Assessor's guidelines for the SVQ 3 in Estate Management at SCQF level 6

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ 3 in Estate Management at SCQF level 6.** You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

Introduction

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

About SVQs and the SCQF

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

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

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

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

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

Explanation of levels

**SVQ 1
(SCQF level 4)**

Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.

**SVQ 2
(SCQF level 5)**

Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

**SVQ 3
(either SCQF
level 6 or 7)**

Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.

**SVQ 4
(either SCQF
level 8 or 9)**

Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

**SVQ 5
(SCQF level 11)**

Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

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

How are standards defined in SVQs?

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

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

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

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

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

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

Who is involved in SVQs?

There are several roles:

♦ **the candidate** the person who wants to achieve the SVQ (eg an employee)

♦ **the assessor*** the person who assesses the candidates and decides if they are competent (eg supervisor)

♦ **the internal verifier*** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)

♦ **the External Verifier*** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the Assessment Strategy for this SVQ(s) — 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 Learning and Development 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 Estate Management

The SVQ in Estate Management has been developed by Lantra and is intended for people working in: nature conservation, habitat management, countryside construction, water management, outdoor recreation and visitor management.

These people may be working as volunteers, in education, or in full-time employment. They will require skills and knowledge in a variety of vocational areas encompassed by estate management.

The SVQ is designed to be assessed in the workplace or in conditions of the workplace. Examples of the settings or centres in which the SVQ is likely to be delivered include: private estates, sporting estates, estates in public ownership or run by The National Trust for Scotland, Scottish Natural Heritage, Historic Scotland and similar public bodies, visitor centres, local authority parks and recreation facilities, National Parks, nature reserves, etc.

Structure of the SVQs

This section lists the Units which form the SVQ 3 in Estate Management.

SVQ 3 in Estate Management at SCQF level 6 (GJ5C 23)

Candidates must achieve 10 Units in total, comprising six mandatory Units and four optional Units.

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H723 04	6	7	LANCS 70	Identify and Assess Rural Land Use
H724 04	6	7	LANCS 71	Identify Rural Business Enterprise Opportunities
H50E 04	7	9	CFAML B5	Provide Leadership for Your Team
H58R 04	6	3	CFSBA A615	Communicate in a Business Environment
H45F 04	6	4	LANEn C2	Consult and Work with the Local Community
F9PH 04	6	11	LANCU 35	Promote, Monitor and Maintain Health and Safety and Security

Optional Units

Group A — two Units required

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F9P6 04	7	32	LANGa20v1	Contribute to the Prevention of Rural Crime on a Sporting Estate
H50V 04	6	10	LANCS 26	Prepare for and Maintain Equipment and Machines
H0H2 04	6	6	ASTH211	Organise the Maintenance and Repair of Property
H45L 04	6	5	LANEM 15	Develop an Awareness of Environmental Good Practice

Group B — two Units required

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
D9L1 04	7	13	LANGa 15v1	Contribute to the Management of Game Habitat
D9L4 04	7	17	LANGa 21v1	Contribute to the Development of a Sporting Estate

Group B (cont)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
D9LX 04	8	25	LANGa 23v1	Contribute to Deer Management Planning
D9HX 04	8	22	LANCU 60Ga	Contribute to the Management of a Fishery
H58A 04	6	6	LANAg C3	Monitor and Maintain the Healthy Growth of Crops
F967 04	5	5	PPL2F0 H11	Provide Tourism Information Services to Customers
F7D4 04	7	7	ASTH31 2	Manage Empty Properties
H722 04			ASTH30 8	Set Up and Manage Housing Related Agreements
H5BF 04	5	4	LANLP 7	Establish, Monitor and Maintain Livestock Within Indoor Accommodation
H5BH 04	4	4	LANLP 9	Establish, Monitor and Maintain Livestock on Outdoor Sites
F7TM 04	6	14	LANAH L22	Manage Planted Areas for their Amenity Value
H51K 04	6	5	LANNE C8	Work with Children During Environmental Activities
H5Y4 04	6	8	LANEn C29	Research and Prepare Environmental Interpretive Activities
H2PP 04	5	10	LANTw 75	Contribute to the Management of Forest and Moorland Fire Fighting
H2R3 04	6	30	LANTw 63	Develop a Woodland Management Plan
H2RR 04	6	5	LANTw 51	Plan and Evaluate for Coppice Management
H2RX 04	6	5	LANTw 17	Prepare for and Agree Emergency Treework Operations
H721 04	8	10	LANGa M8	Produce, Implement and Monitor a Farm Environmental Management Plan
H5A0 04	5	4	LANEn c1	Promote Responsible Public Use of Outdoor Sites
H74F 04	7	5	LANCS 45	Plan and Deliver a Straightforward Land-based Project or Event

An Assessment Strategy for the SVQ

As part of its review of the SVQ(s), the standards-setting body Lantra has developed an Assessment Strategy which defines a range of requirements:

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

The relevant parts of 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 carried out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

Examples

Andrew has been working on a sporting estate for five years as an under keeper. He is 27 years old and is keen to develop his qualifications and move into a more estate management role. He has had discussions with the head Gamekeeper and Estate Factor who both feel the SVQ level 3 in Estate Management would be appropriate for him. He understands that this will involve gathering evidence from his workplace and can be completed on a part-time basis in conjunction with a local education provider.

Shona has been working with a National Park for two years at a visitor centre. She is 23 years old and has a degree in business management but no formal qualifications within the Estate Management area. She has been given the opportunity to work two days a week with the ranger service and really wants to get more involved with the management of the wider park activities and new projects. Her employer can really see the contribution she could make to the changes facing farming tenants and the integrated use of the park. It was felt that the SVQ level 3 in Estate Management would provide Shona with a good practical understanding of the Park operations and how to deal with future issues. It would also allow Shona to continue in her fulltime employment while she undertakes the SVQ.

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 Learning and Development 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 **H723 04 (LANCS70) — Identify and Assess Rural Land Use**.

As this Unit specifically requires workplace observation it will allow for evidence to be collected for other Units by naturally occurring work-based activities and could provide evidence for:

Mandatory Units — SVQ 3 in Estate Management

- Unit H724 04 (LANCS71)   Identify Rural Business Enterprise Opportunities
- Unit H45F04 (LANEnC2)   Consult and Work with the Local Community
- Unit F9PH 04 (LANCU3v5) Promote, Monitor and Maintain Health, Safety and Security

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

Unit	H723 04 (LANCS70) Identify and Assess Rural Land Use				
Activities	**Knowledge and Understanding**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (skills covered and range)**
P1 — Identify the physical factors that influence the distribution of rural land use P2 — Identify other key factors that influence rural land use P3 — Investigate past rural land management practices and their impact P4 — Identify key drivers that have shaped rural land use P5 — Review management changes to rural land use and their impact on the natural heritage	K1 — The main physical factors influencing rural land use K2 — How the main rural land uses are distributed as a result of physical factors K3 — Other key factors influencing rural land use K4 — The effects of past rural land management practices K5 — Key drivers that have shaped rural land use K6 — The management changes to rural land use and their effect on the natural heritage	**Practical activities:** Local research project Photographic evidence Product based evidence — Annotated site/estate maps Local community and estate research activities Work diaries Witness testimony Personal statement Visitor surveys	June 2014 to end of November 2014 July 2015 following review of local area and possibly another Estate/rural area Review and questioning first week June (office) Internal verification (ongoing)	Work diaries and range of different enterprise involvement Employer induction and site familiarisation Awareness of other business operations and their interactions	Promote, Monitor and Maintain Health, Safety and Security Communicate in a Business Environment Consult and work with the local community

Unit	H723 04 (LANCS70) Identify and Assess Rural Land Use				
Activities	**Knowledge and Understanding**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (skills covered and range)**
P6 — Assess the impact of visitors P7 — Identify conflicts to rural land use P8 — Assess how different land uses interact and can be managed to minimise conflicts P9 — identify opportunities for integrated land use	K7 — Issues that arise from high concentrations of visitors K8 — The conflicts that exist between land uses historically and currently K9 — The role of key players in reducing rural land use conflicts K10 — How government agencies and policies can reduce rural land use conflicts K11 — The measures that can be put into place to manage conflicts between land uses and their effectiveness K12 — How to identify key opportunities for integrated land use K13 — The nature of designations and how these may influence rural land use	**Knowledge and Understanding** Regional/local land use investigation and report Visitor impact report Work with local community and agencies – meeting minutes/action plans Oral and Written evidence naturally occurring — Reports, complaints actions	May — June following visitor survey analysis	Personal statements and witness testimony liked to work with visitors and other organisations	Contribute to the prevention of crime on a sporting estate

Unit	H723 04 (LANCS70) Identify and Assess Rural Land Use					
Activities		**Knowledge and Understanding**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (skills covered and range)**
P10 — Identify the role of government agencies and other key players in reducing land use conflicts P11 — Assess different measures that could be taken to further improve integrated land management			interaction with other managers Questioning, other written and oral evidence Business opportunities investigation and options appraisal	October 2014 Outline Options appraisal following local area and possibly other site visits		
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review.		Gaps identified during first review.	Oral and Written Questioning Personal statement	1st week in November	Portfolio	

Assessor's signature *P McLaren*

Candidate's signature *T Anderson*

Date of agreement *23/11/14*

1st review due *17/06/14*

2nd review due *06/10/14*

Date of completion *27/11/14*

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:

♦ The candidate is assessed in the normal working environment.
♦ The evidence required should be to hand or observations can be made.
♦ Assessment visits can be arranged to capture the evidence required.
♦ The candidate will know the assessor and should be at ease.
♦ Assessment should only take place when the candidate is consistently displaying competence. SVQs are not meant to highlight incompetence.
♦ The course can be delivered in such a way as to allow some integration of core Units, to avoid the duplication of appropriate assessment evidence: Communicate in a Business Environment, Consult and Work with the Local Community and Contribute to the Prevention of Rural Crime on a Sporting Estate
♦ This approach ensures that assessment tasks arise naturally and are not viewed by candidates as simply jumping through hoops.
        .
The challenges might be:

♦ In Estate Management, gathering historical evidence of past rural activities or access to fast broadband to enable desktop land use research assessments to be undertaken.
♦ The candidate may have limited access to some confidential data such as visitor surveys or complaints.

Example

While preparing to act on a visitor survey findings or deal with visitor complaints, the candidate will prepare a summary of the key issues and how these are to be resolved perhaps using an action plan. Such an action plan and records of the resulting interactions with visitors, the community and possibly the local police could provide supporting evidence for the Units: Consult and Work with the Local Community and Contribute to the Prevention of Rural Crime on a Sporting Estate.

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 as they carry out naturally-occurring activities.

Observation allows the assessor and the internal verifier to become acquainted with the candidate's working environment (the internal verifier should endeavour to observe each candidate being assessed in the normal work environment).

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:

♦ Annotated maps and plans, physical and financial records produced, budgeting or any planning information produced.
♦ Agendas, minutes or records of internal or external meetings which relate to rural land use, changes proposed or their impact on one or more stakeholder
♦ Visitor surveys, findings, analysis of surveys and evidence of action plans and conflict resolution records.
♦ Records of any formal engagement with government agencies and their current status or outcome.
♦ Evidence and records of any new business proposal or changes to the integrated management of the estate or rural area within the employers direct influence or responsibility.
♦ Photographic, video, audio or directed www site links to support desktop research which was undertaken as part of any options appraisal or internal/external presentation.
♦ Photographic evidence of: Land use conflicts, project developments which have altered land use or improved integration.
♦ Records of any involvement with any enforcing authority, Police Scotland, SEPA, SNH.
♦ Diary, work book evidence of routine activities undertaken in relation to visitors, integrated land use duties or initial planning.

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 Element within a Unit. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case and questioning can be a useful way of confirming what candidates know and understand.

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

H723 04 (LANCS70) Identify and assess rural land use

Q   A mixed sporting and farming estate is planning to construct three wind turbines on a hill area in the centre of the estate. Identify five potential areas of conflict of which may arise

A   1   Objections from local resident who can see or think they will hear the turbines.
2   Hill walking and environmental groups who may fear visual impact or impact on tourism.
3   Local concerns regarding construction traffic, noise, and disruption on local C class roads.
4   RSPB and SNH may have concerns over bird migratory paths or environmental damage caused to a local ecosystem
5   Game keeping staff may feel that permanent site roads within the estate may benefit hill access but negatively influence game bird nesting or flight patterns

Q   Land use designations are used by government agencies to influence rural land use. Outline one example of a designation and how it operates.

A   Site of Special Scientific Interest (SSSI) — A number of restrictions are imposed by Scottish Natural Heritage (SNH) upon the use and management of a land area and timing of any agricultural operations. Financial penalties can be imposed if the landowner fails to comply with the written and agreed management plan currently in operation.

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.

Personal statements (self-prepared evidence) are an accepted form of assessment in the estate management sector. However, where this method of assessment is used by a candidate the assessor and the internal verifier should ensure that they are convinced of the robustness of the presented evidence.

This type of evidence will be made more reliable if it is supported by supplementary material, for example, photographic evidence — before and after a change in rural land use , video evidence of work in progress, documentary evidence — time sheets, log-books, candidate work diaries, minutes of staff meetings, witness testimony, checklists, etc. The veracity and reliability of personal statements can be easily verified through the use of oral questioning.

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 Learning and Development Units, A/V Units or 'D-Units'. |

Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.

Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.

Someone who may be a colleague of the candidate, but with no knowledge of the standards.

Weakest   Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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

Witness testimony in environmental conservation, as with many related fields, may come in the form of:

♦ references
♦ letters from satisfied visitors
♦ letters from satisfied client organisations, eg contracting agents
♦ statements from superiors
♦ feedback comments from staff briefings

Simulation

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

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

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

For more details on simulation and what constitutes performance in the workplace, look at the Assessment Strategy on SQA's website: **www.sqa.org.uk**.

In general simulation is acceptable in the following circumstances:

♦ safety
♦ legislation
♦ regulation
♦ contingency
♦ cost
♦ significant interruption to candidate's or employer's business

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
♦   personal statement (produced by the candidate)
♦   witness testimony

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

Observation

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

Observation record

Unit/Element(s)	H723 04 (LANCS70) Identify and Assess Rural Land Use
Candidate	T Anderson
Evidence index number	7
Date of observation	28/08/2014

Skills/activities observed	Performance Criteria covered
Placed signs on a hill access path to be closed temporarily for a grouse shoot 5 days before the shoot, showing an alternate route. Met with a group of unhappy hill walkers who were about to walk on the closed path on the day of the shoot. The need for access restriction, safety and alternative route were clearly and calmly explained to the group. The Access Code was discussed with one member of the group and a slightly modified alternative route across the hill area was agreed as satisfactory to all parties. The group were thanked for their co-operation and wished a good walk.	P6, P7, P8 P9 and P10

Knowledge and Understanding apparent from this observation

K7 — issues that arise from high concentration of visitors
K8 — the conflicts that exist between land uses historically and currently
K9 — the role of key players in reducing rural land use conflicts
K10 — how government agencies and policies(Access Code) can reduce rural land use conflicts

Other Units/Elements to which this evidence may contribute

♦ Consult and Work with the Local Community

♦ Provide Tourism Information Services to Customers

♦ Promote Responsible Public Use of Outdoor Sites

Assessor's comments and feedback to candidate

Tom prepared a professional sign to inform walkers of a commercial activity and alternative arrangements, which was placed well in advance of the day.

He dealt confidently but firmly with a potential conflict which could have stopped the days shooting. He was polite and informed the group in a professional manner of the reasons for the diversion and how this linked to both the Estates duty of care and the walkers right to roam as defined in the 'Countryside Access Code'.

He demonstrated a high level of maturity and understanding of the access code which minimised the potential conflict.

Tom is developing a wider understanding of how the use of government policies and changes in land use can be managed to the benefit of all stakeholders.

I can confirm the candidate's performance was satisfactory.

Assessor's signature _P McLaren_ **Date** _29/08/2014_

Candidate's signature _T Anderson_ **Date** _29/08/2014_

Questions and candidate responses

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

Record of questions and candidate's answers

Unit	H723 04 (LANCS70) Identify and Assess Rural Land Use
Evidence index number	8
Circumstances of assessment	

To check on the knowledge and understanding of some aspects of P1,P2,P3,P4,P5 and P10

List of questions and candidate's responses	
Q	Identify five physical factor that influence the distribution of rural land use
A	1 The height above sea level and steepness of the land 2 How much rain and snow it gets 3 How cold it is 4 The fertility of the soil 5 The type of crops which will grow — grass, heather, trees, barley
Q	Where would you expect to find most of the sheep and beef cattle distributed in Scotland?
A	In the wetter areas of the highlands and west coast where only poorer grasses and heather grow.
Q	Identify three other key factors which influence rural land use?
A	1 The natural beauty of the land and incoming tourists 2 EU Grants and Government support to develop forestry or agriculture 3 Need to produce power from wind farms, hydro electricity or bio mass
Q	Give two examples of current or past rural management practices and how they have affected the natural heritage
A	1 Intensive agriculture using lots of fertiliser and sprays. This killed off the natural habitat for lots of different small birds and many wild flowers and plants. 2 Planting of large scale single species coniferous forests. This reduced wildlife biodiversity and the beauty of many rural areas.
Q	Land use designations are used by government agencies to influence rural land use. What impact would a National Nature Reserve (NNR) designation have on local land use and who administers it.
A	National Nature Reserves (NNR's) administered by Scottish Natural Heritage (SNH). Land owners must manage their land in an agreed way which conserves the natural habitat for both wildlife and plants. This may mean not clear felling any forest areas, planting a mix of soft and hardwood species in any woodland development, restricting the timing of grass cutting operations and not cutting or fertilising any field margins. New building or drainage developments would have to meet with the management plan objectives.

Assessor's signature *P McLaren* **Date** *12/11/2014*

Candidate's signature *T Anderson* **Date** *12/11/2014*

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
29/10/14		On Wednesday the 29th of October I had the opportunity to accompany the head gamekeeper, forestry manager and estate manager on a tour of the full estate. The purpose of our tour was to explore areas where we could improve the use of land and discuss what impact this could have on other users of the estate. We had current and some past maps of the estate with us in the Landrover and this gave me an excellent opportunity to ask my knowledgeable colleagues many questions about the past land use and changes within the estate. They were only too keen to point out old mining works, areas of reclaimed hill, improved grass, fencing and previous forestry areas. Our discussion included the reason for previous uses and why things were different now. It was just as well I had taken my notebook as their wealth of knowledge about the local area was a fantastic help to me. We looked at some	7 and 8	H723 04 Identify and Assess Rural Land Use P3 — Investigate past rural land management practices and their impact P5 — Review management changes to rural land use and their impact on the natural heritage P8 — Assess how different land uses interact and can be managed to minimise conflicts P9 — Identify opportunities for integrated land use P10 — Identify the role of government agencies and other key players in reducing land use conflicts P11 — Assess different measures that could be taken to further improve integrated land management

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
		areas where muir burning had not been undertaken for some time and issues this posed as well as and areas where some old buildings might be developed for tourism. The role of supporting government agencies such as SNH, SEARS Forestry Commission and others became a little clearer as did the need to secure funding and community support. I took lots of photographs and some videos and will draw my own estate map showing some of the changes. My tour really enabled me to understand firsthand the range of rural land use changes which had taken place within the estate and local area. I felt part of the estate team and began to think what I would do to improve things and be more efficient.		

Candidate's signature _T Anderson_   **Date** _31/10/2014_

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

SVQ title and level	SVQ 3 in Estate Management
Candidate's name	T Anderson
Evidence index no	8
Index no of other evidence which this testimony relates to (if any)	5, 6, 7
Element(s)	H723 04 (LANCS70) Identify and Assess Rural Land Use — P5, P7,P8,P9 and P11
Date of evidence	12/06/2014
Name of witness	James Aitken
Designation/relationship to candidate	Estate manager

Details of testimony

Tom and I went to a public evening meeting in the local community hall, where a neighbouring landowner and developers were laying out their case for a quarry development. Tom had read the background to this proposal and concerns in the local paper.

I was impressed to see him stand up in the hall and ask two very focused questions to the panel. One relating to the key results of the environmental impact survey undertaken and the other relating to long term employment numbers. Tom showed a keen interest in all the plans and poster information on display in the hall and quietly asked questions of the developer's technical staff present.

It was clear from discussion we had in the car on the way home that Tom had a clear grasp of the development issues. He appreciated the balance which must be drawn between commercial interests driving land use changes and the positive and negative impact these can have on the local and wider community and environment. He had not been persuaded by the arguments proposed on the basis of the environmental impact on local wildlife and long term traffic issues.

I can confirm the candidate's performance was satisfactory.

Witness's signature   _James Aitken_   **Date**   _12/06/14_

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

☐   Holds Learning and Development Unit 9D/9D1, A1/A2 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:

♦ Units where current or historical planning, financial or other essential information is not easily available or an area of enterprise management is not undertaken. In such circumstances the candidates should undertake alternative optional Units which meet the specification of the candidate's workplace.

In other less extreme case you may be able to overcome these obstacles through:

♦ Temporary work placements, site visits and internet research coupled with oral or written questioning.

Assessment in simulated conditions is unlikely to be required in assessment of any of the Units in the SVQ 3 in Estate Management and is only permissible with the express prior consent of the External Verifier. The External Verifier is likely to allow assessment to take place in simulated conditions due to reasons of:

♦ health and safety
♦ confidentiality
♦ operational constraints
♦ cost
♦ rarity of opportunity

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 the 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 it is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

Example

Candidate portfolios should be carefully cross-referenced and, generally, evidence for any particular competence will be supported by other forms of evidence. Where gaps occur or where evidence cannot be clearly authenticated alternative forms of evidence may be required, for example, oral or written questions, work sheets, time sheets, log books, minutes of team meetings, etc. In extreme cases where supporting authentication is not available it may be necessary to repeat the assessment task, observed by the assessor, under workplace conditions.

4 Recording achievement

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

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

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

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

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

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

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

♦ Completing the Unit progress record
♦ Using the evidence index
♦ Completing the Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

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

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

Unit progress record

Qualification and level   SVQ 3 in Estate Management

Candidate   T Anderson

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

Unit Checklist

Mandatory	LANCS70	LANCS71	CFAMLB5	CFSBAA615	LANEnC2	LANCU35			
Optional	LANGa20	LANCS26	LANEnC1	LANLP7					

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
LANCS70	Identify and Assess Rural Land Use		
LANCS71	Identify Rural Business Enterprise Opportunities		
CFAMLB5	Provide Leadership for Your Team		
CFSBAA615	Communicate in a Business Environment		
LANEnC2	Consult and Work with the Local Community		
LANCU35	Promote, Monitor and Maintain Health, Safety and Security		

Optional Units achieved

Unit number	Title	Assessor's signature	Date
LANGa20	Contribute to Prevention of Rural Crime on a Sporting Estate		
LANCS26	Prepare for and Maintain Equipment and Machines		
LANEnC1	Promote Responsible Public Use of Outdoor Sites		
LANLP7	Establish, Monitor and Maintain Livestock within Indoor Accommodation		

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	SVQ 3 in Estate Management

Evidence number	**Description of evidence**	**Included in portfolio (Yes/No) If no, state location**	**Sampled by the IV (initials and date)**
1	Work log book	Yes	AP 12/5/14
2	Land Use report — Local and National	Yes	AP14/05/24
3	Minutes, notes of meetings conflict resolution, action plans, planning documents	Yes	AP12/11/14
4	Visitor survey/impact report	Yes	AP 15/8/14
5	Q & A record	Yes	AP30/11/14
6	Personal statement	Yes	AP10/10/14
7	Witness testimony	Yes	AP10/10/14
8	Integrated land use opportunities Report	Yes	AP30/11/14
9	Photograph/video album	Phone and computer	AP30/11/14
10	Observation record	Yes	AP 15/8/14

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 PC 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   H723 04 (LANCS70) Identify and Assess Rural Land Use

Evidence index no	Description of evidence	Performance Criteria/performance statements					Areas of Knowledge and Understanding/scope										
1	Work log book	all															
2	Land Use report – Local and National	1	2	3	4		K1	K2	K3	K4	K5	K6					
3	Minutes, notes of meetings, conflict resolution, action plans, planning documents	5	6	7	8		K5	K6	K7	K8	K6	K9	K8	K10	K11		
4	Visitor survey/impact report	5	6	7	8		K7	K8	K9	K10	K11	K9	K10	K11			
5	Q & A record	all					all										
6	Personal statement	all					all										
7	Witness testimony	all					all										
8	Integrated land use opportunities Report	9	10	11													
9	Photograph/video album	all															
10	Photograph/video album	all															
11	Observation record	all															

Unit   H723 04 (LANCS70) Identify and Assess Rural Land Use

Notes/comments Work log book

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

Candidate's signature   *T Anderson*   **Date** *16/07/2014*

Assessor's signature   *P McLaren*   **Date** *19/07/2014*

Internal verifier's signature *G Karl*   **Date** *29/07/2014*

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

Mandatory									
Optional									

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

Optional Units achieved

Unit number	Title	Assessor's signature	Date

Index of evidence

SVQ title and level			

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)

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

Units	
Elements	

Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (Performance Criteria and Range)
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review.					

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

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

I can confirm the candidate's performance was satisfactory.

Witness's signature _____ **Date** _____

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

☐ Holds Learning and Development Unit 9D/9D1, 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

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

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____