, need to be supported by other evidence (questioning, personal statements, witness testimony etc).
- ◆ *CU23 Construct, Maintain and Repair Paths and Related Structures*. For this Unit, the paths, bridges, steps etc, are all products which can be assessed as part of a candidate's evidence. Since most path work requires a team of people working together, it is essential that you use other forms of evidence to clearly identify the candidate's own contribution. This is likely to involve: questioning, observation, personal statements and witness testimony.

Questioning

Candidates must show that they can meet the knowledge specifications for the SVQs. For these SVQs, Knowledge and Understanding is specified for each Element. Much of the Knowledge and Understanding will be apparent from what candidates do or produce as part of their work. However, 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.

An example

In Unit EC6, Element 1 'Communicate environmental information', candidates must show that they know and understand:

- a) the range of audiences that may be encountered
- b) ways in which communication styles are adjusted according to the audience and location

It may be possible to see that candidates have this Knowledge and Understanding from the evidence of work which they present. If it is not possible, questioning should be used. You might ask:

Q I have seen that you are able to work with a number of different groups and audiences. Which other ones might you come across in your job?

A I've shown you examples of working with community and youth groups mainly. I also work with school groups occasionally, with groups of people interested in the environment and with volunteers doing work for the Ranger Service.

Q Would you change your approach for these groups?

A Yes, I would probably change a number of things. Working with school groups, it is important to check what their teachers are looking for, what level of detail and complexity they expect, and how this links to the curriculum — this lets me decide what sort of language to use and gives me 'hooks' to attach my message to. There are also little tricks such as delivering part of the message inside before we go on site — it is much harder to communicate with a group of kids when they are spread out on a windy site and getting excited about getting mucky. When I am working on site with school groups, I like to work with small groups and get down to their eye level rather than literally talking down to them. With groups of interested naturalists etc, I always make sure that I get an idea of what they want to see and learn so that I can give our organisational message in a way that they are interested in.

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 may 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.

Personal statements should be used as a means to allow the candidate to expand on other forms of evidence. This might involve explaining his or her reasons for choosing a particular approach or outlining the constraints which were considered.

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 often referred to as *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.

Witness testimony is particularly valuable in identifying the contribution which candidates make to team working (for example in Units CU22 and CU23) or in determining the effectiveness of candidates' performance in meeting the needs of others (audiences for interpretative activities, community groups 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.

Lantra 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, see the assessment strategy in Appendix 2.

In these SVQs, simulation is only acceptable in two situations:

- 1 Where performance evidence is required for dealing with problems or contingencies — eg EC1.1, PC 5, where simulation is allowable to show what the candidate would do if unable to answer questions.
- 2 Where performance evidence is required for something which only rarely occurs or which involves risk to the candidate or others — eg EC8.1, PCs 3 and 6, which deal with responses to hazards and to concerns over child welfare

Even in these circumstances performance evidence from real work activities is preferred.

Other sources of evidence

Other sources of evidence may come from previous experience or learning (including vocational training), case studies or assignments.

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

3 Generating evidence

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence.

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): CU87 Carry Out Habitat Management Work, Element 2 ‘Manage vegetation’

Candidate: Grant Steel

Date of observation: 15/10/02

Evidence index number: 1a

Skills/activities observed:	PCs covered:
<p>Thinning semi-mature birch — Church Wood</p> <p>Grant agreed work to be carried out with team leader referring to the work specification and the appropriate section of the site management plan.</p> <p>Grant and his work partner checked the work area and queried work in two parts of the site — the first was too steep (safety) and the second too wet (potential environmental damage) for felling. They then marked out the work area in line with the Countryside Trust’s procedures.</p> <p>Grant felled and snedded a total of 15 small to medium sized birch. In each case he selected felling direction and cleared suitable escape routes. He ensured that others on site maintained a safe distance from the work at all times. Brush was collected and removed to a burning site as stated in the work specification. Particular care was taken to ensure that brush did not block ditches.</p> <p>At all times, Grant used the chainsaw and protective equipment in line with safety guidelines.</p> <p>At one point, Grant had to explain what was happening on site to a local dog walker. He did this courteously and ensured that the man was aware of the health and safety precautions (barriers, signs etc) in place.</p> <p>All tools and equipment were checked and cleaned (saw sharpening) in accordance with manufacturers’ guidelines and stored safely in the van at lunch time and at the end of work. Fuel and oil were used and stored safely and with no spillages.</p>	<p>2 and 3 1, 4 and 6 5 and 8 7</p>

Knowledge and understanding apparent from this observation:

a, c, d, e, f, i

Questioning will be used to clarify a couple of points regarding the selection of trees.

Questioning also required for other aspects of KU especially with relating to potential environmental damage.

Other Units/Elements to which this evidence may contribute:

CU2; CU4; EC1

Assessor’s comments and feedback to candidate:

I am happy from this assessment that Grant is a competent tree feller in these circumstances, especially since there was a range of tree sizes involved. So long as all the additional aspects of KU can be covered through questioning or at some other stage in the assessment of this Unit, then I am happy to ‘sign off’ the following aspects of the Scope of the Unit:

A: one of three local habitats

B(i): woody vegetation

C(i): one management technique — felling

D: all aspects of maintenance of tools and equipment (for woodland management tools)

I can confirm the candidate’s performance was satisfactory.

Assessor’s signature: *Frank Woods*

Date: *15/10/02*

Candidate’s signature: *Grant Steel*

Date: *15/10/02*

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: CU87 Carry Out Habitat Management Work	Element(s): 2 'Manage vegetation'
Evidence index number: 2a	
<p>Circumstances of assessment:</p> <p>This questioning is in support of an observed assessment relating to tree felling. Questioning is being used to further investigate aspects of KU relating to health and safety. Questioning will also be used to check the candidate's understanding of the job specification, environmental impact etc (separately recorded).</p>	
<p>List of questions and candidate's responses:</p> <p>Q: What site hazards did you identify?</p> <p>A: All the usual ones relating to felling — the potential for people to be injured by the falling tree is the main one. On this site there were a number of specific hazards: one part of the site was very steep and this was a potential safety problem. There were also overhead wires at the northern end of the wood — felling couldn't take place there.</p> <p>Q: What action did you take with regard to these hazards?</p> <p>A: I discussed the hazards with my work mate and with the team leader to decide what the risks were. I used the safety procedures laid down in the Trust's risk assessment for tree felling.</p> <p>Q: What is the difference between risk and hazard?</p> <p>A: A hazard is something which could harm you or someone else. Risk is a combination of how likely it is that someone will be harmed and how serious that harm is likely to be. You can't always remove the hazard but you should always do what you can to reduce the risk.</p> <p>Q: You mentioned the Trust's risk assessment for felling, how do you use this?</p> <p>A: The Trust's risk assessment covers all felling work in a fairly general way and lays down the techniques which should be used to minimise particular risks. What I, or anyone else, need to do then is to look at the conditions on my site at the time I am doing the work, decide what applies and then 'put the detail in'. For example, the Trust's risk assessment says that you must select a felling direction that is safe and which will cause as little environmental damage as possible. I've then got to look at the tree, its surroundings, slope, overhead wires, other trees, walls etc and decide what my safe direction is for every tree. The risk assessment says that you should use safe handling techniques and suggests the use of machines, horses etc. I have to decide what is possible on this site and use the best techniques I can.</p>	
Assessor's signature: <i>Frank Woods</i>	Date: <i>15/10/02</i>
Candidate's signature: <i>Grant Steel</i>	Date: <i>15/10/02</i>

Candidate's personal statement

If this method is going to be used, a personal statement should always 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	Unit, Elements, PCs covered
22/6/02	9	<p>This statement shows the ways in which I worked to ensure that visitors and other people were safe while I was carrying out habitat management work.</p> <p>Taking steps to safeguard other people is part of my health and safety responsibility under the Health and Safety at Work Act.</p> <p>While carrying out tree felling work (Church Wood 17/8/02–20/10/02), I had to make sure that all work signs and warnings were in place to prevent other workers and site visitors from getting too close to the felling site. On two separate occasions I spoke to members of the public to make sure they knew that potentially dangerous work was being carried out.</p> <p>The first occasion was a group of children who were obviously interested in the tools and equipment and I had to tell them that they were putting themselves in danger. The second was a Mr Pearson who was walking his dog on site. My team leader got a witness testimony from Mr Pearson.</p> <p>When I was working at Golders Pond (August 2001 and July 2002), we had a JCB on site. I was responsible for guiding the driver in and out of the work area and also warning other workers of the danger when the machine was moving and working. This involved using signs and also telling people when they were close to the work area. Witness testimonies from my team leader and from the JCB operator are in my portfolio.</p>	8	CU87.2 PC6 (part)

Signed (candidate): *Grant Steel*

Date: *21/10/02*

Witness testimony

Remember that in choosing to use witness testimony, 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 testimony

SVQ title and level:	<u>Environmental Conservation level 2</u>
Candidate's name:	<u>Grant Steel</u>
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Element(s):	<u>CU23.1, 23.2</u>
Date of evidence:	<u>22/09/02</u>
Name of witness:	<u>Colin Bell</u>
Designation/relationship to Candidate:	<u>Employment placement provider</u>
Details of testimony:	
<p>Grant has been working with one of our footpath management teams on a secondment from his normal field officer post. During this time, he has been involved in work on aggregate, stone pitched and reinforced paths in upland areas. He has also worked on two footbridges.</p> <p>Grant has proved to be a valuable asset to the team. He has shown a very good understanding of the sensitivities associated with upland work and is a natural when it comes to fitting a path line to the surrounding landscape — on a number of occasions he has suggested improvements from an environmental perspective which more experienced team members had missed.</p> <p>Grant has also been given responsibility for site safety signs and talking to the public. He has proved to be very good at this and we have had a number of compliments from walkers relating to the information which Grant has given them.</p> <p>I can confirm the candidate's evidence is authentic and accurate.</p>	
Signed by witness:	<u>Colin Bell</u>
Date:	<u>22/09/02</u>

Please tick the appropriate box. Witness:

Holds D32/D33 Award

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

Filling the gaps

It may be that your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find in assessing the candidate that certain situations have not arisen during assessment, such as handling contingencies. Often such contingencies 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 dealing with accidents and incidents (eg EC5, EC8, EC9, EC15, EC30).

You may be able to overcome these by using simulation where this is allowed in the standards. Where individual candidates experience problems demonstrating the breadth of competence required by the standards, the best option may be to suggest secondment to other parts of the candidate's organisation or to other organisations.

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. Guidance and support are particularly important in the early stages of evidence gathering to avoid problems later in the assessment process.

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.

An example

Your candidate includes a management plan as part of their portfolio for the level 3 SVQ. You must be confident of a number of things before accepting the plan as evidence of competence.

- (a) That the plan is the candidate's own work. You can sometimes determine this from the way in which the evidence is presented in the portfolio — is there a convincing description of why the evidence is valid, for example? Otherwise you will probably need to use a combination of a personal statement from the candidate and questioning to authenticate the evidence.
- (b) That the candidate has used both qualitative and quantitative data, and primary and secondary sources in assessing site resources. This may be evident from the management plan, or you may want to use questioning to investigate this further.
- (c) That the candidate has the necessary knowledge and understanding as laid down in the Unit. Again, questioning will be important in this case.
- (d) That the management solution outlined in the plan is suited to the site in question. This may require witness testimony from a third party (site owner, specialist etc).

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 candidate's 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: Environmental Conservation level 2

Candidate: Grant Steel

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

Unit Checklist

Mandatory	<u>CU2</u>	<u>CU4</u>	CU5												
Optional	<u>EC1</u>	EC2	EC4												

Mandatory Units achieved

Unit	Assessor's Signature	Date
CU2 Monitor and Maintain Health and Safety	<i>Frank Woods</i>	10/09/02
CU4 Maintain Environmental Good Practice at Work	<i>Frank Woods</i>	30/08/02
CU5 Develop Personal Performance and Maintain Working Relationships		

Optional Units achieved

Unit	Assessor's Signature	Date
EC1 Communicate With, and Care for, the Public and Others	<i>Frank Woods</i>	15/09/02
EC2 Survey and Report on the Condition of the Environment		
EC4 Monitor and Report Water Levels		

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: Environmental Conservation level 2			
Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1a, b	Observation checklists — woodland management	Yes	DI 22/10/02
2a, b ,c	Records of questioning in support of 1	Yes	
3a, b ,c	Observation checklists — pond and wetland management	Yes	
4a, b	Records of questioning in support of 3	Yes	
5	Site report of grassland management project	Yes	
6	Personal statement in support of 5	Yes	DI 22/10/02
7	Witness testimony in support of 5	Yes	DI 22/10/02
8	Witness testimonies relating to dealing with the public	Yes	
9	Personal statement relating to dealing with the public	Yes	
10a, b, c	Observation checklists — fences and access points	Yes	DI 12/07/02
11 a, b, c	Questioning in support of 10	Yes	DI 12/07/02
12	Observation checklist — drystone dykes	Yes	
13 a, b	Questioning in support of 12	Yes	
14a, b, c	Product evidence — completed sections of dyke	No — dyke can be viewed, photos and site details in project files	

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.

Unit: CU87 Carry Out Habitat Management Work

Element: 2 'Manage vegetation'

Notes/Comments

In addition to the Performance Criteria and Knowledge/Understanding outlined above, the evidence presented by Grant covers all aspects of scope laid down in the Element.

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

Candidate: Grant Steel

Date: 29/10/02

Assessor: Frank Woods

Date: 29/10/02

Internal Verifier: Douglas Ingram

Date: 29/10/02

5 Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. They can be ordered from SQA's Customer Contact Centre — telephone 0141-242 2214. Please quote the publication code when making your order, and note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance (DB1681, October 2002)

External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres (AA0892/2, December 2001)

Guide to Assessment and Quality Assurance for Colleges of Further Education (AA0841/2, December 2001)

Guide to Assessment and Quality Assurance for Employers and Training Providers (AA0842/2, December 2001)

Guidance on Special Assessment Arrangements (A0645/3, December 2001)

Quality Assurance Principles, Elements and Criteria (A0798, December 1998)

Operational Guide for Centres 2002/2003: Colleges (FA1601, September 2002)

Operational Guide for Centres 2002/2003: ETPs (FA1602, August 2002)

Appendix 1: Blank recording forms

Unit:

Element:

Notes/Comments

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

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

Personal statement

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

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs covered:

Knowledge and understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:

Record of questions and candidate's answers

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

Appendix 2: Assessment Strategy (extract)

2.2.1 External verification

- ◆ All new assessment centres, or existing centres wishing to extend their provision to include Environmental Conservation SVQs, should be visited by an external verifier prior to centre approval being granted. The purpose of this visit will be to vet all assessment and internal verification systems thoroughly and to provide the necessary support and guidance to ensure that the criteria laid down in the assessment strategy are being met.
- ◆ If it is clear that a new or existing centre is experiencing difficulties, the awarding body should supply additional support, either through more frequent external verifier visits or by other appropriate means, for example through training and development or through visits by other specialist support staff.

2.2.2 Internal verification

- ◆ All candidate portfolios should be internally verified by the internal verifier.
- ◆ At least one third of evidence in each portfolio should be sampled.
- ◆ Internal verifiers should be able to demonstrate how the internal verification sampling process ensures that:
 - portfolios are sampled during their development stage
 - portfolios are sampled on completion
 - all types of evidence are sampled
 - all assessors are sampled, including those based at different sites
 - the work of different assessors is compared (where possible this comparison should be across the same Unit(s))
 - the full range of Units delivered is assessed.
- ◆ Internal verifiers should observe assessors conducting candidate assessments at regular intervals. Lantra suggests that this be at least once every six months. The reliability, validity and authenticity of evidence must be checked during these observations.

3 Workplace assessment

Lantra believes that all assessments of a candidate's performance must take place in an environment that reflects industry working practices. This principle will apply to all Units, or aspects of Units, except those for which simulation has been deemed acceptable (see section 4).

In order to ensure that the evidence used to assess candidates against the National Occupational Standards is valid, all centres must demonstrate that the candidates

have access to the types of resources commonly in use in the industry and that the pressures and constraints of the workplace are reflected.

Lantra has no objection to the assessment of knowledge and understanding taking place in a different environment, for example a college or another environment which is not the immediate workplace. However, the assessment of this Knowledge and Understanding should be linked directly to workplace performance.

3.1 Witness testimony

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

Witnesses must be fully briefed and clear about the purpose and use of the testimony. Any relationship between the witness and candidate should be declared and noted by the assessor.

Witnesses must be able to demonstrate that they have the necessary expertise in the area for which they are providing testimony. This information should be noted by the assessor.

4 Simulation

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

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

- ◆ simulations should only be used where prescribed in the National Occupational Standards
- ◆ all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess
- ◆ all simulations should follow these documented plans
- ◆ the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- ◆ where simulations are used they must be based on an environment which reflects industry working practices (as defined in section 3) and must be based on current working practice

- ◆ simulations can only be used to supplement real work activities and should not be the only source of evidence used to indicate competence
- ◆ the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based on an environment which reflects industry working practices.

5 Occupational expertise of assessors and verifiers

Lantra believes that the occupational expertise of assessors and verifiers is one of the key factors underpinning valid and reliable assessment. The sections below define essential criteria in addition to the requirements of the *SVQ Criteria and Guidance for Awarding Bodies*.

5.1 Assessors

All assessors must:

- ◆ be occupationally competent. This means that each assessor must be capable of carrying out the functions covered by the Units, or aspects of Units, which he or she is assessing to the standard described within them, according to current industry practice
- ◆ have worked in the last three years in an appropriate environmental role
- ◆ be familiar with the National Occupational Standards; and must be able to interpret and make judgements on current working practices and technologies within the area of work
- ◆ have sufficient time to carry out the role within the relevant sections of SQA's *SVQ Criteria and Guidance for Awarding Bodies*
- ◆ receive an appropriate induction to the SVQs that they are assessing
- ◆ actively engage in relevant, industry specific continuing professional development activities, including those offered by the awarding body, Lantra or other relevant providers in the sector to keep up-to-date with developments relating to the Environmental Conservation SVQs and changes taking place in the industry

Information on the induction and continuing professional development of assessors must be made available to the external verifier.

Approved centres will be required to provide the awarding body/external verifier (as appropriate) with current evidence of how each assessor meets this requirement; for example, relevant qualifications, recent performance appraisal records, testimonials or references. Lantra/awarding body meetings will discuss guidance to centres and external verifiers on the types of evidence that may be used, and the criteria for evaluating such evidence where applicable

Lantra is aware that, in some cases, the requirements for occupational competence will mean that some candidates may have more than one assessor, each assessing different Units or aspects of those Units. Lantra would approve and encourage such an approach as helping to assure the quality of assessment.

5.2 Internal verifiers

Internal verifiers must:

- ◆ be occupationally competent and knowledgeable in respect of the Units they are going to verify
- ◆ have sufficient knowledge of the work activities and assessment process to be able to offer credible advice on the interpretation of the standards, moderate assessments and resolve any differences and conflicts
- ◆ be fully conversant with the National Occupational Standards; and must be able to assist assessors with interpretation and the making of assessment judgements. They must be able to make judgements about the assessment process being applied by assessors
- ◆ occupy a position in the organisation that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other important roles of an internal verifier
- ◆ receive an appropriate induction to the SVQs that they are verifying
- ◆ actively engage in relevant, industry specific continuing professional development activities, including those offered by the awarding body, Lantra or other relevant providers in the sector to keep up-to-date with developments relating to the Environmental Conservation SVQs and changes taking place in the industry

Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.