



Assessor's guidelines for the SVQ in Spectator Safety at level 2

Publication date: October 2008

Publication code: DB4739

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

The information in this publication may be reproduced in support of SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, then written permission must be obtained from the Support Materials Development Officer at SQA. It must not be reproduced for trade or commercial purposes.

© Scottish Qualifications Authority 2008

Contents

About this guide	1
Introduction	2
About SVQs	2
How are standards defined in SVQs?	3
Who is involved in SVQs?	3
The steps involved in assessing a candidate for an SVQ	4
1 The SVQ in Spectator Safety	5
Structure of the SVQ	5
An assessment strategy for the SVQ	6
Why would people be interested in the SVQ?	6
How do candidates begin?	6
Choosing the SVQ	6
2 Preparing to assess the SVQ	8
Your role and your candidate's role	8
Planning	9
Assessment plan	10
Selecting methods of assessment	11
Methods of assessment	12
Observation	12
Product evidence	12
Questioning	13
Other methods of assessment	13
Simulation	16
Use of Supplementary Evidence	16
Simulation	16
Use of Supplementary Evidence	16
Other sources of evidence	16
3 Generating evidence	17
Observation	18
Questions and candidate responses	20
Candidate's personal statement	22
Witness testimony	24
Filling the gaps	26
Guidance and support to candidates	26
Judging candidate evidence and making an assessment decision	26
Insufficient evidence	27
Authenticating candidates' evidence	27
4 Recording achievement	28
Completing the Unit progress record	29
Using the index of evidence	31
Completing the Element achievement record	33
5 Further information	36
Appendix 1: Blank recording forms	37

About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Spectator Safety at level 2**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

Introduction

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

About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

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

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience, which employees should have as they progress in their industry.

Explanation of levels

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

How are standards defined in SVQs?

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

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

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

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

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

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

Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor*:** the person who assesses the candidates and decides if they are competent (eg 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 this SVQ — see SQA’s website: www.sqa.org.uk

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

The steps involved in assessing a candidate for an SVQ

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

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

1 The SVQ in Spectator Safety

The SVQ in Spectator Safety has been developed by SkillsActive and is intended for people who work in maintaining the safety and security of spectators.

These people may be working as stewards and other similar staff who work with spectators. They will require skills and knowledge in:

- ◆ Preparing for spectator activities
- ◆ Monitoring crowds and identifying potential problems
- ◆ Controlling the entry and exit of people, searching people for unauthorised items
- ◆ Customer care; providing information and dealing with problems
- ◆ Identifying and dealing with physical hazards
- ◆ Helping to manage conflict, controlling and detaining people
- ◆ How to follow the correct procedures
- ◆ Working with colleagues and improving own work and the work of the organisation
- ◆ Dealing with accidents and emergencies

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: sporting arenas, football games, rugby games etc, exhibition halls, music concerts, and other events that require the control of people.

Structure of the SVQ

This section lists the Units which form the SVQ in Spectator Safety.

Level 2

Mandatory Units

SQA Ref	NTO Ref	Title
F4BG 04	C29	Prepare for Spectator Events
F4BK 04	C210	Control the Entry, Exit and Movement of People at Spectator Events
F4BJ 04	C211	Monitor Spectators and Deal with Crowd Problems
F4BH 04	C237	Help to Manage Conflict
DA8C 04	A52	Contribute to the Work of Your Team
B5YP 04	C35	Deal with Accidents and Emergencies

Optional Unit

SQA Ref	NTO Ref	Title
F4BL 04	C238	Control and Detain People at a Spectator Event for Action by the Police

An assessment strategy for the SVQ

As part of its review of the SVQ, 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 published on SQA's website (www.sqa.org.uk), 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 carries out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

An example

Sam had worked as a steward for approximately six months and has gained some industry knowledge and experience. As a result of this, he wanted to obtain a nationally-recognised qualification that would give him further knowledge and skills within his workplace which would contribute to his personal development. This could also provide a career pathway into the SVQ in Spectator Safety at level 3. His supervisor advised Sam to consider a level 2 SVQ in Spectator Safety.

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

- ◆ C211 – Monitor Spectators and Deal with Crowd Problems
- ◆ C210 – Control the Entry, Exit and Movement of People at Spectator Events

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

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

The Units were:

- ◆ A52 – Contribute to the Work of Your Team
- ◆ C29 – Prepare for Spectator Events

The supervisor arranged for the assessor to accompany Sam on a tour to observe and assess him for the first of these Units. 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 the assessment of Element 2 Unit C29 because not all of the Performance Criteria and Range could be observed.

Sam had no experience of the areas covered by the final Units, which were:

- ◆ C237 – Help to Manage Conflict
- ◆ C35 – Deal with Accidents and Emergencies
- ◆ C238 – Control and Detain People at a Spectator Event for Action by the Police

Since Sam's job remit would not cover all these areas of the SVQ, his supervisor arranged for him to attend a first aid course, and to work with senior members of staff with specialist qualifications, eg, in minimising conflict situations and using reasonable force. The supervisor also invited the police to give lectures on legal issues relating to conflict etc. Sam was also advised to shadow a senior member of staff for observation and practice in relation to the company.

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

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 (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers Unit C211: *Monitor Spectators and Deal with Crowd Problems*

You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

Units: C211 — Monitor Spectators and Deal with Crowd Problems					
Elements: C211.1 — Monitor crowds and identify potential problems, C211.2 — Follow instructions and procedures to deal with crowd problems					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Sign out necessary resources/equipment	E1.1	Signing out log	27/02/08	Information relating to the type of event that the candidate will be monitoring, eg spectators and specific issues and problems which may affect their duties	C210.3
Pay careful attention to the crowd in your area	E1.4	Observation			
Monitor crowd dynamics	E1.5	Observation, Crowd problem reports			
Risk assess and take appropriate action	E2.2	Observation, crowd problem reports/logs			
Keep control room/supervisor informed of any situations that occur at all times	E2.6	Observation, reports/logs			
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature: *Salma Ali*

1st review due: *1 March 2008*

Candidate's signature: *Sam Macfarlane*

2nd review due: *1 April 2008*

Date of agreement: 1 February 2008

Date of completion: 1 May 2008

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)

Example

You might agree to observe a candidate working as a steward at an event, who has agreed to be assessed while he carries out his agreed duties. 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 demonstrated 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:

- ◆ C237 – Help to Manage Conflict
- ◆ C238 – Control and Detain People at a Spectator Event for Action by the Police

The assessor could back up their assessment by:

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

Product evidence

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:

- ◆ C237 — Help to Manage Conflict:
 - Written forms of communication, ie information notices
 - Report of necessary information about the conflict
- ◆ C238 — Control and Detain People at a Spectator Event for Action by the Police:
 - Accurate record of the conflict

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. 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, and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written.

◆ C35 — Deal with Accidents and Emergencies

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

Question K6 — Who is the on-site first aider and how would you contact them?

Answer: The on-site first aider would be the person designated to carry out that role, however at large events there are usually specialist medical teams, for example, ambulance (paramedics), St. Andrews Ambulance, Red Cross. I would contact my supervisor or control team via my radio communications.

◆ C211 — Monitor Spectators and Deal with Crowd Problems

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

◆ Question K1 — What is the importance of carefully observing crowds and areas?

Answer: To anticipate any problems that may occur and be able to deal with them appropriately. For example, if crowds become aggressive, then I may consider police involvement, whereas excited crowds may need directing into more suitable areas to avoid them becoming aggressive. Crowds in specific areas may need careful attention, for example confined areas could lead to accidents and injury, and crowds should not be able to access non-public areas.

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, eg 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, eg accident/emergency

- ◆ where the candidate has carried out work for a different department, eg when contributing to the work of their team

Examples of 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, eg other stewards, supervisors, 'subject experts' 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, eg other stewards, police, security.
--	--

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, eg office staff, domestic staff, ground staff, security.
--	---

Someone with no or little knowledge of the candidate's work or no knowledge of the standards.	This person could be anyone who is in contact with the candidate, eg members of the public.
---	---

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 on SQA's website: www.sqa.org.uk. Also refer to the 'Assessment Guidance' provided by SkillsActive, and 'Agreed Common Evidence Requirements'. These documents give guidance to assessors, for example:

- ◆ Which parts of the Unit can be assessed by simulation or *must* be assessed by observation only.

- ◆ It indicates what requirements the candidate has to complete under the ‘What you must cover’ sections in the elements.
- ◆ The provision of evidence to cover the candidate’s knowledge and understanding.

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

- ◆ C29 — Prepare for Spectator Events

Simulation

Realistic simulations may be used for Performance Criteria C29.2.3, 4, and 5 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.

- ◆ C211 — Monitor Spectators and Deal with Crowd Problems

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.

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)
- ◆ product evidence (produce by the candidate)
- ◆ witness testimony

There are blank forms which you can copy and use in assessment in Appendix 1.

When an assessor is using observation as a form of assessment, a form of checklist is usually used. This checklist is linked to aspects of the Unit that the candidate must do and cover through performance as stated in the *Agreed Common Evidence Requirements and Assessment Guidance* for the qualification. From this the assessor will ask a range of questions that will cover any aspects of what the candidate has not been able to cover through observation and also to cover any knowledge and understanding.

Candidates will also be required to generate *product evidence*. This type of evidence is gathered to back up candidate assessments as proof of the candidate carrying out a task, for example, for Unit C35 — *Deal with Accidents and Emergencies*, the candidate may present a completed accident report form to cover C35.1.6. In some cases it may be more appropriate that the candidate writes a short personal statement, providing details of how they have completed a range of tasks set by the assessor, or when the assessor was not present, for example, C29.2 — Identify and deal with physical hazards; when the candidate has taken prompt appropriate action to the hazard and dealt with hazard according to policies and procedures. In this instance, the candidate's assessor was not present when the candidate was dealing with the hazard, the candidate (who had been trained to deal with certain hazards within their level of responsibility), dealt with the hazard appropriately and provided the relevant reports to back up their personal statement.

Witness testimony may be used to provide the assessor with evidence the candidate has completed one or more aspects of a Unit. The witness can cover a broad range of people, for example, a person who is:

- ◆ technically competent and knows the standards (eg another assessor)
- ◆ technically competent (eg colleague, supervisor/line manager)
- ◆ works with the candidate (works in a different department, bystander, spectator, etc)

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.

Using observation as a form of assessment of a candidate may need to be planned by the assessor and agreed upon by the candidate, this is usually written down in the action plan. This is to ensure that both the candidate and assessor are both available in the workplace to carry out the assessment. During the candidates assessment, the assessor should ensure that the candidate is carrying out their daily work duties, as agreed in the action plan. The assessor may use a type of checklist detailing what the candidate must do and what they must cover.

The assessor may integrate Elements with other Units in the qualification, for example, the candidate will be observed preparing for a spectator event; C29.3 — ‘Search the venue for suspect items’ may be integrated with C210.2 — ‘Search people for unauthorised items’, or, if the candidate is being assessed for C29.2 — ‘Identify and deal with physical hazards’, the candidate may also be assessed for C35.2 — ‘Follow emergency procedures’.

Candidates may also be observed by others, for example, other colleagues, emergency services, such as Red Cross etc. These are called witnesses and they too can provide evidence for the candidate to prove they have carried out tasks or work in their area of responsibility, for example, C29.1 — ‘Prepare for stewarding activities’: the candidate must collect their pass, identification and other resources, ie communication equipment.

Observation record

Unit/Element(s): C29 — Prepare for Spectator Events
Element 1 — Prepare for stewarding activities
Candidate: Sam Macfarlane **Date of observation:** 27/02/08
Evidence index number: 7

Skills/activities observed:	PCs covered:
I observed Sam while he prepared for his stewarding duties correctly following all the pre-event routines. He ensured that he followed the correct registration procedures, collected his ID pass and signed out for safety equipment, walkie-talkie and relevant keys to the facilities. During the briefing before the event, Sam made comprehensive notes about the event, specific hazards and risks he may encounter during his stewarding in his area, relevant procedures for emergencies (fire, first aid etc) and general rules about the venue where all stewards will be stationed.	C29.1: 1, 2, 3, 4, 5

Knowledge and understanding apparent from this observation:

K4, K6, K7, K8, K10

Other Units/Elements to which this evidence may contribute:

C29.2, .3, A52.1, C211.1

Assessor's comments and feedback to candidate:

The feedback was given to Sam (see above observation record). Sam is competent in preparing for stewarding events, by being able to follow procedures and collect the necessary resources for his stewarding duties. He was also able to make detailed relevant notes about the event during the pre-event debrief for his stewarding area and was able to note down the details about the potential hazards within his area in full.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Salma Ali* Date: 27/02/08

Candidate's signature: *Sam Macfarlane* Date: 27/02/08

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.

It is important that the candidate covers all the minimum requirements under 'what you must cover'. This type of questioning and candidate responses can be used to 'fill in the blanks'. Where the Evidence Requirements state that for Unit C29.1, that a minimum of three (out of the four types) types of other resources must be evidenced by the candidate's work, for example, through observation. This leaves one out of the four not covered, therefore, the assessor should ask a question to the candidate, and both the question and candidate's response should be recorded.

Also the assessor may ask more questions relating to their performance during the assessment about specific tasks the candidate carried out and needed more clarification to complete their assessment.

Record of questions and candidate's answers

Unit: C29.1 — Prepare for spectator events	Element(s): 1	
Evidence index number: 8		
<p>Circumstances of assessment:</p> <p>Sam was preparing for stewarding activities. He was able to cover 2, 3 and 4 of Other Resources during his assessment, however, due to the event on the day of his assessment he was not required to use communication equipment.</p>		
<p>List of questions and candidate's responses:</p> <p>Q: What types of communication resources would you need for your stewarding work, and where would you collect these from?</p> <p>A: I would need a walkie-talkie radio and an earpiece attachment to the radio. I would collect these from the central command station and sign each piece of resource taken out, and sign it back in again once I have finished my shift.</p> <p>Q: Why would you need to make a note of the potential hazards and risks given at the briefings?</p> <p>A: To ensure that I was familiar with all aspects of the area where I was stewarding, for example, making sure that the fire exit doors were secure and that the automatic security alarms were activated for them.</p>		
Assessor's signature:	<i>Salma Ali</i>	Date: 29/02/08
Candidate's signature:	<i>Sam Macfarlane</i>	Date: 29/02/08

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.

A candidate's personal statement can be used when the candidate wishes to provide details of how they have carried out the agreed tasks against certain Performance Criteria. This can be due to the assessor not being present while the candidate had carried out these duties/tasks, for example, when candidate and assessor are working different shifts or venues.

The personal statement may also highlight areas of knowledge and understanding that have been identified, or show that the candidate will need to take part in further training in specific areas. For example, 'Does the candidate have the knowledge and understanding for: C29 — Prepare for spectator events; K1 — basic legal requirements covering the type of event you are involved in?'

Personal statements will usually come accompanied with other evidence to back up the candidate's statement of events, such as, witness statements, product evidence etc.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
27/2/08	9	<p>When I prepared for my stewarding activities, I ensured that I followed all registration procedures correctly in line with my organisation's policies and procedures.</p> <p>Before the pre-event briefings, I had to sign in to show I was working in the event ground, I then went to collect my equipment: walkie-talkie radio with ear piece, first aid kit (as I was working the furthest away from the first aid tent), and keys for the staff only areas. All these items had to be signed for when I took them at the beginning of my shift and then signed back in at the end.</p> <p>I then attended the pre-event briefing, noting down all necessary information, eg my stewarding procedures in relation to: potential hazards and venue rules.</p> <p>After the pre-event briefing, I then had to carry out a check of the equipment in my designated area and I had to ensure that they were fit for purpose, any hazards were identified and that all necessary signage was in place and visible. While doing these checks, I noticed that one of the security lights was not working and I then reported (see evidence no. 4) this to my supervisor so that he could get the problem solved before spectators began to arrive.</p> <p>Part of my duties are to carry out a search of my designated area for any suspect items. Towards Gate 3 I had found a black plastic bag leaning against the gate. I immediately radioed in to my supervisor who then advised me to cordon off the area with security tape and to come back to Gate 2 while the security team dealt with the problem.</p>	<p>1, 2</p> <p>3, 4</p> <p>5, 6</p>	<p>C29.1 — 2, 3, 4</p> <p>C29.2 — 1, 3, 5, 6, 7, 8</p> <p>C29.3 — 1, 2, 3, 4, 5</p>

Signed (candidate): *Sam Macfarlane*

Date: *27 February 2008*

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.

Witness testimonies are also a way of backing up other peices of evidence the candidate has produced for their assessment, for example, personal statement, product evidence.

Witness testimony

SVQ title and level:	Spectator Safety at level 2
Candidate's name:	Sam Macfarlane
Evidence index no:	10
Index no of other evidence which this testimony relates to (if any):	
Element(s):	C29.1 — Prepare for stewarding activities
Date of evidence:	27/02/08
Name of witness:	Jack Provan
Designation/relationship to candidate:	Colleague
Details of testimony:	
<p>Before the pre-event briefing, Sam came to the central command centre to collect the necessary equipment before he carried out his stewarding work. He accurately signed and dated the resource book for all the equipment he needed, such as communications radio, first aid kit, keys to staff only areas and the handbook.</p> <p>After his work duty had finished he came back to the command centre and signed back in all the equipment.</p>	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness: <i>Jack Provan</i> Date: <i>27 February 2008</i>	

Witness (please tick the appropriate box):

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

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, for example, C35.1 ‘Deal with injuries and signs of illness’.

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 what aspects of the Unit(s) can be assessed by simulation or *must* be assessed by observation only.

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.

Example

Make sure that the candidate's work is authentic:

- ◆ Ensure that any handwritten work, from the candidate or assessor, is in pen or has been photocopied (to avoid the work being tampered with).
- ◆ Use of 'real evidence', not 'manufactured evidence' (unless the evidence is from a simulation and therefore should be marked as such).
- ◆ Ensure that both the candidate and the assessor sign and date their work and any work that has been submitted as 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.

SQA provide centres with material which can be used for both assessors and candidates in their portfolio. Centres may wish to develop and produce their own material to suit their centre or organisation. All material contained within the candidate's portfolio, assessment decisions and internal verification records will have to be presented for external verifiers on their visits.

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

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

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

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

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

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

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

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

On the following page is an example of a Unit progress record. This form is used to show the progress of the candidate through their qualification. The Unit Checklist is used as a visual aid to show instantly what Units have been achieved so far, by crossing or circling the relevant Units.

Unit progress record

Qualification and level: Spectator Safety at level 2

Candidate: Sam McFarlane

To achieve the whole qualification, you must prove competence in six **mandatory** Units and an additional **optional** Unit.

Unit Checklist

Mandatory	C29	C210	C211	C237	A52	C35						
Optional	C238											

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
C29	Prepare for Spectator Events	<i>Salma Ali</i>	<i>29 April 2008</i>
C210	Control the Entry, Exit and Movement of People at Spectator Events		
C211	Monitor Spectators and Deal with Crowd Problems		
C237	Help to Manage Conflict		
A52	Contribute to the Work of Your Team		
C35	Deal with Accidents and Emergencies	<i>Salma Ali</i>	<i>2 April 2008</i>

Optional Units achieved

C238	Control and Detain People at a Spectator Event for Action by the Police		
------	---	--	--

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: Spectator Safety at level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
C29.1 1	Signing in/out book for: communication equipment (radios), safety equipment (first aid kit), keys	Yes	RS
C29.1 2	Notes on pre-event briefings	Yes	RS
C29.2 3	Risk assessment for designated area	Yes	RS
C29.2 4	Report of the hazard(s) in designated area	Yes	RS
C29.3 5	Project — information on types of suspicious items and correct procedures for each	Yes	RS
C29.3 6	Report — found suspicious items	Yes	RS
C29 7	Observation Report	Yes	RS
C29 8	Record of questions and candidate's answers	Yes	RS
C29 9	Personal statement	Yes	RS
C29 10	Witness testimony		

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: C29 — Prepare for Spectator Events

Element: C29.1 — Prepare for stewarding activities

Evidence Index No	Description of Evidence	PCs (What you must do)						Areas of knowledge and understanding										
		1	2	3	4	5		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11
1	Signing in/out book		✓								✓	✓						
2	Pre-event briefing notes				✓						✓				✓	✓	✓	✓
7	Candidate statement					✓												
8	Witness statement		✓															
9	Assessors report	✓		✓		✓												

Unit: C29 — Prepare for Spectator Events

Element: C29.1 — Prepare for stewarding activities

Notes/Comments

Sam has demonstrated to a satisfactory level that he can competently prepare for stewarding activities. He was able to follow the appropriate registration procedures, collect his resources and attend pre-event briefings on time. Sam was able to make comprehensive notes about his designated area about any potential risks and hazards, the stewarding procedures and the venue rules.

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

Candidate: *Sam Macfarlane*

Date: *29 April 2008*

Assessor: *Salma Ali*

Date: *29 April 2008*

Internal Verifier: *Rachel Stirling*

Date: *5 May 2008*

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:

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: