



Assessor's Guidelines for the SVQ3 Outdoor Programmes (Outdoor Education) SCQF level 6 and SVQ3 Outdoor Programmes (Outdoor Recreation) SCQF level 6

1st edition: April 2007

2nd edition: February 2012

Publication code: DB3555/2

Published by the Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, Glasgow G2 8DQ,
and Ironmills Road, Dalkeith, Midlothian EH22 1LE

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ3s Outdoor Education and Outdoor Recreation SCQF level 6**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, you may wish to go to the next section.

About SVQs and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, *how well*, and *in what circumstances*, to show that they are competent in their work.

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

There are SVQs for nearly all occupations in Scotland and they are available at SVQ levels 1–5. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, learners must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

Explanation of levels

SVQ1 (SCQF level 4)	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
SVQ2 (SCQF level 5)	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.
SVQ3 (either SCQF level 6 or 7)	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.
SVQ4 (either SCQF level 8 or 9)	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.
SVQ5 (SCQF level 11)	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

For further information on SCQF go to www.scqf.org.uk.

How are standards defined in SVQs?

All SVQs consist of standards which can be broken down into various parts.

Units define the broad functions carried out in the sector, and are made up of a number of **Elements**. These **Elements** describe the activities which employees have to perform, and will require candidates to demonstrate certain skills or knowledge and understanding.

The quality of performance in what people must be able to do — how well they have to perform — is described by **Performance Criteria**. These may also be called **statements of competence** or **what candidates should do**.

The section on **knowledge and understanding** says what candidates must know and understand, and how this knowledge applies to their jobs.

You may also come across standards containing statements on **scope**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

Increasingly, you may see changes to this format as standards become more user-friendly and are written in plain English. For example, there may be some standards containing **Range Statements** or **Evidence Requirements**, but over time these should disappear. You may, however, find that information on the context, nature and amount of evidence which is required to prove competence (which used to be given in Range Statements and Evidence Requirements) is now defined in the **assessment guidance** for the qualification. Assessment guidance is drawn up by the awarding body and is packaged along with the standards to form the SVQ.

Who is involved in SVQs?

There are several roles:

- the candidate:** the person who wants to achieve the SVQ (eg an employee)
- the assessor*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- the internal verifier*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- the external verifier*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for 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 form 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 **SVQ3 Outdoor Programmes (Outdoor Education) SCQF level 6 and SVQ3 Outdoor Programmes (Outdoor Recreation) SCQF level 6**

The SVQs in Outdoor Education and Outdoor Recreation have been developed by SkillsActive and are intended for people in the outdoor industry.

These people may be working as experienced staff in the outdoors who are capable of working without direct supervision. They will require skills and knowledge in:

- ◆ own practice and the performance of your organisation, maintaining effective working relationships
- ◆ organising resources, people, equipment, staff
- ◆ maintaining a culture of health, safety and security
- ◆ designing and facilitating of activity programmes

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:

- ◆ outdoor education centres
- ◆ outdoor centres
- ◆ activity holiday centres
- ◆ outdoor centres providing development training
- ◆ outdoor sport development centres
- ◆ organisations providing outdoor experiences

Structure of the SVQs

This section lists the Units which form the SVQ3 Outdoor Programmes (Outdoor Education) and Outdoor Programmes (Outdoor Recreation).

SVQ3 Outdoor Programmes (Outdoor Education) (G8GF 23)

Mandatory Units — 7 Units required

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
D1NS 04	6	2	A55	Contribute to Improving Personal and Organisational Performance
D1P0 04	6	3	B25	Organise People and Resources for Outdoor Programmes
DX3X 04	6	4	C27	Ensure the Health, Safety, Welfare and Security of Customers and Staff
D1NP 04	6	3	C215	Promote the Conservation of the Environment
F1GJ 04	6	8	D14	Establish and Maintain Effective Working Relationships in the Outdoors
F1GL 04	7	12	D33	Facilitate Education in the Outdoors
F1GN 04	6	3	D35	Promote the Transfer of Learning from Outdoor Experiences

Optional Units — select 2 Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F1GH 04	7	5	B22	Design Outdoor Education Programmes
D1HW 04	7	5	A21	Support the Efficient Use of Resources
DR3Y 04	7	14	A320	Allocate and Monitor the Progress and Quality of Work in your Area of Responsibility
DR75 04	8	9	A322	Provide Leadership in Your Area of Responsibility
DV1J 04	7	7	B228	Organise and Supervise Travel
DV1P 04	7	10	PW12	Respond to Concerns about Possible Child Abuse
D1NR 04	6	3	C39	Supervise Residential Experiences
B7Y5 04	7	8	D211	Contribute to the Prevention and Management of Abusive and Aggressive Behaviour
B67W 04	6	9	D24	Enable People with Disabilities to Take Part in Activities
D1P2 04	7	7	D27	Facilitate Adventurous Experiences
D1P3 04	6	6	D36	Facilitate participants' Investigation and Understanding of the Environment

SVQ3 Outdoor Programmes (Outdoor Recreation) (G8GG 23)

Mandatory Units — 6 Units required

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
D1NS 04	6	2	A55	Contribute to Improving Personal and Organisational Performance
D1P0 04	6	3	B25	Organise People and Resources for Outdoor Programmes
DX3X 04	6	4	C27	Ensure the Health, Safety, Welfare and Security of Customers and Staff
D1NP 04	6	3	C215	Promote the Conservation of the Environment
F1GJ 04	6	8	D14	Establish and Maintain Effective Working Relationships in the Outdoors

Optional Units — 4 Units in total

(Group A — minimum of 2 and maximum of 3 Units)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F1HC 04	6	3	B24	Design Outdoor Education Programmes
F1GM 04	6	3	D26	Facilitate Recreation in the Outdoors
DR3Y 04	7	14	A320	Allocate and Monitor the Progress and Quality of Work in your Area of Responsibility.

(Group B — minimum of 1 and maximum of 2 Units)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
D1HW 04	7	5	A21	Support the Efficient Use of Resources
DR3Y 04	7	14	A320	Allocate and Monitor the Progress and Quality of Work in Your Area Of Responsibility (MSC)
DR75 04	8	9	A322	Provide Leadership in Your Area of Responsibility (MSC)
DV1J 04	7	7	B228	Organise and Supervise Travel
DV1P 04	7	10	PW12	Respond to Concerns about Possible Child Abuse
D1NR 04	6	3	C39	Supervise Residential Experiences
B7Y5 04	7	8	D211	Contribute to the Prevention and Management of Abusive and Aggressive Behaviour

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
B67W 04	6	9	D24	Enable People with Disabilities to Take Part in Activities
D1P2 04	7	7	D27	Facilitate Adventurous Experiences
D1P3 04	6	6	D36	Facilitate Participants' Investigation and Understanding of the Environment

An assessment strategy for the SVQ

As part of its review of the SVQs, the standards-setting body SkillsActive has developed an assessment strategy which defines a range of requirements:

- ◆ the occupational expertise of assessors and verifiers
- ◆ a definition of simulation
- ◆ definition of the workplace
- ◆ information on a model of independent assessment or external quality control

The relevant parts of the assessment strategy are given in Appendix 2, and both SQA and centres must comply with these requirements.

Why would people be interested in the SVQ?

People will take SVQs for a variety of reasons: to gain promotion, to prove their job competence, or for personal development. There will be other reasons too. One of the first things to do is to find out why your candidates want to do the SVQ, and to advise them of the appropriateness of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

How do candidates begin?

Choosing the SVQ

You should make sure that candidates get guidance before starting out on an SVQ — they need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ selected. It does not have to be you as the assessor, who carried out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

An example

James had worked as an outdoor instructor for a few years and holds the necessary industry recognised qualifications. He wanted to do a further qualification that strengthened the activity qualifications he already had, and have a nationally-recognised qualification that would give him further knowledge and skills within his workplace which would lead to continuing personal and professional development. The Centre Manager advised him to consider a level 3 SVQ in one of these two:

- ◆ Outdoor Education
- ◆ Outdoor Recreation

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

- ◆ B25: *Organise People and Resources for Outdoor Programmes (Mandatory Unit)*
- ◆ D33: *Facilitate Education in the Outdoors (Outdoor Education)*
- ◆ D26: *Facilitate Recreation in the Outdoors (Outdoor Recreation)*

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

James also had some experience in relation to three further Units, however, some planning was required in order to provide him with the opportunity to demonstrate competence in these areas.

The Units were:

- ◆ C27: *Ensure the Health, Safety, Welfare and Security of Customers and Staff (Mandatory Unit)*
- ◆ C215: *Promote the Conservation of the Environment (Mandatory Unit)*
- ◆ D14: *Establish and Maintain Effective Working Relationships in the Outdoors (Mandatory Unit)*
- ◆ D35: *Promote the Transfer of Learning from Outdoor Experiences (Outdoor Education)*
- ◆ A320: *Allocate and Monitor the Progress and Quality of Work in your Area of Responsibility (Outdoor Recreation)*

The manager arranged for the assessor to accompany James during his weekly activity programme, during activities, and assess him for the first of these Units (B25 and C27). Plans were made to assess the Units through a combination of observation, questioning and assessment of work products. A simulated situation was set up for assessment of the last Element in the second Unit.

James had no experience of the areas covered by the final Unit(s):

- ◆ A55: *Contribute to Improving Personal and Organisational Performance (Mandatory Unit)*
- ◆ B22: *Design Outdoor Education Programmes (Outdoor Education)*
- ◆ B24: *Design Outdoor Recreation Programmes (Outdoor Recreation)*

Since James's job remit would not cover all these areas of the SVQ, the manager arranged for him to take part in further training by shadowing other staff and take on additional responsibilities to enable him to become competent before he was assessed.

James also chose another Unit from the bank of optional Units to complete the Group Award:

- ◆ B228: *Organise and Supervise Travel*

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

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing you candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well.

Your role and your candidate's role

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

Your role

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

Candidates' role

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

Planning

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

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

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

If you are a new assessor working towards your A/V Units 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 which covers Units:

- ◆ B25: *Organise People and Resources for Outdoor Programmes*
(Mandatory Unit)

Outdoor Education	Outdoor Recreation
D33: Facilitate Education in the Outdoors	D34: Facilitate Learning using Outdoor Development Training

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.

The Assessment Plan on the next page is a generic plan which can be related to all of the above three qualifications.

Assessment plan

Units: B25 — Organise People and Resources for Outdoor Programmes, D33 — Facilitate Education in the Outdoors					
Elements: B25.1, .2, .3, D33.1, .2, .3					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Organise and prepare a group for an activity session and take the session. ♦ Check activity programme ♦ Check equipment is correct for the activity and participants ♦ Arrange any drop-off/pick-up with the centre ♦ Brief colleagues and participants about the programme and activity ♦ Kit out participants with the appropriate equipment and brief group and agree ground rules for the activity ♦ Take session and provide feedback to participants ♦ Deal with any foreseen/unforeseen problems ♦ Follow the correct procedures for clearing up equipment at end of session ♦ Deal with any unserviceable equipment	♦ B25.1 ♦ B25.1 ♦ B25.2 ♦ B25.2 ♦ D33.1 & .2 ♦ D33.2 ♦ D33.3 ♦ B25.3 ♦ B25.3	♦ Copy of activity programme ♦ Observation ♦ Observation ♦ Observation ♦ Observation ♦ Observation ♦ Memo/minutes to manager/duty staff ♦ Observation ♦ Equipment maintenance logs	Week beginning 1 November	♦ Activity programme	C27, C215, D14, B228, D24, D36
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review	James will need to demonstrate Knowledge and Understanding for the following: K3, K12, K16				
Assessor's signature:	<i>Jamahl Khan</i>		1st review due:	5 November	
Candidate's signature:	<i>James Muir</i>		2nd review due:	10 December	
Date of agreement:	1 November		Date of completion:	20 December	

Selecting methods of assessment

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

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

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

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

The benefits might be:

- ◆ the candidate feels more comfortable in familiar surroundings
- ◆ assessments are taking place in the candidate's normal working schedules
- ◆ the evidence is being generated in the workplace
- ◆ any 'unplanned' assessments can be carried out at a time suitable for both candidate and assessor
- ◆ candidate assessments are dictated by the candidate and their workload

The challenges might be:

- ◆ candidate and assessor being away on leave at different times
- ◆ workload too high for candidate/assessor to complete Units
- ◆ candidate working at different times (shifts)

An example

You might agree with a candidate working in an outdoor centre, who has agreed to be assessed while he conducts an activity session that this aspect of their assessment will be carried out by **observation** as and when such situations arise. If you are an assessor who is working alongside the candidate you should be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to review the session at the end. The assessor may wish to ask the candidate oral questions to cover aspects of the range the candidate may not have covered by actual performance.

Methods of assessment

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

An example where an assessor could assess by observation would be for the Units:

- ◆ B25: Organise People and Resources for Outdoor Programmes (Mandatory Unit)
- ◆ D33: Facilitate Education in the Outdoors (Outdoor Education)

The assessor could back up their assessment by:

- ◆ completing a form of observation checklist
- ◆ completing an assessor's report

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:

The candidate would gather supporting evidence for their assessment by collecting evidence from:

In the Unit B25: Organise People and Resources for Outdoor Programmes, Element 3:

- ◆ the centre's own faulty/damaged equipment/maintenance logs

In the Unit D33: Facilitate Education in the Outdoors, Element 3:

- ◆ formal debrief sessions with colleagues/managers
- ◆ memo/notes to colleagues/managers

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case, and questioning can be a useful way of confirming what candidates know and understand.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, or 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.

- ◆ Unit B25: Organise People and Resources for Outdoor Programmes

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

Question K15: Types of information that the participants should receive and why is this important?

Answer: Participants will have a desire to know what their course involves and which activities they are doing and when. By ensuring they are properly briefed, they will both trust and respect the instructor more, be more enthusiastic, show more commitment, be ready for a particular activity at the right time and have fewer doubts and questions, all of which will lead to a more enjoyable course.

- ◆ Unit D33: Facilitate Education in the Outdoors

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

Question K48: How to shape values and attitudes without moralising?

Answer: By allowing the participants to use their own minds, rather than by preaching to them. Learning is a two-way process, and the idea of outdoor instructions is not to try to create people that think and act like the instructor, but to give them the opportunity to think things through themselves and to come up with their own values and attitudes.

Other methods of assessment

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

Personal statements

You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

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

- ◆ where further details need to be recorded about the candidate's assessment.
- ◆ where some assessments do not require direct observation from the assessor, ie research, planning activity programmes.

Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be able to provide a statement on what your candidates have been doing or producing as part of their work. Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the person providing the witness testimony. You will have to take these factors into account as you make your judgement.

	Strongest	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the A/V Units or 'D-Units'.
		Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
		Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
		Someone who may be a colleague of the candidate, but with no knowledge of the standards.
	Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning candidates.

A witness statement can be used in the following occasions when the candidate's assessor is not present, examples of this could be:

- ◆ during activities where unplanned events occur, ie accident/emergency
- ◆ where the candidate has carried out work for a different department, ie domestic or office duties.

Examples of people who can give witness statements are:

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

Simulation

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

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

SkillsActive has defined what it regards as simulation, and has specified in the standards when simulation is and is not acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy in Appendix 2. Also refer to the ‘Agreed Common Evidence Requirements and Assessment Guidance’ provided by SkillsActive. This document:

- ◆ gives guidance to assessors on which aspects of the Unit(s) can be assessed by simulation or *must* be assessed by observation only.
- ◆ Indicates what requirements the candidate has to undertake under the ‘What you must cover’ sections in the Elements
- ◆ give guidance on the provision of evidence to cover the candidate’s knowledge and understanding.

Below is an example of what is contained in this document:

- ◆ *C27: Ensure the Health, Safety, Welfare and Security of Customers and Staff*

Simulation: Simulation is not allowed for this Unit, except as detailed below:

Use of Supplementary evidence: Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity.

Supplementary evidence may also be used for C27.3.5 and C27.3.6 if no naturally-occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Other sources of evidence

Other sources of evidence can be 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
- 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): B25 — Organise People and Resources for Outdoor Programmes & D33
 — Facilitate Education in the Outdoors
Candidate: James Muir **Date of observation:** 5 November 06
Evidence index number: 2

Skills/activities observed:	PCs covered:
<p>I observed James as he was organising the resources for both the group and equipment for the activity session he was taking. Before leaving for the session he ensured that the other logistics for the activity had been taken care of (ie emergency procedures), these he discussed with the senior instructor.</p> <p>During the activity session day, James met with the group and gave them a briefing of what they were doing during the activity, creating and maintaining a climate that will enable them to learn from their experience. He made sure that they had all the correct kit issued to them and wearing the correct clothing for the activity. James made sure that the session met the needs of the individual as well as the group as a whole and took time to review with the group as opportunities arose throughout the session. James determined where the most likely risks were before the session started, and also took into account adverse conditions, and monitored the group’s physical and emotional well-being at all times. When James finished the session, he ensured that all kit was cleared up at the activity site (with assistance from members of the group) and that all equipment is packed away and checked its serviceability before storing it away back at the centre. He then provided the opportunity for the participants to review the activity, which was appropriate to the group.</p>	<p>B25.1 – 1, 2, 3, 4, 5 B25.2 – 1, 2, 3, 4 B25.3 – 1, 2, 3, 4, 5 D33.1 – 1, 2, 3, 4, 5, 6 D33.2 – 1, 2, 3, 4, 5, 6 D33.3 – 1, 2, 3, 4, 6, 7, 8</p>

Knowledge and understanding apparent from this observation:

B25 – K1, K2, K4, K5, K7, K10, K13, K15, K16
 D33 – K1 – 9, K10 – 14, K15 – 16, K20, K22, K26 – 29, K32 – 38, K40 -46, K49 – 55

Other Units/Elements to which this evidence may contribute:

D14.1, D35

Assessor’s comments and feedback to candidate:

The feedback was given to James (see above). He was able to competently deliver a very good outdoor experience for the participants and has clearly met the criteria for Units B25 and D33.

I can confirm the candidate’s performance was satisfactory.

Assessor’s signature: *Jamahl Khan*

Date: 5 November 2006

Candidate’s signature: *James Muir*

Date: 5 November 2006

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: B25 — Organise People and Resources for Outdoor Programmes	Element(s): 1
Evidence index number: 3	
Circumstances of assessment: James was preparing and delivering an activity session.	
List of questions and candidate's responses: Q: What would be the correct procedure, if you had to deal with staffing issues during the activity? A: I would discuss the issues with the senior instructor, and take their advice. Q: What would you do if when preparing resources for the activity, your resources were unserviceable? A: I would see if I could find any more resources, if this was not possible, then I would inform the senior instructor and possibly change with a different activity.	
Assessor's signature: <i>Jamahl Khan</i>	Date: 5 November 2006
Candidate's signature: <i>James Muir</i>	Date: 5 November 2006

Candidate's personal statement

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
05/11/06	4	<p>I was assessed during an activity week, where I was instructing a group of eight participants. I had to make sure that all resources were taken into account, ie staff, lunches, organisation of transport. these were taking into account when I planned and prepared for the activity session. I had to ensure that all equipment was suitable for the activity and the participants before leaving the centre.</p> <p>When concluding the activity, I involved the participants to assist with tidying up the activity equipment and any other resources (eg litter) and returning these to the correct centre storage facilities. Whilst I was returning the equipment to the stores, I made sure that it was all checked ready for the next session. On this occasion there was no damaged/unserviceable equipment to report.</p> <p>Finally I reviewed the activity session with the participants in line with the requirements of their course.</p>	2 & 3	Units: B25 & D33

Signed (candidate): *James Muir*

Date: *5 November 2006*

Witness testimony

Remember when you to use witness testimony that it must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.

Filling the gaps

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow like delays in receiving information from another part of the organisation.

In this SVQ, such gaps are likely to occur in generating evidence for dealing with emergencies and other ‘reactive’ situations.

You may be able to overcome these through using different methods of assessment, for example:

- ◆ Oral questioning
- ◆ Written questioning
- ◆ Simulation/Project

Before carrying out any of the above, assessors must consult the ‘Agreed Common Evidence Requirements and Assessment Guidance’ provided by SkillsActive. This document gives guidance to assessors on simulation, evidence provision and ‘what you must cover’ sections.

The evidence will be closely examined by the external verifier on their visits to ensure that centres are working to the assessment strategy and common Evidence Requirements.

Guidance and support to candidates

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

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

Judging candidate evidence and making an assessment decision

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

Evidence must:

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

Insufficient evidence

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

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

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

Authenticating candidates' evidence

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

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them or, if this is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

To make sure that the candidate's work is authentic check:

- ◆ That any handwritten work, from the candidate or assessor, is in ink or has been photocopied (to avoid the work being tampered with).
- ◆ Confirm the use of 'real evidence', not 'manufactured evidence' (unless the evidence is from a simulation).
- ◆ That both the candidate and the assessor sign and date their work and any submitted evidence.

4 Recording achievement

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

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

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: Outdoor Education and Outdoor Recreation — level 3

Candidate: James Muir

To achieve the whole qualification, you must prove competence in **five** mandatory Units **two** or **three** out of the **Outdoor Pathways** and **one** or **three** **optional** Units (totalling 9 Units).

Unit Checklist

Mandatory	A55	B25	C27	C215	D14							
Pathway	B22	D33	D35									
Optional	C39											

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
A55	Contribute to Improving Personal and Organisational Performance		
B25	Organise People and Resources for Outdoor Programmes	<i>Jamahl Khan</i>	20/11/06
C27	Ensure the Health, Safety, Welfare and Security of Customers and Staff		
C215	Promote the Conservation of the Environment		
D14	Establish and Maintain Effective Working Relationships in the Outdoors		

Pathway Units achieved

Unit Number	Title	Assessor's Signature	Date
B22	or Education Programmes	<i>Jamahl Khan</i>	20/11/06
D33	Facilitate Education in the Outdoors	<i>Jamahl Khan</i>	20/11/06
D35	Promote the Transfer of Learning from Outdoor Experiences	<i>Jamahl Khan</i>	20/11/06

Optional Units achieved

C39	Supervise Residential Experiences		

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: Outdoor Education and Outdoor Recreation — level 3

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Assessment Plan for Units B25 & D33	Yes	25/11/06 SA
2	Observation Record for Units B25 & D33	Yes	25/11/06 SA
3	Record of questions and candidate's answers for Units B25 & D33	Yes	25/11/06 SA
4	Personal statement for Units B25 & D33	Yes	25/11/06 SA
5	Witness testimony for Units B25 & D33	Yes	25/11/06 SA
6	Equipment maintenance log for Units B25 & D33	Yes	25/11/06 SA
7	Memo to senior instructor about unserviceable resources	Yes	25/11/06 SA

Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)
- ◆ entering the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking PCs or Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.

Element achievement record

Unit: B25 — Organise People and Resources for Outdoor Programmes

Element: 3 — Deal with resources after use

Evidence Index No	Description of Evidence	What you must do						What you must cover						Areas of knowledge and understanding									
		1	2	3	4	5	6	a) Resources				b) Participants		K1	K2	K3	K4	K5	K6	K7	K8		
1	Assessment Plan																						
2	Observation record	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	
3	Record of questions																						
4	Personal statement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	
5	Witness testimony	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	
6	Equipment Maintenance Log					✓	✓	✓	✓											✓	✓	✓	
7	Memo to senior instructor about unserviceable equipment					✓	✓	✓	✓											✓	✓	✓	

Unit: B25 — Organise People and Resources for Outdoor Programmes

Element: 3 — Deal with resources after use

Notes/Comments

James has over the period of assessment shown that he was he was able to competently deliver a very good outdoor experience for the participants and which has allowed for all criteria and knowledge to be shown and referenced on a regular basis which has clearly met all criteria expected from this Unit.

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

Candidate: *James Muir*

Date: *5 November 2006*

Assessor: *Jamahl Khan*

Date: *5 November 2006*

Interval Verifier: *Shazia Ali*

Date: *5 November 2006*

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:

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:

Witness testimony

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

Witness (please tick the appropriate box):

- Holds 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:

Appendix 2: Assessment strategy

Introduction

This document sets out the recommendations of SkillsActive, the standards setting body for Active Leisure and Learning, for the assessment and quality control systems required for the National and Scottish Vocational Qualifications that come under its umbrella. An annex for each qualification will be added to this generic document to detail any specific requirements to that qualification, or suite of qualifications.

SkillsActive representing employment interests in the sector is interested in the continuing availability of high quality qualifications that are fit for purpose, command public confidence and are understood by those taking them and those who use them for recruitment, or for other, purposes. The sector skills council has long advocated that consistent standards are maintained across the awarding bodies who deliver the Scottish and National Vocational Qualifications on behalf of the industry.

This document is built around the following fundamental principles that SkillsActive has advocated for some time:

- ◆ **National Occupational Standards establish the benchmark of competent performance in the sector**
- ◆ **S/NVQs should be assessed over a period of time in the workplace**
- ◆ **assessment of an individual's competence should be rigorous, efficient and cost effective using approaches that have the support of employers, the awarding bodies and other interest groups**
- ◆ **S/NVQs, because they are rooted in these standards, must therefore be seen as different from traditional qualifications in their application in the industry**
- ◆ **competence in the workplace is unique and has to be seen as different from training**

Background

The current provision of NVQ/SVQ awards in Sport, Recreation and Allied Occupations and Active Leisure and Learning extends across levels 1 to 4. These are currently offered by six awarding bodies, one for Scotland and the remainder in the rest of the UK.

This is the 3rd version of SkillsActive (formally SPRITO's) Assessment Strategy, which builds on the strategy which was approved by PSAG initially in September 1999 and re-recognized in July 2002

The Sector Skills Council's guiding principle is “**to act as the guardian of the industry's National Occupational Standards,**” to this end the industry has realised that a documented assessment strategy that lays down the overarching principles of assessment is vital to maintain the reliability and validity of these awards in the future, particularly if even more awarding bodies wish to offer these NVQs and SVQs, and they are to remain of value to employers.

The aim of the strategy is to build and improve on the current system and this document sets out the definitive requirements of the industry for **all** those who provide these qualifications.

Overarching assessment principles

It is crucial to SkillsActive that “the industry” has confidence in the application of its National Occupational Standards, together with the industry values statements/code of ethics. This demands that those involved in the assessment process at every level, display an understanding, and have experience, of the technical and occupational requirements of the active leisure and learning industry and the sub sectors they are involved with; as well as a thorough and consistent interpretation of S/NVQ assessment principles.

The Industry has consistently and firmly placed both its National Occupational Standards and Scottish and National Vocational Qualifications in the world of work.

Key components of the assessment strategy

National Occupational Standards can be used for a variety of purposes, and the following sections apply where formal assessment of the NOS is necessary for qualification and accreditation purposes, to achieve the key principles set out above. These requirements are in addition to, and in no way conflict with, the generic criteria that awarding bodies must meet for the delivery of NVQ/SVQs, as required by the QCA’s *NVQ Code of Practice* and the relevant sections of the SQA’s *SVQ Criteria and Guidance for Awarding Bodies*.

1 The layout of the National Occupational Standards

The SSC has been very careful to incorporate current best practice in the way its National Occupational Standards are laid out and expressed. Awarding bodies must use the National Occupational Standards as accredited by UKCG.

Great care has been taken to ensure that the National Occupational Standards are able to be properly assessed in ways which promote validity, reliability and fairness.

2 Assessment methodology, Evidence Requirements and aspects of them that must be assessed in the workplace

SkillsActive has defined which aspects of its National Occupational Standards must always be assessed through performance in the workplace, even those for which assessment through simulation is allowed. (this is discussed in a later section). Quality assessment, for most aspects of these National Occupational Standards, cannot be achieved without regular access to the workplace.

The SSC intends to work closely with the awarding bodies to indicate the ways in which this is best assessed by providing guidance on the nature and type of assessment. In all cases candidate performance must be assessed in the workplace, although it will be made clear which aspects of the range must be assessed through performance evidence and which aspects could be assessed using supplementary evidence through scenarios, case studies, questioning etc.

The SSC will work with the awarding bodies to develop and agree **qualification specific annexes** for each of the separate S/NVQs that are submitted to UKCG, and these will be attached to this assessment strategy.

It is incumbent upon each awarding body to ensure that all candidate assessment captures the fundamentals expressed in this document and incorporates that detailed in any relevant annex. The information contained in the annex will amplify the generic statements into context/occupationally specific requirements such as the need for assessors to hold specific qualifications.

3 Design of the National and Scottish Vocational Qualifications

SkillsActive carefully designs each of its S/NVQs to ensure that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments as well as the public, private and voluntary sectors. This assessment strategy supports flexibility in the use of the qualifications by a variety of employers and candidates, and tries not to place barriers to access through imposing unnecessary rigidity to the process.

Given the flexibility of the mandatory and optional structures on which the NVQs and SVQs are based there should be no reason for a candidate to attempt a Unit for which they have no workplace assessment opportunities on a consistent basis.

4 External quality control

SkillsActive believes that external quality control will be achieved by the following measures:

- ◆ The monitoring and standardisation of assessment decisions through a system of assessment and verification

The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external verification system underpinned by risk rating and management.

4.1 External verifiers and external verification

From active and on-going research, which started in the latter part of 1999, the SSC has confirmed that employers value a strengthening of the External Verification process rather than the introduction of some other ‘independent’ measure(s), which may prove to be a barrier to candidate access and take-up.

SkillsActive expects:

- ◆ EVs to command respect from their peers in the occupational sector of the industry and the application of the criteria in the sections below will ensure this
- ◆ every awarding body to seek advice, if and when required, from the SSC, on the technical qualifications, experience and competence of prospective external verifiers in the selection and deployment of EVs. Action taken as a result of the advice to be fed back to the SSC
- ◆ to provide, if necessary, input to the EV training days

- ◆ meet with every awarding body as necessary to understand the quality assurance processes being used

SkillsActive has worked with its industry partners and the awarding bodies to develop criteria to measure the occupational competence of **external verifiers** and ensure the consistency of its advice. In addition to the requirements of the *Code of Practice* and the *SVQ criteria*, awarding bodies should ensure that prospective external verifiers:

- ◆ Hold Verifier Unit V2 and it is recommended, also hold the Assessor Units A1 and A2 (New external verifiers should be given a clear action plan for achieving Unit V2)¹.
- ◆ Demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment.
- ◆ Match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the Units being assessed.
- ◆ Be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying.
- ◆ Provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate.
- ◆ Be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs.
- ◆ Demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- ◆ Are aware of national issues affecting vocational education, training and qualifications in the sector.
- ◆ Provide evidence of knowledge of the Active Leisure and Learning framework of qualifications.
- ◆ Be committed to the content and guidance provided in the current edition of the SSC's Assessment Strategy.
- ◆ Demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development.

External verifiers must sample the work of all assessors.

All new assessment centres should be approved by their external verifier before any candidates are registered; the frequency of centre visits for existing and new centres should conform to the risk assessment and management process requirements.

4.2 Risk rating and risk management

SkillsActive anticipates that improvements in awarding body approaches to gathering, monitoring and analysing statistical data will improve the overall rigour of external verification and the SSC will assist awarding bodies to do this.

The industry welcomes the development of a system of risk rating and risk management. SkillsActive believes that such systems of risk rating and risk management will ensure that external verification, monitoring control and support mechanisms are put into place according to each centre's level of

¹ The A and V units have replaced the D units, although the D units remain valid. This footnote applies to Internal Verifiers and Assessors

risk. The systems, currently being developed by the Awarding and regulatory bodies, will offer substantial enhancements to the quality control systems for NVQs and SVQs.

SkillsActive will be prepared to discuss adaptations to this strategy following detailed discussions with individual awarding bodies about their risk strategies so that the SSC is re-assured that any adaptations only serve to strengthen quality and not undermine it.

The systems for risk rating and risk management should be reviewed and revised, as appropriate, following any guidance issued to awarding bodies from the regulatory bodies.

Where risk is identified, Skills Active suggests that one or more of the following actions could be taken by the external verifier/awarding body:

- ◆ conduct a spot visit at short notice
- ◆ meet and/or observe each candidate or a larger sample of the candidates at the centre in question and compare assessment materials
- ◆ increase the frequency of verification visits
- ◆ conduct candidate and/or employer interviews, as required, over the telephone
- ◆ or other action appropriate to reducing the risk.

4.3 Internal verification

The SSC has worked with its industry partners and the awarding bodies to develop criteria to measure the occupational competence of **internal verifiers**.

Internal verifiers are appointed by an approved centre and approved by the awarding body through their external verifier.

Internal verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence. Internal verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process and should be one of the following:

- ◆ employed by the same organisation (approved centre) as the assessors or
- ◆ working in partnership with, and drawing on evidence from, assessors' organisation(s)(approved centre)

The prospective **internal verifier should:**

- ◆ Hold Verifier Unit V1 and it is recommended, also hold the Assessor Units A1 and A2 (New internal verifiers should be given a clear action plan for achieving Unit V1).
- ◆ Meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the Units being assessed.
- ◆ Provide evidence of recent experience in the occupational area.
- ◆ Provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- ◆ Provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements.
- ◆ Demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.

- ◆ Provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development.
- ◆ Approved Centres may have additional generic criteria and personnel specifications in addition to the above.

The internal verifier is responsible for the consistency of standards across all portfolios.

Internal verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations.

4.4 Awarding bodies forum

Skills Active has worked closely with all its awarding bodies to establish the awarding bodies forum. It is a requirement for all awarding bodies offering the NVQs/SVQs in this sector to:

- ◆ Attend quarterly meetings of the main Active Leisure and Learning awarding body forum.
- ◆ Discuss and resolve issues concerning quality control, to ensure the consistent interpretation of the National Occupational Standards across all the awarding bodies.
- ◆ Receive updates from industry specialists on current industry developments and initiatives.
- ◆ Set and monitor targets for the implementation of the SVQs and NVQs.

The Terms of Reference of the awarding bodies forum are designed to improve cross-awarding body standardisation of assessment decisions and issues.

4.5 Independent Assessment

Joint QCA/SQA Guidance “*Developing an assessment strategy for NVQs and SVQs*” requires that ‘a significant part of the assessment for an NVQ or SVQ is carried out in a manner which is demonstrably independent of anyone who might have a vested interest in the Outcome of the assessment decision’.

Skills Active has concluded that risk assessment and management of centres is the best method to ensure external quality control for this strategy.

The NVQ/SVQ is the confirmation of an individual’s competence in the workplace over a period of time. The gathering of performance evidence through observation or products of work is the preferred assessment method and these requirements are to be itemised in a series of qualification specific annexes to capture the requirements of every standard together with the types of additional evidence suitable for proving that standard. Centres should be encouraged to develop standard banks of questions to cover the required depth of underpinning knowledge and the requirements of that work location.

The SSC continues to support the conclusion that independent assessment is not required for this strategy as external quality control is fulfilled via the risk assessment and management of centres.

5 Workplace assessment

5.1 Assessment Centres must:

- ◆ ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected
- ◆ ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace
- ◆ demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice
- ◆ ensure that assessment sites conform with Health and Safety requirements and good health and safety practice is reflected in assessment
- ◆ maintain a register of all assessors and internal verifiers
- ◆ provide evidence of their plans to keep assessors and internal verifiers updated with current industry requirements

Where applicable, the SSC will provide advice on the minimum “resource requirements” needed by an Approved Assessment Centre to provide adequate experience to the candidate.

5.2 Assessors

Assessors are appointed by an Approved centre and approved by the awarding body through their occupationally competent external verifier.

They should only assess in their acknowledged area of technical and occupational competence.

Assessors should be one of the following:

- ◆ employed by the same organisation as the candidate or
- ◆ working in partnership with, and drawing on evidence from, the candidate’s organisation or
- ◆ an expert brought in to supplement the expertise of the candidate’s own organisation or as an additional external method of quality assurance

The prospective assessor should:

- ◆ Hold the Assessor Units A1 and A2 [*New assessors should have a clear action plan for achieving Units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.*]
- ◆ Meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the Units being assessed.
- ◆ Provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.
- ◆ Provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- ◆ Provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment.

- ◆ Demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- ◆ Provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.
- ◆ Approved Centres may have additional generic criteria and personnel specifications in addition to the above

All assessors who operate within the S/NVQ system should gain A1 and A2 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

5.3 Witness testimony

SkillsActive 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 and should be encouraged to achieve Unit L20 “Support the achievement of competence in the workplace”. Any relationship between the witness and candidate should be declared and recorded for internal and external verification purposes.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- ◆ be specific to the activities or product
- ◆ give a brief description of the circumstances of the observation
- ◆ give a brief description of the background of the witness and the observed activity
- ◆ identify the aspects of competence demonstrated
- ◆ be signed and dated

The assessor should carefully check the witness testimony against the points listed above.

6 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 individual annexes for qualifications or suites of qualifications.*

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 or less than they would be in a real work environment/situation. In particular:

- ◆ 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 and be approved by the external verifier.
- ◆ 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 in a realistic work environment and must be based on current working practice
- ◆ the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment

Conclusion

The SSC offers this third edition assessment strategy to the UKCG for consideration and approval. This industrial sector is greatly concerned over health and safety issues and cannot afford for ill qualified individuals to be deployed within the workforce.

Sector Specific Annex to the Assessment Strategy for Active Leisure and Learning

Outdoor Education and Outdoor Recreation

Background

In July 2002, PSAG approved the Assessment Strategy submitted by SkillsActive (then SPRITO), the recognised standards setting body for the Active Leisure and Learning sector. The strategy sets out the recommendations for the assessment and quality control systems required for National and Scottish Vocational Qualifications coming under the SkillsActive umbrella and should always be referred to for full details of assessment requirements. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

Occupational competence for assessors, internal and external verifiers in the Outdoors

Assessment strategy sections 4.1.1, 4.3.4, and 5.2.3 set out the criteria for their appointment and a bullet point in each section states that they must “match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the Units being assessed” and “be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying or assessing”.

What follows are the specific criteria for the Outdoors sector and they apply equally to prospective external and internal verifiers and assessors, who must have:

Required criteria:

- ◆ Worked in a relevant outdoors context for two years full time or equivalent eg Outdoors centre manager, Outdoors chief instructor, Outdoors area manager
- ◆ Hold an appropriate occupationally-related qualification eg N/SVQ Level 3 or above or a related HND, Foundation Degree, a related degree or a Level 3 or above qualification from the NQF or Level 8 or above from the SCQF.

Appointment process for external verifiers

Assessment strategy section 4.1 states that “every awarding body to seek advice from the SSC on the technical qualifications, experience and competence of all prospective external verifiers in the selection and deployment of EVs”; to assist this process for Outdoors external verifiers the sector recommends that:

- ◆ Awarding bodies have an occupationally competent person involved in the interviewing process.

Appendix 3: Agreed common Evidence Requirements and Assessment Guidance

Introduction

In September 2006, UKCG approved new National Occupational Standards and a qualification framework for Outdoor Programmes at level 3. Awarding bodies will shortly be developing and submitting proposals to the regulatory bodies for new NVQs and SVQs based on these new standards. SkillsActive, the SSC for Active Leisure and Learning is anxious to ensure that the Assessment Guidance and Evidence Requirements for these new NVQs and SVQs is as uniform as possible. Therefore it has co-ordinated work across the awarding bodies, with appropriate inputs from Outdoor Programmes experts and experienced assessors and verifiers, to provide Assessment Guidance and Evidence Requirements for the awarding bodies to implement during the delivery of the new NVQs and SVQs.

This document must be used with close reference to the SkillsActive Assessment Strategy for this NVQ/SVQ.

The Need for Holistic Assessment

This NVQ/SVQ consists of **five** mandatory Units plus Units from a specified pathway; one or two Units should then be chosen from the optional list to make a total of **nine**.

Mandatory Units

All candidates must successfully complete the following Units:

- A55 Contribute to improving personal and organisational performance
- B25 Organise people and resources for outdoor programmes
- C27 Ensure the health, safety, welfare and security of customers and staff
- C215 Promote the conservation of the environment
- D14 Establish and maintain effective working relationships in the outdoors

Pathways and Optional Units

Candidates must complete **one pathway** from the following:

Outdoor Education (At least D33 and D35 must be completed)

- B22 Design outdoor education programmes
- D33 Facilitate education in the outdoors
- D35 Promote the transfer of learning from outdoor experiences

Outdoor Recreation (At least two must be completed)

- B24 Design outdoor recreation programmes
- D26 Facilitate recreation in the outdoors
- A320 Allocate and monitor the progress and quality of work in your area of responsibility (Management Standards Centre Unit D6)

Candidates must choose one or two Units from the following to make a total of nine Units.

- A21 Support the efficient use of resources
- A320 Allocate and monitor the progress and quality of work in your area of responsibility (Management Standards Centre Unit D6)
- A322 Provide leadership in your area of responsibility (Management Standards Centre Unit B6)
- B228 Organise and supervise travel
- PW12 Respond to concerns about possible child abuse
- C39 Supervise residential experiences
- D11 Contribute to the prevention and management of abusive and aggressive behaviour (DANOS AB3, Skills for Health)
- D24 Enable people with disabilities to take part in activities
- D27 Facilitate adventurous experiences
- D36 Facilitate participant's investigation and understanding of the environment

Whilst the S/NVQ is broken down into separate Units, the work of this key worker in the outdoors is not. This means that as the key worker does their job they will generate evidence across a number of S/NVQ Units. Using this evidence for all the Units it relates to is part of Holistic Assessment.

Many of these Units cover inter-related responsibilities, for example, B25, C27, C215, D14, together with the Units that make up each of the pathways, and much of the naturally occurring evidence for these is likely to come from observing the candidate going about their normal day-to-day activities in the outdoor environment.

For this reason, we **strongly** recommend that, if the candidate is attempting the whole NVQ or SVQ that inter-related Units are assessed together in a holistic manner. In other words, when assessor visits and meetings occur, the assessor is **strongly** advised not to consider evidence on separate occasions for each of these Units, but to visit the outdoor centre's location, consider the candidate's work and identify how the evidence the candidate generates matches the requirements of all four of these Units.

Separate assessments for each of these Units should only be necessary if the candidate is not attempting the whole of the NVQ or SVQ, but seeks Unit accreditation only. If more than one Unit is being attempted, opportunities should also be sought for a 'holistic' approach.

For a S/NVQ to be delivered successfully with the candidate it is worth noting that the S/NVQ process is one of awarding a qualification to a worker who demonstrates that their work is competent. This means the outdoor educator/development trainer/instructor showing that they meet the criteria laid down in the National Occupational Standards

If a pre-assessment investigation of the candidate indicates that they may not yet be competent, the candidate should undertake appropriate training and/or gain more experience before embarking on their S/NVQ assessment.

As the S/NVQ is about the candidate (outdoor educator/development trainer/instructor) demonstrating their competence, most of the evidence should come from being observed at work and/or looking at other forms of evidence from the candidate's real work that show how they meet the standard.

The Outdoor Programmes S/NVQ is not intended as a snapshot of the candidate's work, but rather a qualification that shows the outdoor educator/development trainer/instructor meets the standards consistently. It is expected that the candidate's evidence will show that they meet this standard on at least two occasions when the assessor is present and that evidence is also available to indicate the standard is met on occasions when the assessor is not present. These assessment occasions should be separated by a reasonable period of time sufficient to infer consistent practice. We recommend that these occasions are separated by at least two months. In the case of some Units, assessors and verifiers should take account of the fact that opportunities for the candidate to generate evidence will be rare and therefore it will be acceptable to use 'historical evidence' – produced before the candidate has actually registered for the N/SVQ. However, this evidence should not be drawn from more than two years before the particular Unit is assessed and should be validated as being authentic.

Assessment Guidance and Evidence Requirements for each Unit

Mandatory Units

A55 Contribute to improving personal and organisational performance

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ A55.1 a minimum of **three** aspects of performance and **three** types of feedback
- ◆ A55.2 a minimum of **three** types of improvement
- ◆ A55.3 a minimum of **two** types of areas for development and **two** types of development activities

This may be gathered through a combination of assessor observations, witness testimony, professional discussion and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

B25 Organise people and resources for outdoor programmes

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ B25.1 a minimum of **three** types of resources, **two** types of programme and **one** type of participant
- ◆ B25.2 a minimum of **three** types of resources, **two** types of programme and **one** type of participant
- ◆ B25.3 a minimum of **three** types of resources and **one** type of participant

This may be gathered through a combination of assessor observations, witness testimony, professional discussion and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit except as detailed below.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for B25.3.3 if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and

understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

C27 Ensure the health, safety, welfare and security of customers and staff

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ C27.1 **all** types of hazards and a minimum of **two** types of relevant people
- ◆ C27.2 **all** types of procedures, **all** types of risk and a minimum of **two** types of relevant people
- ◆ C27.3 a minimum of **two** types of abuse, **both** types of procedures, and **two** types of relevant people

This may be gathered through a combination of assessor observations, witness testimony, professional discussion and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit except as detailed below.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for C27.3.5 and C27.3.6 if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between

the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

C215 Promote the conservation of the environment

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ C215.1 **all** types of good practice and guidance and **all** types of impact
- ◆ C215.2 a minimum of **two** types of participant and **all** types of impact

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate’s work that

they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D14 Establish and maintain effective relationships in the outdoors

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ D214.1 a minimum of **two** types of participants and colleagues
- ◆ D214.2 a minimum of **three** types of clients and colleagues
- ◆ D214.3 a minimum of **three** types of colleagues and **two** types of support

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit except as detailed below.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for D14.1.9 if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

Pathways and Optional Units

(Please note that although some Units appear in more than one pathway their Evidence Requirement is only presented once in the document)

Outdoor Education

B22 Design outdoor education programmes

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real outdoor education environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real outdoor education environment has met the following requirements:

- ◆ B22.1 a minimum of **two** types of participants, **three** types of educational needs, **two** types of requirements and **two** types of other relevant people
- ◆ B22.2 **all** types of programmes, a minimum of **two** types of participants, **three** types of educational needs and **two** types of other relevant people

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D33 Facilitate education in the outdoors

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real outdoor education environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real outdoor education environment has met the following requirements:

- ◆ D33.1 a minimum of **two** types of participant, **all** types of role, and **three** types of experiences
- ◆ D33.2 a minimum of **two** types of participant, **all** types of role, and **three** types of experiences
- ◆ D33.3 a minimum of **two** types of participant, **two** types of adverse conditions, **all** types of positive behaviour and **two** types of unacceptable behaviour

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit except as detailed below.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may also be used for D33.3.3 and D33.3.5 if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D35 Promote the transfer of learning from outdoor experiences

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training environment has met the following requirements:

- ◆ D35.1 a minimum of **two** types of participant, **three** types of learning and **three** areas of life
- ◆ D35.2 a minimum of **two** types of participant, **three** areas of life and **three** types of others

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

Outdoor Recreation

B24 Design outdoor recreation programmes

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor recreation environment has met the following requirements:

- ◆ B24.1 a minimum of **two** types of participant and **two** types of needs and aspirations
- ◆ B24.2 a minimum of **two** types of participant and **two** types of needs and aspirations

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D26 Facilitate recreation in the outdoors

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor recreation environment has met the following requirements:

- ◆ D26.1 a minimum of **two** types of participant
- ◆ D26.2 a minimum of **two** types of participant
- ◆ D26.3 a minimum of **two** types of participant, **two** types of adverse conditions, **all** types of positive behaviour and **two** types of unacceptable behaviour

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit except as detailed below.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for D26.3.3 and D26.3.5 if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

Options

A21 Support the efficient use of resources

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ A21.1 a minimum of **one** type of relevant people and **both** types of recommendations
- ◆ A21.2 a minimum of **one** type of relevant people and **two** types of corrective action

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

B228 Organise and supervise travel

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ B228.1 a minimum of **six** types of travel arrangements, **two** types of journeys and **two** types of participants
- ◆ B228.2 a minimum of **two** types of journeys and **two** types of participants

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for B228.2.6 if there is no naturally occurring evidence. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

PW12 Respond to concerns about possible child abuse

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ PW12.1 a minimum of **one** type of signs and indicators and **one** type of abuse
- ◆ PW12.2 a minimum of **one** type of disclosure and **one** type of abuse
- ◆ PW12.3 a minimum of **one** type of report

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do

something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

C39 Supervise residential experiences

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ C39.1 a minimum of **two** types of participant, and **all** types of needs
- ◆ C39.2 a minimum of **two** types of participant, and **all** types of needs
- ◆ C39.3 a minimum of **two** types of participant, and **two** types of sleeping arrangements
- ◆ C39.4 a minimum of **two** types of participant, and **two** types of events and issues

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit except as detailed below.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for C39.1.6 and C39.4.7 if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between

the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D211 Contribute to the prevention and management of abusive and aggressive behaviour

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ D211.1 no additional requirements
- ◆ D211.2 no additional requirements
- ◆ D211.3 no additional requirements

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Realistic simulations may be used for performance criteria D211.1.3, 4, 5; whole of element D211.2 and D211.3,4 if there is no naturally occurring evidence.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D24 Enable people with disabilities to take part in activities

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ D24.1 a minimum of **all** types of information, **one** type of participant and **one** type of source
- ◆ D24.2 a minimum of **one** type of participant, and **both** types of equipment
- ◆ D24.3 a minimum of **one** type of participant

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for any part of this Unit except as detailed below.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for D24.3.5 and D24.3.6 if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D27 Facilitate adventurous experiences

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ D27.1 a minimum of **two** types of aims, **two** types of participants, **one** type of experience and **one** type of location
- ◆ D27.2 a minimum of **two** types of aims, **two** types of participants, **one** type of experience and **one** type of location
- ◆ D27.3 a minimum of **two** types of aims, **two** types of participants, **one** type of experience and **one** type of location
- ◆ D27.4 a minimum of **two** types of aims, **two** types of participants, **one** type of experience and **one** type of location

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between

the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D36 Facilitate participant's investigation and understanding of the environment

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real outdoor education/outdoor development training/outdoor recreation environment (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real outdoor education/outdoor development training/outdoor recreation environment has met the following requirements:

- ◆ D36.1 a minimum of **two** types of participant and **all** types of safety parameters
- ◆ D36.2 a minimum of **two** types of participant and **all** types of safety parameters
- ◆ D36.3 a minimum of **two** types of participant, **two** types of techniques and **two** types of environment

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between

the assessor and candidate. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

Units Imported from the Management Standards Centre

The following guidance applies to the *Evidence requirements* of each Unit and should be read in conjunction with the Unit specification.

In order to achieve any Unit you must demonstrate that you meet all its requirements. This means all of the stated Outcomes and behaviours and every item of knowledge and understanding. Your assessor must be able to observe you in the workplace and/or you must provide **tangible evidence** to your assessor — you should agree with your assessor the balance between observation and other ways of evidencing performance. Please note that **simulation** is **not** allowed for any Unit (ie all your evidence must relate to real work activities) unless, in exceptional cases, the external verifier agrees.

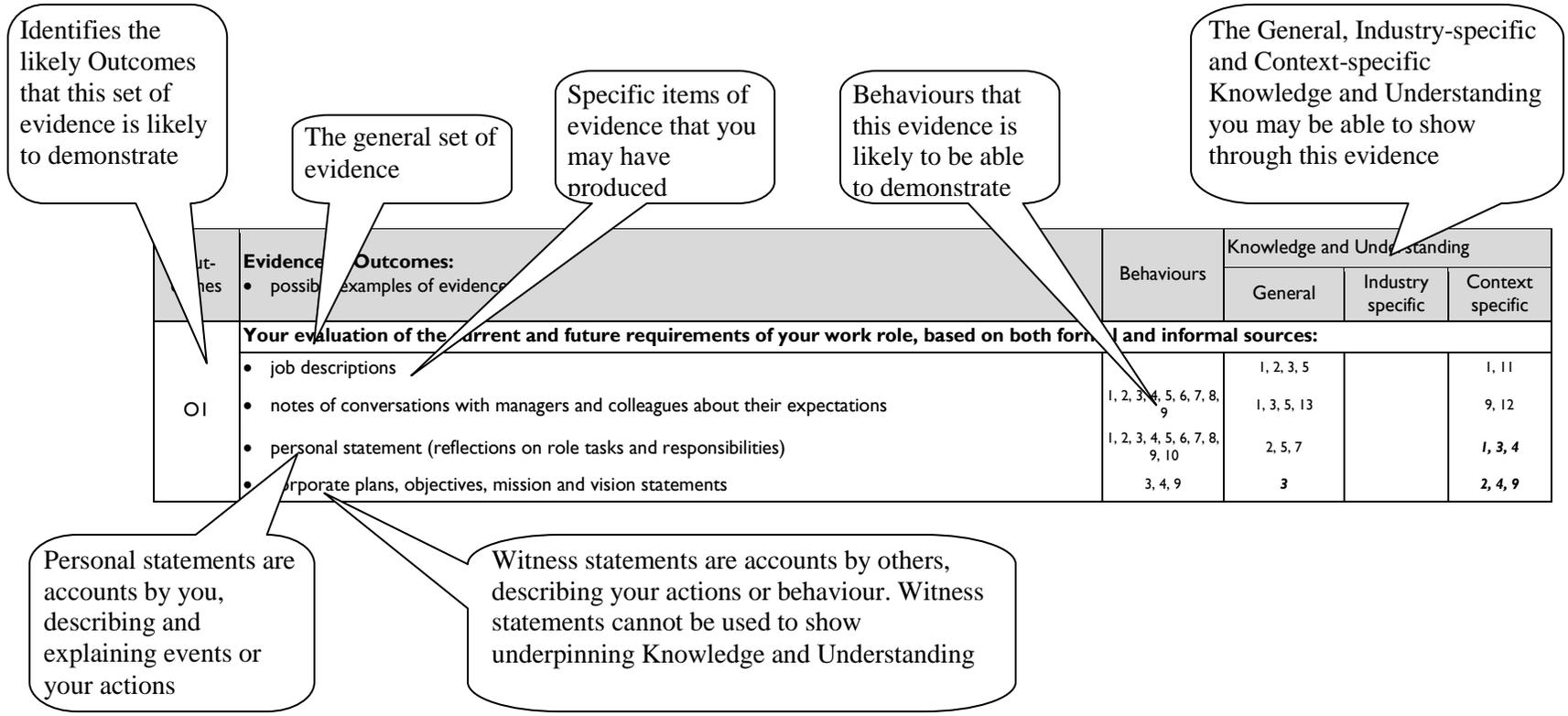
To help you identify relevant, tangible, evidence, the *Evidence requirements* of each Unit list a wide range of possible items of evidence, and show which *Outcomes*, *Behaviours* and *Knowledge and Understanding* these items might be used to evidence. Please note, you are not expected to produce each item of evidence listed — the Evidence Requirements identify examples of the evidence that you might be able to produce. Similarly, the references to *Behaviours* and to *Knowledge and Understanding* suggest what the evidence **may** demonstrate. It is your responsibility to collect appropriate evidence, make sure that it demonstrates the *Outcomes* required, and show which *Behaviours* and *Knowledge and Understanding* are also apparent.

A Personal Statement may accompany the evidence for each Unit. The *Evidence Requirements* identify certain *Outcomes* where this is more likely to be of value. A Personal statement is not real work evidence, but it can be useful in explaining and reflecting on your behaviour in achieving certain Outcomes and why you behaved as you did, thus helping to link evidence of *Outcomes* to *Behaviours* and *Knowledge and Understanding*. Witness statements should be made both by those who report to you and those to whom you report (except if you do not report to anyone – for example, if you own the organisation).

Your assessor must be given sufficient time to become familiar with the evidence. The physical evidence will provide the basis for a dialogue between you and your assessor. This discussion will provide you with an opportunity to show how the physical evidence you have presented covers the Outcomes, behaviours and items of knowledge and understanding.

You must appreciate that your assessor may feel that further evidence is required and the discussion could be used to identify the type of further evidence required and where this can be obtained.

What the Evidence Requirements look like:



Outcomes	Evidence	Outcomes: • possible examples of evidence	Behaviours	Knowledge and Understanding		
				General	Industry specific	Context specific
Your evaluation of the current and future requirements of your work role, based on both formal and informal sources:						
OI		• job descriptions		1, 2, 3, 5		1, 11
		• notes of conversations with managers and colleagues about their expectations	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 3, 5, 13		9, 12
		• personal statement (reflections on role tasks and responsibilities)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	2, 5, 7		1, 3, 4
		• corporate plans, objectives, mission and vision statements	3, 4, 9	3		2, 4, 9

A322 Provide leadership in your area of responsibility (MSC B6)

Outcomes	Evidence of Outcomes: ◆ possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Plans, procedures, records of meetings and other communications you have prepared that clearly articulate your vision and show how it is to be translated into action				
O1	◆ vision statement, policy statements, operational objectives plans and procedures	1, 2, 3, 6	1, 2, 3, 7	1, 2	1, 2, 3, 4, 5, 6, 7, 8
O2					
O5	◆ notes, presentations and materials from team briefings and other meetings and discussions, newsletters, notices, intranet and internet pages	1, 2, 3, 4, 5, 6, 7, 8, 10, 11	1, 2, 3, 4, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7, 8
O6					
O7					
O8	◆ personal statements (how you ensured that your vision was understood and used by others to shape their behaviour)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7, 8
O9					
O10	◆ witness statements (by those using your vision to shape their behaviour)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	-	-	-
	Records of critical incidents that show decisions you have made and how you have delegated responsibility to others, and have authorised activities designed to address significant problems and seized opportunities				
O2	◆ contemporaneous notes, diary entries or memoranda to record significant difficulties or problems (eg those with possible disciplinary, business or legal consequences)	2, 3, 5, 6, 11	1, 3, 4, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
O3					
O4	◆ letters, memoranda, emails, reports and other communications to inform appropriate people and make a formal records of your decisions and actions (eg to resolve problems and delegate responsibility for future actions)	2, 3, 4, 5, 6, 8, 10, 11	1, 3, 4, 6, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
O5					
O6					
O7	◆ minutes or notes of progress report meetings	2, 3, 5, 6, 7, 8, 9, 10, 11	1, 4, 5, 6, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
O8					
O9	◆ personal statements (how you made significant decisions and delegated responsibility to others)	3, 5, 6, 7, 8, 9, 10, 11	1, 4, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
O10					
	◆ witness statements (how you made significant decisions and delegated responsibility to others)	3, 5, 6, 7, 8, 9, 10, 11	-	-	-

O1 O3 O4 O5 O9 O10	Proposals you have made, parameters you have set, plans you have made and records you have kept of development meetings and projects designed to encourage creative ideas-generation and innovation:				
	◆ proposals for, and agenda and reports of meetings	1, 2, 3, 5, 6, 11	4, 6, 7, 8, 9, 10	2	2, 3, 4, 5, 6, 7,
	◆ criteria used to sort and evaluate creative ideas	6, 8	4, 7	2	4, 5, 6
	◆ proposals to develop new and innovative products, production systems or operational procedures	1, 3, 4, 6	2, 3, 7	2	4, 5, 6
	Records of feedback you have received from managers, peers, those you manage and other colleagues, about your management and leadership performance:				
O1 O2 O11	◆ records of appraisal or performance review interviews with your line manager	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	◆ records of 360o appraisals by colleagues	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	◆ notes of informal feedback, reflective logs or CPD records	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	◆ critical incident personal reports	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	◆ witness statements (experiences of your leadership and management performance)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	-	-	-

A320 Allocate and monitor the progress and quality of work in your area of responsibility (MSC Unit D6)

Outcomes	Evidence of Outcomes: ♦ possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of work allocation to people and teams in your area of responsibility:				
	♦ notes or minutes of meetings with your manager regarding the work required from your team, and any priorities	1, 2, 4, 9, 10	1, 2, 3, 18	1, 2	1, 2, 3, 4, 5, 7
	♦ business, operational or production plans or schedules and other documents identifying the work required from your area of responsibility that you have agreed, and any priorities you have identified	1, 2, 4, 7, 9, 10	1, 2, 3, 18	1, 2	1, 2, 3, 4, 5, 7
O1 O2 O3 O4 O5	♦ detailed work plans or schedules, timetables and other plans for individuals' and teams' work activities, tasks, production targets or other ways of defining workloads	1, 2, 4, 7, 9, 10, 11	3, 4, 5, 6, 18	1, 2	1, 2, 3, 4, 5, 6, 7
	♦ notes of meetings and briefings to discuss work plans or schedules, timetables and allocate individual and team work activities, tasks, production targets, etc	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	3, 4, 5, 6, 7, 8, 9	1, 2	1, 2, 3, 4, 5, 6, 7
	♦ personal statements (reflections on the process and reasoning behind work planning and allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members)	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12	2, 3, 4, 5, 6, 7, 8	1, 2	1, 2, 3, 4, 5, 6, 7
	♦ witness statements (comments on the process of work planning and allocation and perceptions of its fairness, appropriateness and clarity)	3, 6, 7, 8, 11, 12	-	-	-
O5 O6 O7 O8 O9 O10 O11 O12	Records of the quality and quantity of the work of people and teams in your area of responsibility:				
	♦ records of the monitoring of work output/production for quality, consistency with specifications, etc (eg quality control sampling records, control charts, etc) that you have collected or commissioned	7, 9, 10	10, 13, 14, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9
	♦ records of individual and team work output or production records, production/operational reports that you have prepared, etc	1, 7, 9, 10	13, 14, 15, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9
	♦ records of any changes to work plans or schedules that you have initiated	1, 4, 6, 7, 9, 10, 12	14, 15, 16, 17, 18	1, 2,	1, 2, 3, 4, 5, 6, 7, 9

O13	◆ notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities; product/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have organised or undertaken)	1, 4, 5, 6, 7, 9, 10, 12	12, 13, 14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
	◆ notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members	3, 5, 6, 7, 8, 10, 11, 12	10, 11, 12, 13, 14, 15, 16, 17, 18	1, 2	1, 4, 5, 6, 7, 8, 9, 10, 11, 12
	◆ personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	1, 3, 5, 6, 10, 11, 12	10, 11, 12, 13, 14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
	◆ witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	3, 6, 7, 8, 11, 12	-	-	-