



Assessor's guidelines for the SVQs in Gamekeeping and Wildlife Management at levels 2 and 3

February 2003
2nd edition: January 2008
Publication code: DB1804/2

Published by Scottish Qualifications Authority
The Optima Building, 58 Robertson Street Glasgow, G2 7DQ, and
Ironmills Road, Dalkeith, Midlothian, EH22 1LE

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Contents

About this guide	1
Introduction	2
About SVQs	2
How are standards defined in SVQs?	3
Who is involved in SVQs?	3
The steps involved in assessing a candidate for an SVQ	4
1 The SVQs in Gamekeeping and Wildlife Management at levels 2 and 3	5
Structure of the SVQs	6
An assessment strategy for the SVQ	7
Why would people be interested in the SVQ?	8
How do candidates begin?	8
Choosing the SVQ	8
2 Preparing to assess the SVQ	10
Your role and your candidate's role	10
Planning	11
Assessment plan (example 1)	12
Selecting methods of assessment	13
Methods of assessment	14
Other methods of assessment	15
Other sources of evidence	17
3 Generating evidence	18
Observation	19
Questions and candidate responses	21
Witness testimony	24
Filling the gaps	25
Guidance and support to candidates	25
Judging candidate evidence and making an assessment decision	25
Insufficient evidence	25
Authenticating candidates' evidence	26
4 Recording achievement	27
Completing the Unit progress record	28
Using the index of evidence	30
Completing the Element achievement record	32
5 Further information	35
What else should I read?	35
Appendix 1: Blank recording forms	36

About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQs in Gamekeeping and Wildlife Management 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 SQA's website: www.sqa.org.uk).

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification) , 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 Gamekeeping and Wildlife Management at levels 2 and 3

The SVQs in Gamekeeping and Wildlife Management have been developed by Lantra and are intended for people working in the game conservation industry.

These people may be working as an assistant or under keeper, a beat gamekeeper or single-handed keeper, or an under stalker or stalker. They will require skills and knowledge in:

- ◆ game management
- ◆ game habitat management
- ◆ the control of pests and predators by traps and shooting
- ◆ the rearing and release of game birds
- ◆ the provision of game sporting activities
- ◆ public relations on a sporting estate

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:

- ◆ upland/grouse estate
- ◆ lowland estate
- ◆ deer forest
- ◆ game farm
- ◆ college (with access to a sporting estate)

Structure of the SVQs

This section lists the Units which form the SVQs.

Level 2

The level 2 SVQ can be achieved by four routes.

SQA Ref	NTO Ref	
F0N1 04	Ga1	Assist in Game Shooting Activities
D9JH 04	Ga2	Monitor Game Populations and Habitats
D9JX 04	Ga3	Maintain Game Populations
D9JN 04	Ga4	Assist with Heather Burning Activities
D9JM 04	Ga5	Assist with the Management of Public Relations and Access to a Sporting Estate
B345 04	Ga6	Assist in the Production of Fertile Game Eggs
D9KJ 04	Ga7	Assist in the Production of Game Chicks
D9K4 04	Ga8	Assist in the Care of Game Chicks
D9K8 04	Ga9	Assist with the Establishment of Reared Gamebirds in the Wild
D9KC 04	Ga10	Care for Animals used in Support of Gamekeeping and Wildlife Management
D9JR 04	Ga11	Maintain and Improve Game and Wildlife Habitat
B5LA 04	CU18	Construct and Maintain Structures and Surfaces
B5N7 04	CU20	Maintain and Repair Structures and Surfaces
B5RM 04	CU27	Maintain Equipment and Machines
B5XT 04	CU41	Handle and Care for Animals to Enable them to Work Effectively
D9N6 04	CU46	Control Vertebrate Pests and Predators using Traps
D9N7 04	CU47	Control Vertebrate Pests and Predators by Shooting
D9KF 04	CU48	Control Vertebrate Pests using Chemical Means
F0N4 04	CU49	Stalk and Cull Deer
F0N3 04	CU50	Prepare Deer for Human Consumption
D9H5 04	CU57	Manage Fisheries Habitat
D9HM 04	CU58	Support Angling on a Fishery
D9HN 04	CU59	Implement Procedures to Protect Fisheries

Route A (Upland/Grouse)

Mandatory Units: Ga1, Ga2, Ga4, Ga5, Ga11, CU20, CU46, CU47
 Optional Units (choose 2): Ga3, Ga8, Ga9, Ga10, CU18, CU27, CU41, CU48, CU49, CU50, CU57, CU58, CU59

Route B (Lowland)

Mandatory Units: Ga1, Ga2, Ga3, Ga5, Ga11, CU20, CU46, CU47
 Optional Units (choose 2): Ga4, Ga6, Ga7, Ga8, Ga9, Ga10, CU18, CU27, CU41, CU48, CU49, CU50, CU57, CU58, CU59

Route C (Deer)

Mandatory Units: Ga2, Ga5, Ga11, CU20, CU47, CU49, CU50
 Optional Units (choose 2): Ga1, Ga3, Ga4, Ga10, CU18, CU27, CU41, CU46, CU48, CU57, CU58, CU59

Route D (Game Rearing)

Mandatory Units: Ga2, Ga5, Ga6, Ga7, Ga8, CU20, CU46, CU47
 Optional Units (choose 2): Ga1, Ga3, Ga4, Ga9, Ga10, Ga11, CU18, CU27, CU41, CU48,

Level 3

The level 3 SVQ can be achieved by three routes.

SQA Ref	NTO Ref	
B348 04	Ga12	Contribute to the Organisation of Game Shooting Activities
D9KX 04	Ga13	Manage Wild Game Populations
B34N 04	Ga14	Contribute to the Development of Public Relations for a Sporting Estate
D9L1 04	Ga15	Contribute to the Management of Game Habitat
D9LD 04	Ga16	Manage the Production of Fertile Gamebird Eggs
D9LG 04	Ga17	Manage the Incubation of Gamebird Eggs
D9LK 04	Ga18	Rear Gamebirds for Release
D9LN 04	Ga19	Manage the Release of Gamebirds
D9KW 04	Ga20	Contribute to the Prevention of Rural Crime on a Sporting Estate
D9L4 04	Ga21	Contribute to the Development of a Sporting Estate
D9L9 04	Ga22	Control the Production of Game Meat for Human Consumption
D9LX 04	Ga23	Contribute to Deer Management Planning
D9M1 04	Ga24	Contribute to the Management of Heather Burning
D9HW 04	CU3	Promote, Monitor and Maintain Health, Safety and Security
B2SY 04	CU26	Plan, Monitor and Evaluate the Construction and Maintenance of Structures and Surfaces
B5XR 04	CU40	Train Animals to Achieve Certain Objectives
F0N4 04	CU49	Stalk and Cull Deer
D9HX 04	CU60	Contribute to the Management of a Fishery

Route A

Mandatory Units: Ga12, Ga13, Ga14, Ga15, Ga20, Ga21, Ga22, CU3, CU26
Optional Units (choose 2): Ga16, Ga17, Ga18, Ga19, Ga23, GA24, CU40, CU49*, CU60

Route B (Deer)

Mandatory Units: Ga14, Ga15, Ga20, Ga22, Ga23, CU3, CU26
Optional Units (choose 2): Ga12, Ga13, Ga21, Ga24, CU40, CU49*, CU60

Route C (Game Rearing)

Mandatory Units: Ga14, Ga16, Ga17, Ga18, Ga20, CU3, CU26
Optional Units (choose 2): Ga15, Ga19, Ga21, Ga22, CU40

Note for Occupational Routes A and B

*If the candidate has achieved Unit CU49 (*Stalk and Cull Deer*) as part of SVQ level 2, it is recommended that an alternative optional Unit be selected to complete the SVQ at level 3.

An assessment strategy for the SVQ

As part of its review of the SVQs in Gamekeeping and Wildlife Management at levels 2 and 3, 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

There are extracts from this assessment strategy on SQA's website: www.sqa.org.uk. Both SQA and our 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

Andy had worked as an Under Keeper on a lowland estate for three years but did not possess any formal qualifications. He wanted to gain a qualification which would recognise the skills he already had and offer him a chance to gain a nationally-recognised qualification. As he had a lot of experience in assisting with the provision of sporting activities and habitat management, and in the rearing and releasing of gamebirds, the estate factor advised him to consider a level 2 SVQ in Gamekeeping and Wildlife Management (Lowland).

When the estate factor matched Andy's job remit and existing skills and experience with the SVQ level 2, it emerged that Andy should be able to generate sufficient evidence to meet the requirements of the Units:

- ◆ Ga1 Assist in Game Shooting Activities (Mandatory)
- ◆ CU20 Maintain and Repair Structures and Surfaces (Mandatory)
- ◆ CU46 Control Vertebrate Pests and Predators Using Traps (Mandatory)

The estate factor arranged for an assessor from the local college to provide Andy with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Andy also had some experience in relation to three 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:

- ◆ CU47 Control Vertebrate Pests and Predators by Shooting (Mandatory)
- ◆ Ga11 Maintain and Improve Game and Wildlife Habitat (Mandatory)
- ◆ Ga5 Assist with the Management of Public Relations and Access to a Sporting Estate (Mandatory)

The estate factor arranged for the assessor to meet with Andy to observe and assess him for the first two of these Units, and plans were made to assess the third Unit through a combination of observation, questioning and assessment of work products.

Andy had, as yet, little experience of the areas covered by the final four Units, which were:

- ◆ Ga2 Monitor Game Populations and Habitats (Mandatory)
- ◆ Ga3 Maintain Game Populations (Mandatory)
- ◆ Ga8 Assist in the Production of Game Chicks (Optional)
- ◆ Ga9 Assist with the Establishment of Reared Gamebirds in the Wild (Optional)

The above two optional Units were selected as being most appropriate to a Lowland Estate producing pheasants, partridges and ducks for sporting purposes. The Estate Factor arranged for Andy to attend a local Further Education college to gain the underpinning knowledge and relevant practical experience to complete his award.

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

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ in Gamekeeping and Wildlife Management at levels 2 and 3. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well.

Your role and your candidate's role

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

Your role

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

Candidates' role

- ◆ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

Planning

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity which draws on the contents of different Units or Elements. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new assessor working towards you're A/V Units or (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers Unit Ga1, *Assist in Game Shooting Activities*. 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 (example 1)

Units: Ga1 Assist in Game Shooting Activities					
Elements: 1.1, 1.2 and 1.3					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
1.1 Prepare equipment and facilities in support of game shooting activities	PCs 1 – 6	Direct Observation Oral Questioning Witness Testimony	2/8/02	None	Ga9.1 PC1, Ga 9.2 PC1, CU20.1 PC7, CU20.2 PC 7, CU27.1 PC6
1.2 Support game shoot day activities	PCs 1 – 12	Direct Observation Oral Questioning Witness Testimony	5/11/02	None	
1.3 Conclude shootday activities	PCs 1 – 12	Direct Observation Oral Questioning Witness Testimony Game Record Book	14/2/03	None	
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's Signature: Garry Dickson

1st review due: 10/08/02

Candidate's signature: Andy Fox

2nd review due: 14/11/02

Date of agreement: 15/07/02

Date of completion: 25/02/03

Selecting methods of assessment

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

- ◆ by *valid* we mean that the assessment method should be appropriate to the standards
- ◆ by *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions
- ◆ by *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ the candidate and the assessor know each other
- ◆ the assessment progresses at the candidate's own pace of learning
- ◆ the candidate has little fear of the assessment process

The challenges might be:

- ◆ pressure of work on the estate
- ◆ weather conditions
- ◆ appropriate time of year
- ◆ confidentiality

Example

You might agree with a candidate working on an estate, who has to demonstrate how to construct shooting butts, that this will be assessed by **observation** as and when such an opportunity arose. If you are an assessor who is working alongside the candidate you should be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate about the construction technique he has used.

Methods of assessment

Assessment can 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 assessment methods, such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

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, but examples of product evidence include:

- ◆ completed release pen
- ◆ completed high seat
- ◆ completed crow traps

Questioning

Candidates must show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit or 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.

Example

To satisfy the requirements of Element Ga1.2 ‘Support game shootday activities’ Candidates have to demonstrate knowledge and understanding of the role of different shootday personnel. You could ask:

Q: Describe the role of a stop on a pheasant shoot.

A: To prevent pheasants escaping from the drive.

Q: State the open shooting season for pheasants in Scotland.

A: 1st October to 1st February.

Other methods of assessment

These methods, like questioning, are often used for authentication. See section 3 for more about authenticating candidates’ evidence.

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.

An example of where witness testimony might be useful is Unit CU46 *Control Vertebrate Pests and Predators Using Traps*, Element 2 'Trap vertebrate pests and predators', as it would not always be possible for an assessor to witness the despatching of trapped animals or the releasing of non-target species.

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 on simulation and what constitutes performance in the workplace, see the assessment strategy in Appendix 2.

Examples of where simulation might be appropriate are:

- ◆ Unit Ga4 *Assist with Heather Burning Activities*, Element 2.8 'Take appropriate action in the event of an emergency'.
- ◆ Unit CU3 *Promote, Monitor and Maintain Health, Safety, and Security*, Element 1.7 'Manage waste correctly in accordance with relevant legal and organisational requirements'.

Other sources of evidence

Other sources of evidence may come from previous experience or learning, case studies or assignments.

SQA's *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
- ◆ witness testimony
- ◆ simulation

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): Ga1 Assist in Game Shooting Activities, Element 1.1 — PCs 1, 2 and 3.

Candidate: Andy Fox **Date of observation:** 10/08/02

Evidence index number: 1

Skills/activities observed:	PCs covered:
Prepares estate larder to receive grouse. Prepares beaters and guns transport to be fit and ready for use. Demonstrates his ability to adhere to all aspects of health and safety.	PC 2 1.1 – PC 3 1.1 – PC 1

Knowledge and understanding apparent from this observation:

- (a) the preparation requirements of transport
- (b) organisational and legal game storage requirements
- (g) the health and safety requirements associated with preparing for game shooting activities

Other Units/Elements to which this evidence may contribute:

Ga9 Element 1 Performance Criteria 1
Ga9 Element 2 Performance Criteria 1
CU27 Element 1 Performance Criteria 6

Assessor's comments and feedback to candidate:
You have demonstrated that you can competently prepare a game larder, and prepare transport for a shootday.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: Garry Dickson Date: 10/08/02

Candidate's signature: Andy Fox Date: 10/08/02

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: Assist in Game Shooting Activities	Element(s): Ga1.2 b and e
Evidence index number: 2	
Circumstances of assessment: Supplementary questions relating to knowledge evidence required for knowledge and understanding (b) and (e).	
List of questions and candidate's responses: Q: Describe the function of a flanker. A: To prevent game from escaping from the sides of a drive. Q: What is the open season for grouse in Scotland? A: 12th August until 10th December.	
Assessor's signature: <i>Garry Dickson</i>	Date: 10/08/02
Candidate's signature: <i>Andy Fox</i>	Date: 10/08/02

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:	SVQ Gamekeeping and Wildlife Management level 2
Candidate's name:	Andy Fox
Evidence index no:	3
Index no of other evidence which this testimony relates to (if any):	
Element(s):	CU46 Control Vertebrate Pest and Predators using Traps, Element 2
Date of evidence:	10/08/02
Name of witness:	Robert Scott
Designation/relationship to candidate:	Head Gamekeeper
Details of testimony:	
<p>I confirm that the candidate is competent in all aspects of trapping vertebrate pests and predators, ie spring traps, cage traps and snares. I also confirm that the candidate works in a safe manner, and adheres to all aspects of health and safety procedure.</p> <p>I observed Andy perform all the tasks within Element 2 of <i>Control Vertebrae Pests and Predators using Traps</i> (Unit CU46).</p> <p>Andy selected an appropriate trapping method, checked that traps were in good working order and selected appropriate sites to catch targeted predators and pests.</p> <p>Andy checked his traps every 24 hours, maintaining his personal safety at all times, despatching targeted pests and predators humanely and releasing non-targeted species back into the wild.</p> <p>Andy despatches and disposes of carcasses in accordance with current legislation.</p>	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness: <u>Robert Scott (Head Gamekeeper)</u> Date: <u>10/08/02</u>	

Witness (please tick the appropriate box):

- 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 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 emergency procedures. You may be able to overcome these by using a simulated emergency situation.

It is clearly stated in the support notes of each Unit whether simulation is acceptable or not. It is also clearly stated where simulations should properly reflect the requirements of real working situations.

Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for re-assessment.

Judging candidate evidence and making an assessment decision

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.

Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate's competence

Insufficient evidence

You have to judge whether the candidate has produced enough evidence required by the standards for you to reach a decision about their evidence.

Where there is insufficient evidence, you should say this to your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

Authenticating candidates' evidence

Authentication is required where you have not observed candidates' performance at first hand.

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them or using witness testimony, or seeking peer reports from other colleagues of the candidate.

An example

Authentication would be useful in a case where the candidate follows procedures for contacting the emergency services for heather burning that has got out of control if the Assessor is absent.

Another example of when authentication is required could be when the candidate deals with unauthorised visitors on an estate when the assessor is not present.

4 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification.

The candidate's evidence is normally kept in a file, often called a *portfolio*. These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an external verifier what stage a candidate has reached in achieving the SVQ.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) may be sufficient for the external verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal verifiers and external verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier or external verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you and your candidate might use to compile the portfolio.

- ◆ completing the Unit progress record
- ◆ using the evidence index
- ◆ completing the Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

Unit progress record

Qualification and level: SVQ Gamekeeping and Wildlife Management level 2
(Route B Lowland Estate)

Candidate: Andy Fox

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

Unit Checklist

Mandatory	Ga1	Ga2	Ga3	Ga5	Ga11	CU20	CU46	CU47				
Optional	Ga4	Ga6	Ga7	Ga8	Ga9	Ga10	CU18	CU27	CU41	CU48	CU49	CU50
	CU57	CU58	CU59									

Mandatory Units achieved

Unit	Assessor's Signature	Date
Ga1 Assist in Game Shooting Activities	<i>Garry Dickson</i>	10/08/02
Ga2 Monitor Game Populations and Habitats	<i>Garry Dickson</i>	05/12/02
Ga3 Maintain Game Populations		
Ga5 Assist with the Management of Public Relations and Access to a Sporting Estate		
Ga11 Maintain and Improve Game and Wildlife Habitat		
CU20 Maintain and Repair Structures and Surfaces		
CU46 Control Vertebrate Pests and Predators Using Traps		
CU47 Control Vertebrate Pests and Predators by Shooting		

Optional Units achieved

Unit	Assessor's Signature	Date
Ga9 Assist with the Establishment of Reared Gamebirds in the Wild	<i>Garry Dickson</i>	01/09/02
CU18 Construct and Maintain Structures and Surfaces		

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.

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: Ga1 Assist in Game Shooting Activities

Element: 1.1

Notes/Comments

This evidence also satisfies the assessment requirements for: Ga9 Element 1 PC 1; Ga9 Element 2 PC 1; CU27 Element 1 PC 6.

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

Candidate: Andy Fox Date: 12/09/02

Assessor: Garry Dickson Date: 12/09/02

Internal verifier: Ron Teal Date: 12/09/02

5 Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres

Guide to Assessment and Quality Assurance for Colleges of Further Education

Guide to Assessment and Quality Assurance for Employers and Training Providers

Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments

Quality Assurance Principles, Elements and Criteria

Operational Help Centre

The Operational Guide for Centres has been replaced by the online Operational Help Centre on **www.sqa.org.uk**

Appendix 1: Blank recording forms

Unit progress record

Qualification and level:

Candidate:

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

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date

Optional Units achieved

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. Identify range also covered

Signed by candidate: _____

Date: _____

Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs covered:	Range covered

Knowledge and understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: _____

Date: _____

Candidate's signature: _____

Date: _____

Witness testimony

SVQ title and level:	
Candidate's name:	
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Element(s):	
Range statement(s):	
Date of evidence:	
Name of witness:	
Designation/relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness:	Date:

Witness (please tick the appropriate box):

- Holds A1/A2 Units or D32/D33 Award
- Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

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