



# **Assessor's Guidelines for the SVQ3 Playwork SCQF level 7**

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# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ3 Playwork SCQF level 7**. 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**

<b>SVQ1 (SCQF level 4)</b>	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.
<b>SVQ2 (SCQF level 5)</b>	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.
<b>SVQ3 (either SCQF level 6 or 7)</b>	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.
<b>SVQ4 (either SCQF level 8 or 9)</b>	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.
<b>SVQ5 (SCQF level 11)</b>	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](http://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 this SVQ(s) — see SQA’s website: **[www.sqa.org.uk](http://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 achieve 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 SVQ3 Playwork SCQF level 7

The SVQs in Playwork have been developed by SkillsActive and are intended for people in the playwork sector.

These people may be working as out-of-school care practitioners or playscheme practitioners. They will require skills and knowledge in children's rights, health and safety, play, working with children and parents, working as a team member, and organisational skills for playwork settings.

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: Colleges and training organisations, in partnership with employers and playwork centres such as out-of-school clubs, playschemes and childrens groups.

## Structure of the SVQs

This section lists the Units which form the SVQ in Playwork.

SVQ3 Playwork SCQF level 7 (GD1V)

To achieve this SVQ the candidate must complete **five mandatory Units** and **four optional Units**. The candidate can take four Units from Optional Group 1 to complete the SVQ.

**Or**

The candidate can take two Units from Optional Group 1 and a maximum of two Generic Management and Leadership Units from Optional Group 2.

### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FT4M04	7	14	PW6	Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People.
FT4P04	7	12	PW7	Develop and Maintain a Healthy, Safe and Secure Environment for Children.
FT4R04	7	9	PW8	Develop and Promote Positive Relationships.
FT4T04	8	17	PW9	Plan and Support Self-directed Play.
FT4V04	8	17	PW10	Reflect on and Develop Practice.



## Optional Units

### Group 1 — four units can be taken from this group

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FT4W04	6	10	PW11	Work with Colleagues in a Team.
FT4X04	7	10	PW12	Respond to Concerns about Possible Child Abuse.
FT4Y04	7	9	PW13	Contribute to Children's Health and Well Being.
FT5004	6	10	PW14	Engage with Parents and Carers in the Play Environment.
FT5104	7	8	PW15	Administer Playwork Provision.
FT5204	8	11	PW24	Inclusive Play, Working with Disabled Children and Young People.
FT5304	7	10	PW39	Develop, Maintain and Sustain Adventure Playgrounds.
FT5404	7	9	PW40	Manage the Facilitation of Open Access Play Opportunities in Public Places.
FT5504	7	11	PW41	Carry Out Playwork with Young Children (pre-school).
FT5604	7	13	B226	Promote Your Organisation in the Community.
FT5704	8	11	B227	Contribute to Evaluating, Developing and Promoting Services.
FT5804	7	7	B228	Organise and Supervise Travel.

### Group 2 — The candidate can take a maximum of two Generic Management and Leadership Units from Optional Group 2

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DR5F04	7	11	A27	Manage a Budget.
FM4Y04	9	12	A319	Recruit, Select and Keep Colleagues.
FD3K04	7	14	A320	Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility.
FM5304	8	11	A321	Provide Learning Opportunities for Colleagues.

## **An Assessment Strategy for the SVQ**

As part of their 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](http://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 carried out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

### Example

Aidan has been a playworker for three years in an out-of-school care club run by the local council in a community centre in his local village. He has also worked on a range of summer play projects for the local council, including open access play in the local parks. Aidan did an SVQ2 Playwork SCQF level 6 two years ago, and is now working as a practitioner in the club. He now feels that he needs to gain his SVQ3 Playwork SCQF level 7 as this is appropriate to his job role.

The assessor has looked at the roles Aidan plays in the different play settings and has agreed that he is working at practitioner level and that he has the skills and experience to enable him to generate evidence at SVQ Level 3. Aidan is at the stage that he will easily generate evidence for the following Units:

- ◆ PW7 Develop and Maintain a Healthy, Safe and Secure Environment for Children.
- ◆ PW8 Develop and Promote Positive Relationships.
- ◆ PW9 Plan and Support Self-directed Play.
- ◆ PW11 Work With Colleagues in a Team.

Aidan and his assessor talked about one Unit that he felt he required further training on, but he was interested in working on:

- ◆ PW10 Reflect on and Develop Practice.

Aidan has also been on a REHIS course and has obtained an elementary food hygiene certificate. As this was an assessed course this could provide useful accreditation of prior learning (APL) for some aspects of the underpinning knowledge for the following Units:

- ◆ PW7 Develop and Maintain a Healthy, Safe and Secure Environment for Children.
- ◆ PW13 Contribute to Children's Health and Well-being.

Aidan also explained to his assessor that they are looking at children's rights with the children in the centre. This could generate evidence for Aidan for the Unit:

- ♦ PW6 Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People.

Aiden has explained his role during the summer projects to his assessor. He has specialist experience of facilitating open access play sessions in the parks. These sessions are suitable for all age groups. The morning sessions are often targeted at spaces used by younger children, and the afternoon and evening sessions are targeted at older children. He has experience and knowledge, which will enable him to provide evidence for the following Units:

- ♦ PW40 Manage the Facilitation of Open Access Play Opportunities in Public Spaces.
- ♦ PW41 Carry Out Playwork with Young Children (pre-school).

## 2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your 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 Units:

- ◆ PW6 Contribute to an Organisational Framework that Reflects the Needs and Protects The Rights of Children and Young People.
- ◆ PW7 Develop and Maintain a Healthy and Safe Environment for Children.
- ◆ PW8 Develop and promote positive relationships.
- ◆ PW9 Plan and Support Self-directed Play.

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 opportunity would be recorded on an assessor's observation report and by the candidate as a reflective account.

## Assessment plan

Units	As a minimum PW6 PW7 PW8 PW9				
Elements					
Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
<p>I will set out a range of resources to support transient and affective play space. The play space may lend itself to a range of play types including socio dramatic play, role play and creative play. I will check health and safety before and during play. I will encourage the children to choose some of the resource from the loose parts store. I will also respond to the children's play cues and enable the children to develop the play frames and content within the playspace through self directed play.</p> <p>Resources and play materials for affective play — sheets, dressing up case, netting, blankets, scissors, large wooden bricks. Resources from the loose parts store include rope, large cardboard boxes and clothes pegs.</p>	<p>PW6.3 PC 1,2, PW7.1 PC 2, PW7.2 PC 1–3 and 5 PW8.1 PC 1–6, PW8.2 PC 1–4 PW9.1 PC 4, scope (a) — 2 and 3 PW9.2 PC 1–7, scope (a) — 2 and 3 PW9.3 PC 1–7, scope (a) — 2 and 3 PW9.4 PC 1 PW8.1 PC 4 PW8.1 PC 7</p>	<p>Assessor observation.</p> <p>Candidate reflective accounts.</p> <p>Weekly planning sheet.</p> <p>Risk assessment checklist for creative play equipment.</p>	<p>August 10<sup>th</sup> 2011</p>		<p>PW6.3 PC 1 and 2 PW7.1 PC 2 PW7.2 PC 1–3 and 5 PW8.1 PC 1–6 PW8.2 PC 1–4 PW9.1 PC 4, scope (a) — 2 and 3 PW9.2 PC 1–7, scope (a) — 2 and 3 PW9.3 PC 1–7, scope (a) — 2 and 3 PW9.4 PC 1 PW8.1, PC 4 PW8.1 PC 7</p>

Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Resources for creative play also include paint, cereal boxes, shiny foil, paper, glue, collage material, googly eyes, paper cups and plates, wool, string.					
<b>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review</b>					

<b>Assessor's signature</b>	<u>Eihearann Salter</u>	<b>1st review due</b>	<u>10 August 2011</u>
<b>Candidate's signature</b>	<u>Adien Ferguson</u>	<b>2nd review due</b>	<u>15 September 2011</u>
<b>Date of agreement</b>	<u>13 August 2011</u>	<b>Date of completion</b>	<u>15 September 2011</u>



## 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 of 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:

- ◆ standards require the assessments to be in a real working environment
- ◆ evidence of naturally occurring situations can be observed by an assessor
- ◆ candidate can work at own pace
- ◆ candidate will have the support of their work colleagues

The challenges might be:

- ◆ planned assessments may not happen due to staffing pressures
- ◆ children deciding that they do not want to participate in a particular activity
- ◆ staff are not supportive to the candidate
- ◆ candidate's hours eg breakfast clubs

## **Example**

A candidate is working with a group of children looking at Article 31 of the United Nations Convention on the Rights of the Child, and discussing with them their views on it and what they want from the play setting. This piece of work can be observed by the assessor and then used as evidence for the Unit PW6. It can also be used by the candidate and assessor as a starting point for planning with the children for Unit PW9.1. An assessor on site would be there to observe this activity even if it was unplanned. The candidate could write up the activity in a reflective account and reference it to several Units. The assessor would write up the observation as part of her holistic observation of the candidate practice. If a peripatetic assessor is used and not available to observe the activity, then the candidate can write the reflective account and obtain a witness testimony from somebody present to validate and authenticate the account.

# Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evidence, 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 after they carry out naturally occurring activities.

### Example 1

Abigail has been discussing play materials and resources with the children. The children have taken an interest in creating a talent show over the first week of the school holidays. The aim is to set up a TV studio with large equipment and resources from the loose parts store such as boxes and chicken wire and let the children develop/create their own play environment. Abigail discusses this with her assessor and they agree that a planned observation should take place for the first day in the week. The observation should generate evidence for elements in the Units PW9, PW6, PW7 and PW8. The assessor and Abigail discuss the importance of the planning stage and consultation with the children prior to the planned play opportunity which helped to identify their preferences and play needs. They also discuss possible play spaces and play types that may be observed and discuss her role in relation to the development of self-directed play. They set the date and time for the observation.

### Example 2

Bonnie is observing children playing in the play setting. Two of the girls begin to fight over whose turn it is to have the purple glitter pen. Bonnie gives the girls time to try and sort out the issue themselves, but then one of the girls shouts at the other and reduces her to tears. Bonnie intervenes and supports both girls who are now upset. Bonnie's assessor was in the play room also and observed Bonnie dealing with the whole situation. It is agreed that this naturally occurring situation can generate evidence for PW8.3.

## 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:

- ◆ Health and safety checklist or accident report forms for use in Unit PW7.
- ◆ Candidate's observation records of play opportunities for use in Unit PW9.
- ◆ Records of planning and consultation with children for use in PW9.

## 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 and short answer written questions.

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

### Example 1

Written question for PW8.1 PC 7 and knowledge point 5

- Q Explain some examples of what confidential information regarding children could be, and how would you deal with it.
- A Children's details regarding their home situation should be kept confidential and only need to be shared with staff for security reasons, eg a relative not allowed to pick a child up. Other confidential issues could be medical problems that do not relate to the child's experience in the play centre, or certain issues the child may have talked to me about of a personal nature, such as sexuality.

### Example 2

An oral question from an assessor after an observation of a candidate intervening while observing three children digging a hole in the garden.

- Q Why did you choose to intervene at that moment?
- A I felt that one of the children was getting a bit upset with the enthusiasm of the other two aiming to go faster in the digging, so I wanted to remind them I was there as support for the activity but also to ensure everyone was safe.

## 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.

In this SVQ, a personal statement is a narrative written by a candidate to describe how they would deal with a situation that is not easily observed or is outwith the candidates experience in the work place. This could be working with a conflict with a member of staff or parent, or it could be dealing with a child protection incident.

#### Example

This personal statement extract could generate evidence for Unit PW6.4 PC 4 and 6  
I have not had to deal with a child in our setting who has experienced abuse, however if I had, I would carry out the following procedures as set out in our child protection guidelines.

### Reflective accounts

Reflective accounts are a special assessment tool used in this sector. A reflective account is where the candidate writes about the assessment opportunity, which was either observed by the assessor or occasionally witnessed. The observed activity is usually written up by the candidate to explain what they did and why they did it.

A reflective account is the candidate's explanation of a specific event which relates to the Performance Criteria (what you must do), parts of the scope (what you must cover) and the knowledge requirements. In the reflective account, candidates reflect on the activity and include several points from the knowledge and understanding section.

Some candidate's need guidance regarding the coverage of knowledge points. Some reflective accounts lend themselves to including knowledge points from certain elements. For example if, while observing a play opportunity, you witnessed the candidate dealing with an accident this would be a good opportunity for you to suggest to the candidate, in the feedback session, that they cover the related knowledge points from that element in their reflective account.

## Example

Michael was observed by his assessor working with a group of children in the outdoor play area. After the observation, Michael wrote up an account of the related play behaviours, play types and play frames and how he had supported the children's self-directed play. The children were enjoying a lot of physical and rough and tumble play. Some of the play was quite challenging and Michael had to assess levels of risk and intervene appropriately to support the play while adhering to the play principle number eight. His reflective account related well to a range of Units with a particular focus on aspects of the units PW7 and PW9. He included many of the relevant knowledge points for these units and elements and the relevant play principles. He included his play observation record as a work product. Michael's assessor wrote up her holistic observation of the time she spent observing Michael in the workplace.

## 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.

## Example

A candidate dealt with a child who had an accident while on a trip. The assessor was not present, so the candidate wrote up a reflective account of the incident. The witness wrote a short declaration that the events explained in the reflective account were an accurate account of what they saw.

## 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](http://www.sqa.org.uk).

## Example

Unit PW7.3 looks at the issue of dealing with accidents or emergencies such as an evacuation. This is where a simulation of a candidate dealing with an evacuation or accident could be used to generate evidence.

## Other sources of evidence

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guide to Assessment* (see section 5) has 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
- ♦ Reflective Account (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

<b>Unit/Element(s)</b>	PW 6 Element 3
<b>Candidate</b>	Aiden Ferguson
<b>Evidence index number</b>	5
<b>Date of observation</b>	27 August 2011

<b>Skills/activities observed</b>	<b>Performance Criteria covered</b>
<p>Aidan checked the outdoor play space and equipment for any hazards prior to the children arriving. He also talked with the staff about the session.</p> <p>Aidan set out the playspace with a range of materials and resources for the children to choose what they wanted to do. He involved the children all the time and referred back to a planning session he had had with them. He encouraged the children to choose further resources from the play shed and responded to the cue to get some bikes out of the shed. He encouraged them to get some planks of wood stored in the loose parts resources shed so that they could make some ramps with the skate boards.</p> <p>During the session, he observed the children at play and stepped in only when invited by the children. When the children asked for help he worked with them to sort out the problem rather than take over. A verbal argument took place between two children about the design of the ramps. The children eventually agreed on a strategy and resolved this themselves. Aidan observed and supervised the incident but did not intervene other than to support the group by suggesting some alternative play resources that they could use from the store cupboard. Aidan responded to the children's play cues and returned appropriately. He encouraged the children to develop their own play frames and to use and adapt the resources in whatever way they wanted.</p>	<p>PW7.1 PC 2</p> <p>PW7.2 PC 1–3 and 5</p> <p>PW6.3 PC 2</p> <p>PW8.2 PC 1–4</p> <p>PW9.1 PC 4 scope (a) — 2 and 3</p> <p>PW9.2 PC 1–7 scope (a) — 2 and 3</p> <p>PW9.3 PC 1–7 scope (a) — 2 and 3</p> <p>PW9.4 PC 1</p> <p>PW8.1 PC 1–6</p> <p>PW8.3 PC4</p>

### Knowledge and understanding apparent from this observation

### Other Units/Elements to which this evidence may contribute

**Assessor's comments and feedback to candidate**

This was a very well planned session with the children using a range of play of resources and play materials, which they enjoyed. You supported the children well and your intervention was appropriate at all times. This was an excellent example of you following the play principles by balancing risk with the developmental benefit and well being of children. This observation covers a lot of different Units towards your qualification. You may wish to include as many knowledge points from PW8.3 as possible as this was an excellent example of how to support children in dealing with conflict. Well done.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** Eihearann Salter **Date** 27<sup>th</sup> August 2011

**Candidate's signature** Aiden Ferguson **Date** 27 August 2011

## **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

<b>Unit</b>	
<b>Element(s)</b>	
<b>Evidence index number</b>	
<b>Circumstances of assessment</b>	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **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, Performance Criteria, Performance statements, scope covered

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

## **Witness testimony**

Remember when you begin 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 testimony

<b>Unit/Element(s)</b>	PW 6 Element 3
<b>Candidate</b>	Aiden Ferguson
<b>Evidence index number</b>	5
<b>Date of observation</b>	27 August 2011

<b>Skills/activities observed</b>	<b>Performance Criteria covered</b>
<p>This was an excellent example of inclusive practice. You supported John by encouraging him to play with the other children. They encouraged him to join in the parachute games and play alongside them even though he didn't understand the rules.</p> <p><b>Question</b></p> <p>What are the attitudinal and institutional and environmental barriers children sometimes experience in a play setting?</p> <p><b>Answer</b></p> <p>In the first playscheme I worked on ten years ago we had a child with autism who lived in the village. The manager said that the club wasn't insured to include disabled children and that she didn't have trained and specialist staff. She didn't realise she was being exclusive and it was just the way things were done by that club then. She advised the family to take him to the special playscheme run for autistic children in the town five miles away. Now we have all been to a training workshop and the new manager works closely with the parents to keep us up-to-date and advise how best to support children like John. If a child with a physical disability were to attend the club we would need to make better use of the downstairs rooms as there is no lift in this building to the rooms upstairs.</p> <p><b>Question</b></p> <p>What piece of legislation would you be following by developing inclusive policies and practices?</p> <p><b>Answer</b></p> <p>The Disability Discrimination Act 1995 which states that you need to make reasonable adjustments to your service to include children with additional needs.</p>	<p>PW6 K13 K14</p> <p>PW6 K4</p>

**Knowledge and understanding apparent from this observation**

**Other Units/Elements to which this evidence may contribute**

**Assessor's comments and feedback to candidate**

If a witness testimony used please state who supplied testimony and relationship to candidate.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** Eihearann Salter **Date** 27<sup>th</sup> August 2011

**Candidate's signature** Aiden Ferguson **Date** 27 August 2011

## 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 a child protection incident.

You may be able to overcome these by:

- ♦ Case studies, questions, scenarios or projects.

## 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**

A candidate who deals with a child's accident in the workplace may use a reflective account and the accident form as evidence. In this situation, for the assessor to authenticate the performance of the candidate, they would require a witness testimony from somebody who saw the candidate dealing with the situation. This person could state that the reflective account was an accurate description of the events that occurred.

## 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** SVQ3 Playwork at SCQF Level 7

**Candidate's name** Aiden Ferguson

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

### Unit Checklist

<b>Mandatory</b>	<b>PW6</b>	<b>PW7</b>	<b>PW8</b>	<b>PW9</b>	<b>PW10</b>			
<b>Optional</b>	<b>PW11</b>	<b>PW13</b>	<b>PW14</b>	<b>PW15</b>				

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
PW6	Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People.	<i>Eihearann Salter</i>	5 July 11
PW7	Develop and Maintain a Healthy, Safe and Secure Environment for Children.	<i>Eihearann Salter</i>	12 August 11
PW8	Develop and Promote Positive Relationships.	<i>Eihearann Salter</i>	3 Oct 11
PW9	Plan and Support Self-directed Play.	<i>Eihearann Salter</i>	24 Sept 11
PW10	Reflect on and Develop Practice.	<i>Eihearann Salter</i>	2 Nov 11

### Optional Units achieved

Unit number	Title	Assessor's signature	Date
PW11	Work with Colleagues in a Team.	<i>Eihearann Salter</i>	9 Aug 11
PW13	Contribute to Childrens Health and Well Being.		
PW14	Engage with Parents and Carers in the Play Environment.		



## 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		SVQ3 Playwork at SCQF level 7	
Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Reflective account den building.	PW6, 7, 8, 9 and 15	
2	Observation den building.	PW6, 7, 8, 9 and 15	
3	Candidate work product: observation of den building.	PW9	
4	Candidate work product: consultation with children in den building.	PW8 and 9	
5	Reflective account fire drill and bullying project	PW6, 7, 8, 12 and 15	
6	Observation fire drill and bullying project.	PW6, 7, 8, 12 and 15	
7	Candidate work product: record of fire drill.	PW7 and 15	
8	Reflective account injury.	PW7, 8 and 15	
9	Witness testimony injury.	PW7, 8 and 15	
10	Reflective account injury.	PW7, 8 and 15	
11	Candidate work product: accident form.	PW7 and 15	
12	Child protection project.	PW6.8, 7 and 12	

## **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 PW92

Element

Evidence Index No	Description of Evidence	PC/performance statements						Areas of knowledge and understanding/scope														
		1	2	3	4	5	6	K2.9	K3.0	K3.1												
1	Assessor's observation		x	x																		
2	Questions							x	x	x												
3	Candidate's reflective account	x	x	x		x	x															

**Unit**

**Element**

**Notes/Comments**

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

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## 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 Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Verification: A Guide for Centres*

*Guide to Assessment*

*Introduction to Assessment Arrangements for Schools and Colleges*

*SQA's Quality Framework: a guide for centres*

*Operational Help Centre*

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

# **Appendix 1: Blank recording forms**

## Unit progress record

Qualification and level \_\_\_\_\_

Candidate \_\_\_\_\_

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

### Unit Checklist

<b>Mandatory</b>									
<b>Optional</b>									

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

### Optional Units achieved

Unit number	Title	Assessor's signature	Date



## Index of evidence

<b>SVQ title and level</b>	
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[illegible]

Element achievement record

Unit

Element

Evidence Index No	Description of Evidence	PC/performance statements						Areas of knowledge and understanding/scope															

**Unit**

**Element**

**Notes/Comments**

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

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Assessment plan

<b>Units</b>					
<b>Elements</b>					
<b>Activities</b>	<b>Performance Criteria (PC)</b>	<b>Method of assessment/ Sources of evidence</b>	<b>Date of assessment</b>	<b>Evidence already available</b>	<b>Links to other Units (Performance Criteria and Range)</b>
<b>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review</b>					

**Assessor's signature** \_\_\_\_\_ **1st review due** \_\_\_\_\_  
**Candidate's signature** \_\_\_\_\_ **2nd review due** \_\_\_\_\_  
**Date of agreement** \_\_\_\_\_ **Date of completion** \_\_\_\_\_

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

## Observation record

Unit/Element(s) \_\_\_\_\_  
Candidate \_\_\_\_\_  
Evidence index number \_\_\_\_\_  
Date of observation \_\_\_\_\_

Skills/activities observed	Performance Criteria 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

<b>SVQ title and level</b>	
<b>Candidate's name</b>	
<b>Evidence index no</b>	
<b>Index no of other evidence which this testimony relates to (if any)</b>	
<b>Element(s)</b>	
<b>Date of evidence</b>	
<b>Name of witness</b>	
<b>Designation/relationship to candidate</b>	
<b>Details of testimony</b>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature** **Date**

**Witness** (please select the appropriate box):

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

## Record of questions and candidate's answers

<b>Unit</b>	
<b>Element(s)</b>	
<b>Evidence index number</b>	
<b>Circumstances of assessment</b>	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_