SQA

Assessor's Guidelines for the SVQ3, 4 and 5 Supply Chain Management SCQF levels 7, 8 and 11

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ3 Supply Chain Management at SCQF level 7, SVQ4 Supply Chain Management at SCQF level 8** and **SVQ5 Supply Chain Management at SCQF level 11**. 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, candidates must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

Explanation of levels

SVQ1
(SCQF level 4)   Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.

SVQ2
(SCQF level 5)   Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

SVQ3
(either SCQF
level 6 or 7)   Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.

SVQ4
(either SCQF
level 8 or 9)   Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

SVQ5
(SCQF level 11)   Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

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

How are standards defined in SVQs?

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

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

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

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

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

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

Who is involved in SVQs?

There are several roles:

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

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the Assessment Strategy for 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 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, 4 and 5 in Supply Chain Management at SCQF levels 7, 8 and 11

The SVQs in Supply Chain Management have been developed by Skills for Logistics and are intended for people working in all areas of supply chain management.

These people may be working as any of the following.

♦ Material Planner
♦ Purchasing Manager
♦ Material Scheduler
♦ Supply Chain Manager
♦ Buyer
♦ Warehouse Assistant
♦ Procurement Assistant
♦ Senior Procurement Manager
♦ Customers Logistics Manager
♦ Director of Supply Chain
♦ Procurement and Contract Officer
♦ Senior Buyer
♦ Inventory Controller
♦ Distribution Supervisor
♦ Logistics Assistant/Supervisor
♦ Contract Manager
♦ Category Manager
♦ Planner
♦ Strategic Supply Chain Manager
♦ Material Manager
♦ Expeditor
♦ Assistant Purchasing Manager
♦ Warehouse Supervisor
♦ Global Supplies Manager
♦ Strategic Procurement Manager
♦ Supplies Assistant
♦ Logistics Manager
♦ Assistant Buyer
♦ Commercial Manager
♦ Contracts Assistant
♦ Logistics and Supply Analyst
♦ Warehouse and Transport Team Manager
♦ Imports Manager
♦ Demand Planner
♦ Supply Chain Development Manager

- ♦ Logistics and Warehouse Manager
- ♦ Distribution Supervisor
- ♦ Export Assistant
- ♦ Global Supply Chain Director

They will require skills and knowledge in certain areas appropriate to the SVQ level.

Level 3   The candidate should have some supervisory experience within the Supply Chain and have adequate writing and calculative skills and have the ability to relate to those around them.

Level 4   The candidate should have some supervisory/managerial experience and be able to work closely with others within the Supply Chain. They should also be able to write cohesively, deal with complex issues and possess good numeracy skills.

Level 5   The candidate should be experienced managers/senior manager and be able to communicate effectively at all levels, to create high value relationships and be able to convey complex issues along the Supply Chain to others effectively.

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: training providers, colleges, organisations involved in the private and public sectors.

This section lists the Units which form the SVQs in Supply Chain Management.

Structure of the SVQs

This section lists the Units which form the SVQ3 in Supply Chain Management.

SVQ3 Supply Chain Management at SCQF level 7 (GK19 23)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX5Y 04	7	5	SfL 113	Maintain Operational Relationships Within the Supply Chain
DX4X 04	6	5	SfL 114	Analyse Information on the Supply Chain
DX50 04	7	7	SfL 115	Apply Improvements to the Supply Chain
FD9Y 04	6	4	CFABA A626	Plan how to Manage and Improve own Performance in a Business Environment

Optional Units

Candidates must select a total of five optional Units from this Group.

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX63 04	7	4	SfL 116	Monitor the Achievement of Project Tasks
DX56 04	7	5	SfL 117	Control Supplies at Storage Locations and Facilities
DX52 04	7	8	SfL 118	Complete Export Procedures and Requirements
DX53 04	6	5	SfL 119	Complete Import Procedures and Requirements
DX4V 04	6	4	SfL 120	Administer Contracts
DX4W 04	6	4	SfL 121	Analyse Information on the Procurement of Supplies in the Supply Chain
DX7E 04	6	4	SfL 122	Verify the Capability of Suppliers to Meet Supply Specifications
DX4Y 04	6	4	SfL 123	Analyse the Performance of Suppliers
DX5P 04	6	4	SfL 124	Identify Potential Suppliers for the Supply Chain
DX6L 04	5	4	SfL 125	Place Orders with Suppliers
DX61 04	5	3	SfL 126	Monitor and Progress the Delivery of Orders
DX67 04	7	6	SfL 127	Monitor the Flow of Supplies in the Supply Chain
DX6G 04	7	8	SfL 128	Obtain Information on Storage Locations and Facilities
DX6F 04	6	4	SfL 129	Obtain Information on Distribution Requirements
DX65 04	6	5	SfL 130	Monitor the Distribution of Supplies

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX69 04	6	4	SfL 131	Monitor the Flow of Returned Supplies
DX6D 04	6	5	SfL 132	Monitor the Transportation of Supplies
H0A3 04	5	5	SfL 15	Maintain Health and Safety in Logistics Operations
H2DA 04	7	5	SfL 36	Schedule Logistics Operations to Meet Customer Requirements
H0A6 04	6	5	SfL 41	Minimise the Environmental Impact of Logistics Operations
FE09 04	6	5	CFABA A151	Contribute to Running a Project
FE06 04	7	5	CFABA G123	Contribute to Negotiations in a Business Environment
H8GX 04	7	3	CFAM &LEC4	Communicate Information and Knowledge
FD3K 04	7	14	CFAML D6	Allocate and Monitor the Progress and Quality of Work in your Area of Responsibility

SVQ4 Supply Chain Management at SCQF level 8 (GK1A 24)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX59 04	9	7	SfL 86	Develop Operational Relationships within the Supply Chain
DX5H 04	8	7	SfL 87	Evaluate Information on the Supply Chain
DX6Y 04	9	8	SfL 88	Propose Improvements to the Supply Chain
H8GY 04	8	9	CFAM& LBA2	Provide Leadership in your Area of Responsibility

Optional Units

Candidates must select a total of six optional Units from this Group.

NB — If Units CFAM&LEB1, CFAM&LEA3, CFAM&LFB1 have been taken in the Supply Chain Management at SVQ4 SCQF level 8 they cannot be used to gain Supply Chain Management SVQ5 SCQF level 11. In this case, other optional Units must be taken to make it up to a minimum of six optional Units from this grouping.

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX5W 04	7	6	SfL 89	Introduce Improvements to the Supply Chain
DX6E 04	9	9	SfL 92	Negotiate for Supplies

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX54 04	11	10	SfL 93	Contract with other Organisations
DX70 04	9	8	SfL 94	Review the Outcomes of Contracts
DX5F 04	10	8	SfL 95	Evaluate Information on the Procurement of Supplies in the Supply Chain
H8H0 04	8	11	CFAM&LFA5	Manage Projects
FD3K 04	7	14	CFAMLD6	Allocate and Monitor the Progress and Quality of Work in your Area of Responsibility
DX79 04	9	8	SfL 96	Select Suppliers for the Supply Chain
DX6X 04	7	4	SfL 97	Produce Specifications for Supplies
DX5K 04	8	7	SfL 98	Evaluate the Capability of Suppliers to Meet Supply Specifications
DX71 04	6	5	SfL 99	Schedule and Approve the Placing of Orders
DX5M 04	8	7	SfL 100	Evaluate the Performance of Suppliers
DX72 04	8	5	SfL 101	Schedule the Flow of Supplies in the Supply Chain
DX7D 04	8	9	SfL 102	Specify the Requirements for the Storage of Supplies
DX75 04	7	3	SfL 103	Select Locations and Facilities for Storing Supplies
DX5E 04	7	4	SfL 104	Evaluate Information on the Storage of Supplies
DX7C 04	8	6	SfL 105	Specify the Requirements for the Distribution of Supplies
DX74 04	8	5	SfL 106	Select Distribution Methods for Supplies
DX7W 04	8	5	SfL 107	Schedule the Distribution of Supplies
DX78 04	7	6	SfL 108	Select Methods to Receive Returned Supplies
DX7A 04	9	9	SfL 109	Select Transportation Methods for Supplies
DX73 04	5	4	SfL 110	Schedule the Transportation of Supplies
DX76 04	8	5	SfL 111	Select Methods for Exporting Supplies
DX77 04	9	8	SfL 112	Select Methods for Importing Supplies
H8H1 04	8	4	CFAM&KEC5	Use Information to take Effective Decisions
H8H2 04	7	7	CFAM&LEB1	Provide Healthy, Safe, Secure and Productive Working Environments and Practices
H8H3 04	9	12	CFAM&LBB4	Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements
H7CD 04	8	4	CFAM&LEB4	Manage the Environmental and Social Impacts of your Work

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FM5Y 04	8	6	CFAM&LFE3	Prepare for and Participate in Quality Audits
DR47 04	8	11	CFAM&LB1	Develop and Implement Operational Plans for your Area of Responsibility
H5K4 04	8	14	CFAM&LEA3	Manage the Use of Financial Resources
H8H4 04	10	12	CFAM&LEB1	Develop Understanding of your Markets and Customers

SVQ5 Supply Chain Management at SCQF level 11 (GK18 25)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX57 04	11	9	SfL 76	Develop a Supply Chain Strategy for the Organisation
DX5A 04	10	9	SfL 77	Establish Strategic Relationships within the Supply Chain
H8GW 04	11	13	CFAM&LBA1	Lead your Organisation
H8H3 04	9	12	CFAM&LBB4	Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements

Optional Units

Candidates must select a total of four optional Units from this Group.

NB — If Units CFAM&LEB1, CFAM&LEA3, CFAM&LFB1 have been taken in the Supply Chain Management at SVQ4 SCQF level 8 they cannot be used to gain Supply Chain Management SVQ5 SCQF level 11. In this case, other optional Units must be taken to make it up to a minimum of four optional Units from this grouping:

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H8H2 04	7	7	CFAM&LEB1	Provide Healthy, Safe, Secure and Productive Working Environments and Practices
DX5T 04	11	7	SfL 78	Improve the Performance of the Supply Chain
DX51 04	11	15	SfL 79	Commission Projects to Develop the Supply Chain
DX6R 04	10	10	SfL 80	Plan the Flow of Supplies through the Supply Chain

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX6T 04	9	9	SfL 81	Plan the Procurement of Supplies
DX6V 04	11	10	SfL 82	Plan the Storage of Supplies in the Supply Chain
DX6N 04	11	6	SfL 83	Plan the Distribution of Supplies
DX6W 04	8	11	SfL 84	Plan the Transportation of Supplies
DX6P 04	11	11	SfL 85	Plan the Export and Import of Supplies
DX6K 04	6	6	SfL 134	Obtain Information on the Supply Chain
FM51 04	11	12	CFAM&LDA1	Plan the Workforce
H5K4 04	8	14	CFAM&LEA3	Manage the Use of Financial Resources
H8H4 04	10	12	CFAM&LFB1	Develop Understanding of your Markets and Customers
FM4R 04	11	16	CFALMC3	Encourage Innovation in your Organisation
H8H5 04	11	14	CFAM&LBA6	Develop Strategic Business Plans
H8H6 04	10	9	CFAMLB4	Put the Strategic Business Plan into Action
H8H7 04	11	11	CFAM&LBB1	Manage Risks to your Organisation
H421 04	10	11	CFABB2	Develop, Maintain and Evaluate Business Continuity Plans and Arrangements
H422 04	10	12	CFACA1	Identify and Evaluate Opportunities for Innovation and Improvement
H8H8 04	N/A	N/A	COGS BP18	Promote Waste Minimisation in Support of Sustainable Business Practice
H8H9 04	N/A	N/A	COGS BP04	Lead the Development of Sustainable Business Practice

An Assessment Strategy for the SVQ

As part of their/its review of the SVQ(s), the standards-setting body Skills for Logistics 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.

Example

Charlie worked in a local authority procurement department. Although she had 3 years of working in the department, she had no formal training and her experience was wholly from picking up information as she needed it. In order to develop her skills and job opportunities she approached her manager, the Senior Supplies Officer, to discuss her future. An appointment was made for Charlie to meet with the Training and Development Officer and this concluded with an agreement that the authority would investigate a suitable course of training. As a result, Charlie was offered a place on the authority's SVQ programme. They felt she would benefit from undertaking Supply Chain Management at Level 3 as it allows an entrance level similar to her experience. Charlie's knowledge needed to be developed further and this level would give the appropriate development opportunities. The Training and Development Manager thought that matching Charlie's experience and knowledge would be useful. After this was done, it showed that she had some competence in the following Units:

♦ Place Orders with Suppliers (DX6L 04)
♦ Administer Contracts (DX4V 04)

However the remaining Units would require some training and knowledge input from the authority:

♦ Maintain Operational Relationships within the Supply Chain (DX5Y 04)
♦ Analyse Information on the Supply Chain (DX4X 04)
♦ Apply Improvements to the Supply Chain (DX50 04)
♦ Verify the Capability of Suppliers to Meet Supply Specifications (DX7E 04)
♦ Analyse the Performance of Suppliers (DX4Y 04)
♦ Identify Potential Suppliers for the Supply Chain (DX5P 04)
♦ Plan how to Manage and Improve own Performance in a Business Environment (FD9Y 04)

In addition, the Training and Development Manager created a development plan for Charlie. The development plan was a series of planned opportunities for Charlie to gain experience in other departments and wider activities within the department she was working in. This was co-ordinated with the training provider to provide training prior to the development opportunities in the workplace.

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 Analyse the Performance of Suppliers.

Candidate's name __Graeme Brodie__

Trainer/assessor's name __Andrew Johnson__

Graeme is a Purchasing Agent for a mid-sized engineering company which specialises in manufacturing component parts and accessories for aeroplanes. He has started his SVQ with an induction from the Company Trainer (who is also his Assessor). They decided to start with the Unit *Analyse the Performance of Suppliers.* After discussion the following actions were identified and these are the basis for the assessment plan.

Outcome 1 — Product evidence is available in the workplace (from orders).

Outcome 2 — Product evidence is available in the workplace (from the supplier database and archived reports).

Outcome 3 — Training need — additional skills and underpinning knowledge required — to be provided by the Trainer.

Outcome 4 — Training need — analytical skills — short evening course at local college.

Outcome 5 — Witness testimony, professional discussion and oral and written questions.

Outcome 6 — Product evidence as a written report to Line Manager, identifying any risks and supply chain vulnerability.

Outcome 7 — Professional Discussion with written report to explain how to deliver continuous improvements can be made and analysis of how to improve the performance of the suppliers.

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

Assessment plan

Units	Analyse the Performance of Suppliers					
Elements	Confirm the type of supplies that are required					
Activities		**Performance Criteria (PC)**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (PC and range)**
Confirm with supplier technical specifications of specialist aeronautical components.		a, b, c	Product evidence	15 November	Organisational records	Monitor and Progress the Delivery of Orders
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review						

Assessor's signature   *Andrew Johnson*

Candidate's signature   *Graeme Brodie*

Date of agreement   *12 November 20XX*

1st review due

2nd review due

Date of completion

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:

♦ performance and product evidence will be valid and can be authenticated
♦ resources to be used are readily available
♦ familiarity of the work area and equipment, so the candidate is comfortable during assessment
♦ familiarity with the assessor
♦ candidate can progress at his/her own pace

The challenges might be:

♦ work pressures for both candidate and assessor
♦ shift patterns
♦ lack of support from line manager/colleagues
♦ customer needs and time constraints
♦ the location of the workplace

Example

Alex is a forwarding clerk in a logistics company and to complete her SVQ3 Supply Chain Management at SCQF level 7 she has to work outwith normal hours. Her trainer has provided her with a set of written questions to show how she deals with colleagues who are based in other countries. In addition, she will support this with a witness testimony from her team leader to confirm her competence in these aspects of the Unit.

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 by the assessor can be used to generate evidence for several Units and can provide excellent opportunities to integrate evidence. For consistency, the candidate should be observed more than once in the workplace. The observation needs to be planned in advance and coordinated with the candidate (and their employer). The candidate's assessment plan would identify the areas to be observed and a checklist should be agreed with the candidate and the assessor. The observation should be carried out in a non intrusive manner and some guidance should be given by the assessor to reduce any anxiety in the candidate. The assessor should give feedback to the candidate after the observation is completed.

This method of assessment has a varied application in most awards. It enables an opportunity to gain competence by practice. It can be used in the following ways:

♦ relationships — interaction with the candidate and others, eg solving problems
♦ meetings — people skills, eg discussion and agreements
♦ activities — carrying out a specific task, eg checking a delivery

Example

A part of the SVQ4 Supply Chain Management at SCQF Level 8 is about relationships in the supply chain. As part of the mandatory Unit SfL 86 *Develop Operational Relationships within the Supply Chain* (DX59 04), Michael and his assessor have arranged two observations to collect evidence of competency in the workplace. The first observation was to observe Michael's ability to interact with his colleagues in the workplace (P1, P2). The second observation was to evidence Michael attending a meeting with a supplier to resolve a problem delivery (P5).

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:

♦ a completed PESTLE analysis, financial and budgeting reports
♦ written evidence, such as performance review reports, minutes of meetings between buying organisation and the supplier
♦ documents completed by the candidate in the workplace, such as procedures/ policies, purchase requisitions, verification e-mails, the receipt of goods
♦ written evidence in the form of a case study, assignment and/or project set by the Assessor or candidate's organisation
♦ certification of previously achieved competence can be submitted as accreditation of prior learning (APL)

Questioning

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

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

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

Example

Marco is employed in the Health Service as a supervisor in a distribution centre. In the course of his SVQ3 Supply Chain Management at SCQF Level 7 he has selected SfL 117 *Control Supplies at Storage Locations and Facilities* (DX56 04) as one of his optional Units. When the Assessor and Marco initially discussed the Unit most of the Outcomes were within his operational scope. However, Marco was unsure about how he would secure evidence for P6 and P7. The Assessor concluded that it would be easier for Marco to provide his evidence in the form of a series of oral or short response questions. The assessor prepared sets of questions and indicative answers to show Marco's competence by successfully answering the questions (matching the answers set by the assessor) and thereby achieving the standards required.

Sample short response question

Q If you have a shortage on delivery of goods coming in, who should be informed and why?

A The Inventory Planner should be informed, as they might not have enough stock for customers.

Sample oral question

Q What communication method do you use with colleagues to show current location space?

A Written form, regular meetings, discussions and two examples of these activities in a recent 'real' situation from the candidate's experience.

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.

Example

Zak has just started his SVQ4 Supply Chain Management at SCQF Level 8. After discussion with his assessor on the outset for Unit SfL 92 *Negotiate for Supplies* (DX6E 04), there were some Performance Criteria which were identified that Zak needed to gain experience in. In his Assessment Plan, they agreed the following could be better achieved by personal statements:

P4 Conduct negotiations to achieve the objectives of the organisation
P5 Adapt negotiation strategies to cope with new circumstances or issues

The reason for choosing this method of assessment is to highlight the experience of the candidate and their ability to show competence in relation to the national occupational standards. Therefore, the statement will explain in some detail how they create a climate of goodwill in the negotiations they have recently carried out. The second statement is an example of how the candidate dealt with adapting the negotiation strategy due to a change in circumstances in a negotiation they have recently carried out.

Therefore these statements will record the experiences of the candidate in a real environment and show their competence.
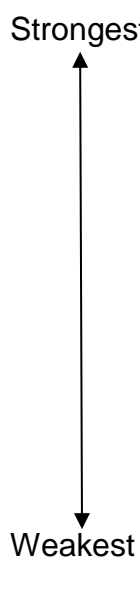
Witness testimony

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 L and D 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.

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.

Simulation can only be used to assess candidate competence where the opportunity to assess naturally occurring evidence is unlikely. It should not include routine activities that must be covered by performance evidence.

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**.

Confidentiality and security

The Supply Chain Management SVQs do involve evidence which may contain commercial and confidential details, eg pricing information. It is essential that the candidate and their organisation know when any documents are viewed and by whom. Also the Assessor, Internal Verifier and the External Verifier should have no commercial interest in the evidence provided.

The assessor should discuss with the candidate any commercially sensitive material they have which will be assessed externally, eg off site. If it is essential evidence, some sanitizing of, eg company names and prices might not be possible whilst maintaining the soundness of the evidence.

When in the care of the assessor it is essential that the candidate's material is accessed only by a limited of people (IV and EV) and remains secure at all times. It will be the centre's responsibility to control access and safe keeping of all assessment materials in their care until they are returned to the candidate.

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)   Negotiate for Supplies

Candidate   Howard Owen

Evidence index number 153

Date of observation 28 November

Skills/activities observed	Performance Criteria covered
I observed a negotiation between the candidate, Howard Owen, and the Sales Manager from Xpress Prints. The negotiation was to settle on the quote for a proposed brochure. The negotiations were carried out in a cordial and professional manner, and followed the carefully prepared plans. These were in line with the organisation's strategy and procedures. The result was an agreement between the two parties. A record of the results was produced and circulated to all the relevant stakeholders.	P1 Obtain the information required to complete negotiations. P2 Explore what is required by all parties to the negotiation. P4 Conduct negotiations to achieve the objectives of the organisation. P5 Adapt negotiation strategies to cope with new circumstances or issues. P6 Ensure the supplies meet the supply chain requirements of the organisation. P7 Provide information on the results of the negotiation. P8 Ensure the results of the negotiation comply with all relevant requirements.

Knowledge and Understanding apparent from this observation

K5 Negotiation strategies, methods, and procedures.
K6 Organisational objectives and activity.

Other Units/Elements to which this evidence may contribute

Assessor's comments and feedback to candidate

Howard formed an excellent relationship with the Sales Manager and followed the negotiation plan (which was discussed before the observation). He sought approval of the supplier for the observation of both parties and expressed his gratitude for this courtesy.

I can confirm the candidate's performance was satisfactory.

Assessor's signature   *J Dalmire*   **Date** *28 November*

Candidate's signature   *H Owen*   **Date** *28 November*

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	Plan the Procurement of Supplies
Element(s)	P4 Review the benefits and risks to the procurement of supplies through the supply chain. K1 Financial analysis methods and procedures. K6 Performance measurement and benchmarking theories, models, and practices. K9 Procurement theories, models, and practices.
Evidence index number	98
Circumstances of assessment	

These questions are part of the evidence for this Performance Criteria: the additional parts include a report of the risks and benefits, a SWOT and PESTLE analysis and a global review.

List of questions and candidate's responses	
Q	How are risks analysed in terms of commercial risks and where they occur?
A	The salient points of the answer will include the following topics: Commercial risks: New suppliers, contracts, global suppliers, single sourcing, vetting processes. They can occur on an ongoing basis but usually during times of change, eg changing to a new supplier or prior to this during the vetting process.
Q	How can you measure the risks?
A	Risks needs two stages: 1 Establish the risk. 2 Measure the risk. To establish the risk is to look at the possibility of any risk to the procurement of supplies from all sides. For example the impact of a single, strategically important supplier/source ceasing trading overnight. From there, examine the likelihood of this happening and rate that likelihood in a risk assessment. This assessment would form a profile of the supplier and form the basis of comparing alternative suppliers. When successfully concluded this should show the candidate's knowledge and understanding of the following: K1 Financial analysis methods and procedures. K6 Performance measurement and benchmarking theories, models, and practices. K9 Procurement theories, models, and practices.

Assessor's signature *J Dalmire*   **Date** *9 January*

Candidate's signature *H Owen*   **Date** *9 January*

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
01/02	79	I have carried out several negotiations for a new brochure with our supplier. The results were an improved price and a reduction on the current lead time. The expected benefit is a saving of £15,500 on the current expenditure. However they are in the process of acquiring new digital printing equipment in the next year therefore they will be looking for more capacity when it comes on stream. My report of the negotiations was passed to my manager and other relevant colleagues. The experience of preparing and following through the negotiations was a good, positive and enjoyable process. The supplier did agree to allow the assessor to be present during the observation. (Thanks were recorded to the supplier and assessor).	153	(DX6E 04) Negotiate for Supplies PC 7 Provide information on the results of the negotiations.

Candidate's signature   *H Own*   **Date**   *1st February*

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	SVQ3 Supply Chain Management at SCQF Level 7
Candidate's name	Audrey Black
Evidence index no	37
Index no of other evidence which this testimony relates to (if any)	55, 74, 93
Element(s)	Administer Contracts (DX4V 04) P6 Exchange information on the content and outcomes of contracts
Date of evidence	3 March
Name of witness	Thomas Smith
Designation/relationship to candidate	Contracts Manager
Details of testimony	

I can confirm that Audrey has administered contracts in her control in an efficient and effective manner. She followed the department guidelines at all times and treated all information with full confidentiality. In addition, she met the Freedom of Information Act Requirements for disclosure and guidelines pertaining to information sharing with interested parties.

I can confirm the candidate's performance was satisfactory.

Witness's signature _Thomas Smith_   **Date** _3 March_

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

✓ Holds L and D 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.

Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be ongoing, 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

Grant is a Storeman and as part of his SVQ3 Supply Chain Management at SCQF Level 7 and specifically concerning the Unit *Obtain Information on Storage Locations and Facilities* (DX6G 04) he needs to have evidence to show his achievement of Performance Criteria 2 obtain information on storage locations and facilities. Information is obtained from the appropriate colleagues. One of Grant's colleagues has provided a witness testimony, and he is going to supplement this with a copy of the information obtained (date and signed by him). In addition his assessor has given him four written questions:

1   From where was the information derived, ie the source?

2   Why was the witness a reliable source of information?

3   What form was the information in, eg written, tabular?

4   How are you going to use this information within the supply chain?

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 Supply Chain Management at SCQF Level 7

Candidate   Taylor Chapman

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

Unit checklist

Mandatory	DX5Y 04	DX4X 04	DX50 04	FD9Y 04		
Optional	DX4W 04	DX5P 04	DX6F 04	DX52 04	DX67 04	

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
DX4X 04	Analyse Information on the Supply Chain		
FD9Y 04	Plan how to Manage and Improve own Performance in a Business Environment		

Optional Units achieved

Unit number	Title	Assessor's signature	Date
DX67 04	Monitor the Flow of Supplies in the Supply Chain		

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 Supply Chain Management 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)
001	Communications/E-mails from suppliers and colleagues	Yes	
002	Orders placed	Yes	
003	Witness statement from Team Leader	Yes	
004	Personal statement to support discussions with other supply chain users	Yes	
005	Observation of interaction with other colleagues	Yes	
006	Minutes of meeting (related to the Observation 005)	Yes	
007	Operational Procedures Manual	In Supplies Office	

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   Maintain Operational Relationships Within the Supply Chain (DX5Y 04)

Element

Evidence index no	Description of evidence	Performance Criteria				Knowledge and Understanding																	
		1	2	3	4	1	2	3	4	5												
001	Improvement Report	x						x															
002	Minutes of Supplier Meetings		x					x															
003	Departmental Meeting notes		x					x															
004	Supply Problem Case Study			x																			
005	Witness Testimony Re Communications			x				x															
006	Supplier Review Meetings				x			x		x													
007	Personal Statement				x																		
008	Observation of internal discussion of activities		x					x															

Unit   Maintain Operational Relationships within the Supply chain (DX5Y 04)

Element

Notes/comments
The candidate has worked well to collect evidence from the workplace. The observation in the evidence list showed the candidate directly interfacing with colleagues in the supply chain and also shows relationships with suppliers in the supply chain in the review process. Further evidence was provided by the candidate in their personal statement and the results of the case study provided by written questions were incorporated.

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

Candidate's signature   *H Owen*   **Date**

Assessor's signature   *J Dalmire*   **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

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

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

Candidate's signature   _____   1st review due   _____

Assessor's signature   _____   2nd review due   _____

Internal verifier's signature   _____   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 signature _____ **Date** _____

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

☐ Holds L and D 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	54
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 _____