



# **Assessor's Guidelines for the SVQs 2 and 3 Youth Work SCQF levels 5 and 6**

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# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQs 2 and 3 Youth Work SCQF levels 5 and 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

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

For further information on SCQF go to [www.scqf.org.uk](http://www.scqf.org.uk).

## How are standards defined in SVQs?

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

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

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

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

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

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

## Who is involved in SVQs?

There are several roles:

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

\*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the Assessment Strategy for this SVQ(s) — see SQA’s website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

## **The steps involved in assessing a candidate for an SVQ**

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

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

# 1 The SVQs 2 and 3 Youth Work SCQF levels 5 and 6

The SVQs in Youth Work have been developed by Lifelong Learning UK and are intended for people in Youth Work.

These people may be working as:

- ◆ full-time or part-time volunteers
- ◆ casual workers
- ◆ full or part-time paid youth workers
- ◆ workers from another discipline with a remit to work with young people such as Housing Association Wardens or Community Police

They may be employed by organisations with a remit to work with and support young people such as:

- ◆ local authorities
- ◆ local health boards
- ◆ the prison service
- ◆ voluntary sector organisations (eg Prince's Trust, YMCA, National Playbus Association)
- ◆ uniformed organisations
- ◆ faith groups

They will develop skills and knowledge to carry out best practices in youth work, eg:

- ◆ helping young people feel safe and grow in confidence and self esteem
- ◆ valuing young people as individuals and treating them, their thoughts, opinions and ideas seriously
- ◆ encouraging self worth and self respect and respect for others
- ◆ encouraging young people to become effective learners
- ◆ enhancing the personal and social development of young people
- ◆ enabling young people to have a voice, influence and status both in their local communities and society as a whole

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:

- ◆ youth clubs
- ◆ community centres
- ◆ local drop-in centres
- ◆ street work settings, eg skateboard parks and shopping precincts
- ◆ outward bound centres
- ◆ specific interest group settings such as drug projects, youth library projects
- ◆ detached youth wings in schools and colleges
- ◆ youth clubs attached to places of worship

## Structure of the SVQs

This section lists the Units which form the SVQ in Youth Work.

### SVQ2 Youth Work SCQF level 5 (GD6A 22)

#### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FX56 04	5		YW 1	Communicate Effectively with Young People
FX6D 04	5		YW 2	Work as an Effective and Reflective Practitioner
FX6E 04	6		YW 3	Work with Young People to Enable Them to Take Action and to Safeguard Their Own Welfare
FX5Y 04	5		YW 4	Plan, Prepare and Facilitate Group Work for Young People

#### Optional Units

Candidates must complete one optional Unit from the following list:

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FX5E 04	5		YW5	Enable Young People to Access Information and to Make Decisions
FX5H 04	5		YW6	Encourage Young People to Engage with Their Peers and Represent Themselves in the Wider Community
FX5K 04	6		YW7	Ensure that the Rights of Young People are Upheld
FX5J 04	5		YW8	Encourage Young People's Involvement in and Help Them to Manage Youth Work Activities
FX68 04	5		YW9	Support Young People in Evaluating Youth Work Activities

## SVQ3 Youth Work SCQF level 6 (GD6C 23)

### Mandatory Units

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
FX5N 04	6		YW 10	Facilitate Young People's Exploration of Their Values and Beliefs
FX5G 04	7		YW 11	Enable Young People to Work Effectively in Groups
FX5F 04	7		YW 12	Enable Young People to Use Their Learning to Evaluate and Enhance Their Future Development
FX5P 04	6		YW 13	Fulfil the Legal Regulatory and Ethical Requirements Relevant to Youth Work
DR4A 04	6		YW14	Develop Productive Working Relationships with Colleagues

### Optional Units

**Group A** — Candidates must complete one Unit from Group A; however where candidates have previously achieved the Level 2 SVQ in Youth Work, credit transfer of one Unit at Level 2 will be permitted.

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
FX56 04	5		YW 1	Communicate Effectively with Young People
FX6D 04	5		YW 2	Work as an Effective and Reflective Practitioner
FX6E 04	6		YW 3	Work with Young People to Enable Them to Take Action and to Safeguard Their Own Welfare
FX5Y 04	5		YW 4	Plan, Prepare and Facilitate Group Work for Young People

**Group B** — candidates must complete two Units from Group B

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
FX5T 04	7		YW 15	Identify and Secure Resources for Youth Work
FX5V 04	8		YW 16	Investigate the Needs of Young People and the Community in Relation to Youth Work
FX62 04	6		YW 17	Provide Support to Other Workers
DR52 04	7		YW 18	Ensure Health and Safety Requirements are Met in Your Area of Responsibility

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

As part of their/its review of the SVQ(s), the standards-setting body Lifelong Learning UK (LLUK) has developed an Assessment Strategy which defines a range of requirements:

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

The relevant parts of the Assessment Strategy are published on SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)), and both SQA and centres must comply with these requirements.

## **Why would people be interested in the SVQ?**

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

# How do candidates begin?

## Choosing the SVQ

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

## Examples

### SVQ2 Youth Work — Case Study

James aged 22 has worked for a year as a paid sessional youth worker, 6 hours per week, for a voluntary youth project. He does not possess any formal qualifications. He decided that youth work was the career path he wanted to follow. He wanted to obtain a qualification which would both enhance his personal development and give him national recognition of the youth work skills he had already acquired. However, he was reluctant to take on a qualification commitment that might be too demanding. James has some limited experience in supporting youth groups in a range of practical settings. He currently works as part of a small team with 2 separate youth groups in 2 different settings.

### The selection process

James' line manager asked him to produce a personal statement outlining:

- ◆ his current skills, knowledge and experience
- ◆ why he wanted to undertake an SVQ?
- ◆ why his achieving a qualification would be of benefit to him and also to his organisation and the young people he worked with?

(This personal statement would also then be used within the 'Introduction' section of James' portfolio.)

James discussed the content and assessment requirements with his line manager who is also a full-time paid and qualified Youth Worker. Both agreed that James' statement reflected his ability to achieve the SVQ in Youth Work at Level 2 as he:

- ◆ worked in a broad range of youth work activities, some less routine and predictable
- ◆ had some autonomy and responsibility
- ◆ worked well as part of a team

It was agreed that James would be able to generate sufficient evidence to meet the requirements of the mandatory Youth Work Units at level 2: He would:

- ◆ communicate effectively with young people
- ◆ work as an effective and reflective practitioner
- ◆ work with young people to enable them to take action and to safeguard their own welfare
- ◆ plan, prepare and facilitate group work for young people

James then considered which of the **five** optional units he should include in his portfolio. He was currently working with young people on a project which involved the production of a local bulletin which would provide a range of evidence. It was agreed that the following Unit would be included in the assessment plan:

Enable Young People to Access Information and to Make Decisions (FX5E 04).

### **Articulation and progression routes**

Where candidates have completed the SVQ2 in Youth Work, credit transfer of one Unit at level 2 is permitted.

The SVQ3 is a natural progression route for candidates who have gained experience and confidence in Youth Work. There is also the opportunity for subsequent entry into a degree course in Community Development.

### **SVQ3 Youth Work Case Study**

Amanda is a colleague of James; however she has gained more experience in Youth Work as she has been working full-time for 3 years.

Following the selection process, Amanda produced a personal statement which included the following information.

- ◆ She was currently working with several youth groups in a broad range of youth work activities and settings.
- ◆ She was managing, overseeing and supporting the work of sessional workers and volunteers in a range of settings.
- ◆ She had undergone extensive non-accredited in-service training in youth work.
- ◆ She had previous experience as a classroom assistant and had gained a formal qualification in this field.
- ◆ She had a longer term goal to gain entry to a degree course in Community Development.

It was agreed that Amanda could meet the requirements of the SVQ3 in terms of time, knowledge, skill and commitment. Amanda's evidence would reflect that she could:

- ◆ carry out competently a broad range of varied work activities, most of which were complex and non-routine
- ◆ work autonomously
- ◆ manage, guide and support volunteers
- ◆ network effectively with colleagues
- ◆ apply skills that would allow young people to focus in a more in-depth manner on their values and beliefs
- ◆ produce evidence relating her practice to the following units of SVQ3 Youth Work

### **SVQ3 Mandatory Units**

- ◆ Facilitate Young People's Exploration of their Values and Beliefs.
- ◆ Enable Young People to Work Effectively in Groups.
- ◆ Enable Young People to Use their Learning to Evaluate and Enhance their Future Development.
- ◆ Fulfill the Legal Regulatory and Ethical Requirements Relevant to Youth Work.
- ◆ Develop Productive Working Relationships with Colleagues.

### **SVQ3 Optional Units**

#### **Group A**

Since Amanda had not completed an SVQ2 she selected one Unit from Group A.

Work as an Effective and Reflective Practitioner (FX6D 04)

Following discussion with her line manager Amanda chose this Unit as increasingly her organisation was moving towards a self-evaluation approach to youth work performance.

#### **Group B**

Amanda selected two Units from this group. Following discussion with her line manager/mentor she opted for:

Identify and Secure Resources for Youth Work (FX5T 04)

Provide Support to other Workers (FX62 04)

Her choice of these Units was based on the fact that her remit involved on-going support for volunteers and identifying and securing funding for outward bound activities and equipment.

## **Project Based Assessment Planning — An integrated Approach**

The line manager arranged for an SVQ assessor within the project to plan assessment and provide both James and Amanda with guidance on how to collect evidence from their practice and build a portfolio.

She advised that, given the nature of youth work, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

The assessor advised both candidates to opt for a project based approach to assessment rather than a linear one. This meant that they would focus on naturally occurring evidence from their project work that might span a range of units. They could then reflect on how their evidence was aligned to the national occupational standards.

James focused on his 'Youth Bulletin' project while Amanda opted for her current project 'Youth Worker Volunteers and Outward Bound Activities'.

Initial assessment plans were then drawn up for both candidates related to their current projects. A range of assessment approaches for generating evidence was agreed including assessor observation, product evidence and personal statements/reflective accounts.

## 2 Preparing to assess the SVQ

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

### Your role and your candidate's role

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

#### Your role

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

#### Candidates' role

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

## Planning

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

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

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

If you are a new assessor working towards your A/V Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers Unit *Communicate effectively with young people* (FX56 04).

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

<b>Units</b>	FX56 04, FX6D 04, FX6E 04, FX5Y 04, FX5E 04				
<b>Elements</b>	1.1 1.2				
<b>Activities</b>	<b>Performance Criteria (PC)</b>	<b>Method of assessment/ Sources of evidence</b>	<b>Date of assessment</b>	<b>Evidence already available</b>	<b>Links to other Units (PC and range)</b>
Facilitate first planning session with young people for local youth bulletin	1.1 1.11,1.2 1.13.1.14.1.15	Work based observation	03/03/11		FX6D 04, FX5Y 04, FX5E 04
Professional discussion	K1.1-1k112	Q&A	10/03/11		
Production of organisation documents code of practice	1.2.9		17/03/11	K1.1.1 k1.2.12	FX6E 04
Production of statement from candidate (bullet points) outlining principles of youth work		Personal research /Q&A	24/03/11	K1.1-.12 K12.1– K.1.2.14	All units
Visit to publishing company	1.2.1-1.2.8	Personal account	31/03/11		

Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					
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Assessor's signature \_\_\_\_\_ 1st review due \_\_\_\_\_

Candidate's signature \_\_\_\_\_ 2nd review due \_\_\_\_\_

Date of agreement \_\_\_\_\_ 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:

- ◆ in a smaller youth work organisation the candidate may be working with the assessor so will have readily available support if required
- ◆ guidance from the assessor will put the candidate at ease in terms of the pace of the assessment schedule and the fact that assessment progress can be reviewed on a regular basis
- ◆ assessors in regular contact with candidates can advise candidates as to types of evidence that are acceptable

The challenges might be:

- ◆ some candidates may feel ill at ease being assessed by, or in the presence of their peers
- ◆ candidates who work part-time may not have access to all the resources required to gather evidence for assessment
- ◆ youth work situations can sometimes appear chaotic and candidates may not perform well in the presence of an observer

## **Effective assessment planning**

Initial assessment for both candidates included an assessor observation.

This allowed the assessor to gain first hand knowledge at an early stage of James's input to the Youth Bulletin project and Amanda's skills in terms of managing the Outward Bound project. Both observations were supplemented by the use of informal questions and answers which the assessor used as evidence of underpinning knowledge and understanding. During the visit the assessor considered the product evidence which had already been gathered. This evidence included their introductory statement and e-mails and personal statements relating to the projects.

## Methods of assessment

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

### 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:

- ◆ completed record of worksheets signed by candidate and line manager containing not only descriptions of work undertaken but also an evaluative element where the candidate has reflected on and identified solutions for improving performance
- ◆ an incident report eg where the candidate has had to follow organisational procedures by providing an account of how this situation was dealt with correctly
- ◆ general organisational reports and policies (eg Health and Safety) should not be included in portfolios as they do not reflect the candidate's claim for competence or knowledge and understanding. If the organisation's policies and procedures are referenced within the candidate evidence it is not necessary to print them out — signposting to the storage location will suffice

## 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.

### Sample Questions and Answers — SVQ2

Plan, Prepare and Facilitate Group Work for Young People FX5Y 04

- Q** That session went really well, James, but I noticed that one of the young people did not take part in the group discussion at all. How are you going to encourage him to participate?
- A** He is a new member and quite shy. At the next session I'll re-arrange the group differently. I'll divide the big group into smaller sub-groups and allocate specific tasks and make sure that he is in a small group with more mature young people one of whom can act as a 'buddy' for him.
- Q** You seem to have built up a good rapport with the young people in the group. Why do you think this is important and how did you achieve this?
- A.** It is important when working with young people to be clear about roles and expectations of all parties. You will see from the project agreement document in my portfolio that members of the group have committed themselves to certain goals and that everyone including myself is clear of what is expected of them in terms of reaching these goals.

### Sample Questions and Answers — SVQ3

Develop Productive Working Relationships with Colleagues (DR4A 04)

- Q** What benefits can be gained from establishing productive relationships with colleagues?
- A**
- ◆ an increased understanding of own and others role(s)
  - ◆ the opportunity to share information, resources, skills and knowledge
  - ◆ the opportunity to build trust and mutual respect
  - ◆ creation of partnerships for the benefit of young people
  - ◆ development of a common purpose and planning together

**Q** What skills are required for developing working relationships with colleagues?

**A**

- ◆ good communication skills
- ◆ networking skills
- ◆ conflict management skills
- ◆ information management skills
- ◆ leadership

## **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 SVQ2 Youth Work**

James, at the start of his project had arranged to take the youth group to the offices of a local newspaper on a fact finding exercise. James described this visit in a personal statement for his portfolio outlining;

- ◆ why he chose this method of fact finding
- ◆ good youth work practice in relation to preparation for and participation in this activity

### **Example — SVQ3 Youth Work**

#### **Personal statement/reflective accounts**

For SVQ3 candidates should be encouraged to produce a detailed personal statement where they include reflection on their youth work practice in given situations and evaluate their own performance.

Amanda who is undertaking the SVQ3 Youth Work reflected on and reviewed a white water rafting trip for young people where she was the facilitator. Her statement referred to aspects of youth work such as:

- ◆ Facilitation and reviewing models identified by theorists
- ◆ Evaluation of the type of facilitation model applied
- ◆ Adherence to organisational procedures
- ◆ What the candidate learned from the experience
- ◆ What, if anything, the candidate would do differently next time
- ◆ The type of feedback exercise that took place with the young people
- ◆ The reason for evaluating the event

## Witness testimony

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

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

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

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

## **Simulation**

**Simulation is not permitted in this SVQ. See the assessment strategy for more detail.**

All evidence must come from workplace practice in Youth Work.

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy on SQA's website: **[www.sqa.org.uk](http://www.sqa.org.uk)**.

## **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)
- ◆ **reflective account**
- ◆ witness testimony

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

## **Observation**

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

## Observation record

<b>Unit/Element(s)</b>	FX56 04 Elements 1 and 2
<b>Candidate</b>	James Brown
<b>Evidence index number</b>	1
<b>Date of observation</b>	

<b>Skills/activities observed</b>	<b>Performance Criteria covered</b>
James showed that he could:	
Facilitate well the initial planning meeting for youth bulletin group and create a relaxing atmosphere;	1.1.1-1.1.2-1.1.3-1.1.4-1.1.5
Follow organisational procedures regarding Health and Safety	
Communicate well with group members and try to include everyone	1.2.1 1.2.2 1.2.3
Listen to group ideas and assist them to develop an action plan with achievable tasks and time scales	1.2.4
Encourage members to problem solve and seek advice and identify information and support from other sources;	
Discuss and agree appropriate session evaluation procedures with the young people	
Complete a self evaluation for line manager	2.1.4 2.1.5

### Knowledge and understanding apparent from this observation

James had already carried out independent research and successfully completed a question and answer sheet relating to Knowledge and Understanding. This was logged as evidence 1 in his portfolio.

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

Unit FX6D 04 element 2.1 and 2.2

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

James had planned the session well. The atmosphere was very relaxed. He succeeded in keeping the young people focussed regarding the purpose of the session: an action plan for the production of the Youth News Bulletin. He showed awareness of the need to ensure that all the young people were involved.

I can confirm the candidate's performance was satisfactory.

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

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

## **Questions and candidate responses**

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

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

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

## Record of questions and candidate's answers

<b>Unit</b>	FX5G 04, FX5T 04
<b>Element(s)</b>	<b>1.1, 1.2</b>
<b>Evidence index number</b>	<b>1</b>
<b>Circumstances of assessment</b>	
To address gaps in her evidence, Amanda was issued with questions relating to the values and principles of youth work. She was asked to carry out some personal desk research and supply answers to provide evidence that she knew and understood the values and principles associated with youth work. Her responses span a range of units and elements. <b>(Samples of links to units and elements are in bold.)</b>	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	<b>What is your understanding of the aim of youth work?</b>
<b>A</b>	<ul style="list-style-type: none"> <li>◆ the building of trusting relationships with young people to enable them to make informed decisions about their lives</li> <li>◆ assisting young people to take responsibility for their actions to become active citizens in the community (FX5N 04)</li> </ul>
<b>Q</b>	<b>Outline some of the key aspects of youth work.</b>
<b>A</b>	<ul style="list-style-type: none"> <li>◆ engaging with young people to challenge and develop them</li> <li>◆ working with them in the safest possible environment</li> <li>◆ developing, supporting and empowering them to take action through participation in forums such as Youth Councils</li> </ul>
<b>Q</b>	<b>What is the role of a youth worker?</b>
<b>A</b>	<ul style="list-style-type: none"> <li>◆ being a good role model for young people</li> <li>◆ educator, informer, challenger of perceptions, enabler so that young people can participate in being a productive part of society</li> <li>◆ sometimes it's just providing fun activities for young people to learn how to be good team players</li> </ul>
<b>Q</b>	<b>Why is it important for a youth worker to build relationships with young people?</b>
<b>A</b>	<ul style="list-style-type: none"> <li>◆ to open up an honest and trusting level of communication, enabling the youth worker to customise the learning experiences to meet the needs of the young person</li> </ul>

<b>Q</b>	<b>How could a youth worker go about building relationships?</b>
<b>A</b>	<ul style="list-style-type: none"> <li>◆ Engage with them on their 'territory' first and then invite them to come along and experience some of the youth work services. If they are not able or willing to do this then you should deliver the service on their patch. This is done by opening up communication and passing on relevant information that relates to the issues and barriers that are facing them and their peers. This will encourage them to trust the worker as you will be demonstrating understanding and empathy while being supportive</li> </ul>
<b>Q</b>	<b>Describe how a youth worker can enhance the personal and social development of young people</b>
<b>A</b>	<ul style="list-style-type: none"> <li>◆ Through group work, in the style of informal learning, team building, while encouraging them to take a look at their inner self and the cause and effect of their behaviour and attitudes. This is done by bringing them and their peers into an environment where they can speak openly and honestly and explore their feelings and perceptions of themselves and society. (FX5G 04)</li> </ul>
<b>Q</b>	<b>How would a youth worker go about supporting young people to take increasing responsibility for activities, events and projects?</b>
<b>A</b>	<p>I would use my 'Outward Bound' project as an example, with my assistance they have taken ownership and decided which activities or events they would like to organise and take part in.</p> <ul style="list-style-type: none"> <li>◆ I organised a group work setting with some ice breakers and teambuilding games to identify strengths within the group and encourage and develop the skills of the young people.</li> <li>◆ I encouraged them to take on specific roles in the group just like a committee or board and they then contributed ideas on more defined action plans outlining who is responsible for specific tasks and setting reasonable timescales for these.</li> <li>◆ I also guided them in the practice of gaining funding for the project.</li> <li>◆ I am encouraging them to evaluate and reflect upon each of the tasks that have been completed. This will give them a sense of what has been achieved already and show them where they can still improve.</li> </ul>

<b>Q</b>	<b>Provide examples of good youth work practice with regard to the core values of youth work.</b>
<b>A</b>	<ul style="list-style-type: none"> <li>◆ One example of good youth work practice in my opinion falls within my school remit where young people can take part in extra curricular activities with an outcome that is accredited and certificated by a recognised authority. One such programme is the Prince's Trust XL programme, where we cover such topics as personal and interpersonal team skills, community projects, enterprise and entrepreneurship, progress to the world of work, with an optional residential trip. This is a project I am currently involved in with a school for young people with learning difficulties.</li> <li>◆ Another example is empowering young people to work together as a group and become constituted and recognise the importance of working as a team with one common goal in mind. By doing this there is no end to the possibilities and potential projects that they as a group can experience together. This is something I have been doing with a group called the Youth Action Party</li> <li>◆ As a youth worker I must provide structure by first coming up with a session plan making sure the approach I use is pitched at a level the young people understand and can relate to, all the while trying to make it fun for them and not forgetting to evaluate and keep recordings of each session.</li> </ul>
<b>Q</b>	<b>How would a youth worker effectively plan, manage and develop workloads?</b>
<b>A</b>	<p>By taking short and long term views and plans into account.</p> <p>For example when working on outward bound activities I:</p> <ul style="list-style-type: none"> <li>◆ look at funding and resources required</li> <li>◆ try to obtain external funding and additional resources such as volunteer support</li> <li>◆ set timescales for the delivery of the programme</li> </ul>

	<p>The programme would then be broken down into sections or activity plans</p> <ul style="list-style-type: none"> <li>◆ I would be evaluating each session in order to improve it by reflecting with young people and colleagues on what parts work and what parts do not.</li> <li>◆ I would also share my findings at team meetings in order to identify issues that may arise from the evaluations and reports then figure out with my fellow workers ways of dealing with them. (DR4A 04)</li> </ul>
<b>Q</b>	<b>Describe how a youth worker can support and develop effective, efficient and ethical practice</b>
<b>A</b>	<p>Supporting effective, efficient and ethical practice can be done by:</p> <ul style="list-style-type: none"> <li>◆ following the organisational guidelines and procedures, this is very important particularly where high risk factors are involved such as the participation of young people on residential trips</li> <li>◆ adhering to procedures as these are in place to protect the young person, the youth worker and the organisation</li> </ul>

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

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

## **Candidate's personal statement/reflective account**

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 Outward Bound Project Developments  Amanda Brown	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
2/2	<b>10</b>	Discussed options for outward bound trip with young people and co-workers and arranged possible dates	5, 11	FX5N 04, FX5G 04, FX5F 04
20/2		Liaised with partnership organisations	5, 11	DR4A 04
5/3		Contacted parents/guardians re outward bound trip re consent forms	6, 11	FX5P 04, DR4A 04
6/3		Facilitated fund raising /sponsorship/publicity activities discussion for outward bound trip	5	
8/3		Allocated task list to co-workers for above	8, 11	FX6D 04
20/3		Supervised organisation of band night activity	5, 11	FX5N 04, FX5G 04
22/3		Held co-worker training event re organisational procedures in preparation for forthcoming outward bound trip	5, 11	FX62 04
24/3		Supervised trip and logged outcome in work logsheet	5, 11	FX6D 04
25/3		Minor accident — Incident report submitted	7, 11	FX6D 04

Date	Evidence index number	Details of statement <b>Outward Bound Project Developments</b> <b>Amanda Brown</b>	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
27/3		Held session with young people and co-workers to evaluate above trip	5,11	FX6D 04, FX62 04, FX5F 04, FX5P 04
30/3		Analysed findings from all parties and used this information to inform the preparations for the next trip	5,11	FX6D 04
30/3		Reflection on trip from candidate viewpoint — ie what worked well, what needs improvement etc.		FX6D 04

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

## **Witness testimony**

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

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

## Witness testimony

<b>SVQ title and level</b>	SVQ3 Youth Work
<b>Candidate's name</b>	Amanda Brown
<b>Evidence index no</b>	11
<b>Index no of other evidence which this testimony relates to (if any)</b>	5,6,7,8,9,10
<b>Element(s)</b>	See personal statements sector in portfolio
<b>Date of evidence</b>	5 <sup>th</sup> June 2011
<b>Name of witness</b>	Mr Alan Hughes
<b>Designation/relationship to candidate</b>	Youth Project Manager and SVQ Mentor
<p><b>Details of testimony</b></p> <p>As Amanda's line manager and SVQ mentor I am responsible for working with and supporting her both in her daily work duties and her SVQ3 progress.</p> <p>I can confirm that all the information in the personal statement she has produced (<b>evidence log 5</b>) in her portfolio is authentic. The situations she highlights did not lend themselves to direct observation by the assessor but I was actively involved and observed these at close hand. She has demonstrated competences in:</p> <ul style="list-style-type: none"> <li>◆ communicating effectively with young people, co-workers, parents and partner organisations to arrange an outward bound trip for young people</li> <li>◆ planning and facilitating the organisation of fund raising /sponsorship /publicity activities for outward bound trips such as a band night activity</li> <li>◆ training, allocating tasks to, supervising and supporting co-workers</li> <li>◆ engaging effectively with young people as individuals and in group settings</li> <li>◆ effective monitoring and evaluation of her own performance and that of others</li> <li>◆ following organisational policy in terms of factors such as health and safety checks, issuing consent forms to parents/guardians</li> </ul> <p>Amanda has clearly demonstrated through the above activities that she is in possession of good practical youth work skills and also knows and understands the theoretical aspects underpinning good youth work practice required for SVQ3 Youth Work.</p>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

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

## 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 may occur in generating evidence when dealing with sensitive matters such as:

### **Example — SVQ2 Youth Work**

There was no evidence in James's portfolio relating to performance or knowledge and understanding concerning how to deal with confidentiality of information provided by young people (FX6E 04)

This was due to the fact that James did not immediately recognise the situations where this occurred naturally in his practice.

As his assessor, I asked James to consider his organisations policy for confidentiality and research current relevant legislation relating to confidentiality. We then carried out a professional discussion at which we were able to identify occasions when, during his youth work practice, James had followed confidentiality procedures. Using the situations identified during the discussion as a basis, when agreeing our next assessment plan, James was asked to highlight all occasions where confidentiality would apply during his forthcoming youth work activities.

## **Guidance and support to candidates**

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

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

## **Judging candidate evidence and making an assessment decision**

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

Evidence must:

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

### **Insufficient evidence**

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

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

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

## **Authenticating candidates' evidence**

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

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

## 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.

All documents must be signed by the appropriate parties.

## **Completing the Unit progress record**

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

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

## Unit progress record

Qualification and level SVQ3 Youth Work

Candidate Amanda Brown

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

### Unit Checklist

<b>Mandatory Youth Work</b>	10	11	12	13	14				
<b>Optional</b>	2	5	17						

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
FX5G 04	Enable Young People to Work Effectively in Groups		02/03/11
DR4A 04	Develop Productive Working Relationships with Colleagues		04/05/11

### Optional Units achieved

Unit number	Title	Assessor's signature	Date
FX62 04	Provide Support to Other Workers		06/07/11

## 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.



## **Completing the Element achievement record**

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

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

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

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

**Element achievement record**

**Unit** Youth Work 10

**Element** 10.1

Evidence Index No	Description of Evidence	PC/performance statements						Areas of knowledge and understanding/scope												
		10						1	2	3	4	5	6	7	8	9	10	11	12	13
1	Q & A Knowledge and understanding values and principles of youth work	10						1	2	3	4	5	6	7	8	9	10	11	12	13
7	Incident Report	1 7	1 11	1 10																
5	Personal statement Outward Bound trip			1 12	1 13															
6	School enterprise project evaluation	1 1	1 5	1 6																
11	Witness statement	1 2	1 3	1 4	1 8	1 9														

**Unit** Youth Work 10

**Element** 10.1

Notes/Comments

Amanda's personal research has contributed to meeting the criteria for this element.

This document can also be referred to for evidence for other elements

Her personal account relating to her **outward bound project** has provided evidence towards the performance criteria for this element

Gaps in evidence relating to the above have been addressed by her line manager in a signed witness statement. He also accompanied her as a co-worker on the outward bound trip

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

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

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

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

# 5 Further information

## What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Verification: A Guide for Centres*

*Guide to Assessment*

*Introduction to Assessment Arrangements for Schools and Colleges*

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

*Operational Help Centre*

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

# **Appendix 1: Blank recording forms**

## Unit progress record

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

Candidate \_\_\_\_\_

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

### Unit Checklist

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

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

### Optional Units achieved

Unit number	Title	Assessor's signature	Date





**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

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

I can confirm the candidate's performance was satisfactory.

**Witness's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

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

**Record of questions and candidate's answers**

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

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

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