

**Scottish Vocational Qualification  
in  
Community Safety level 3**

**Group Award Code: G78T 23**

**ASSESSMENT GUIDANCE**

## Welcome

.....to the Scottish Vocational Qualification (SVQ) in Community Safety at level 3. This is a nationally recognised award approved by the Scottish Qualifications Authority (SQA), and is suitable for people working in Community Safety in Scotland.

In the SVQ Community Safety at level 3 candidates would be expected to be involved in practical tasks (eg obtaining and assessing data, liaising with partner agencies, supporting the Community Safety partnership) they would also be expected to be able to show initiative and work on their own.

The SVQ Community Safety at level 3 is achieved through the completion of 3 mandatory and 7 optional Units.

## Contents

The following pages offer assessment guidance to candidates, assessors, internal verifiers and external verifiers — in short — anyone who is involved in the assessment process.

First of all there is a description of the **format of SQA Awards**, followed by the **roles and responsibilities** of all those involved.

The guidance then goes on to explain what **evidence** is, and the various methods of **assessment**, which are used to judge the evidence.

There is then an explanation of the importance of **values** in social care practice and how these are assessed in practice.

Finally, there is a set of **blank recording pro forma** for use in recording assessment and achievement, followed by some **worked examples** of how to complete the documentation.

## About Scottish Vocational Qualifications (SVQs)

SVQs are work-based qualifications, which set the level of competence required by Community Safety workers in their particular field. These are called standards and they have been designed and developed largely by employers and practitioners from the statutory and voluntary care sectors.

SVQs are nationally recognised awards, which cover a wide range of activities. They also have levels assigned to them, which are related to the responsibilities of a person's actual job.

## What does an SVQ look like?

All SVQs follow the same format. There are:

- **Units**
- **Elements**
- **Performance Criteria**
- **Range**
- **Knowledge Evidence**

**UNITS** are simply different tasks that are familiar areas of work to all Community Safety workers.

For example, the SVQ level 3 Community Safety, contains **10 UNITS** (3 mandatory Units and 7 optional Units from a large selection) — one of which is ‘Determine the concerns and priorities of communities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour’ (B101).

Each Unit comprises a number of **ELEMENTS** — which describe the activities Community Safety workers are expected to perform.

So, in the above example of the **Unit** ‘Determine the concerns and priorities of communities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour’ (B101), one **Element** is ‘Identify and select methods for consulting with communities about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour’.

**PERFORMANCE CRITERIA (PCs)** are built into each Element and are the standards against which the work activities are measured — and for which evidence of actual performance must be provided.

An example of a performance criterion (pc) from the Element ‘Determine the concerns and priorities of communities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour’ (B101).

Research, define and map clearly the different communities within the local area with which the worker is concerned’ (B101.1)

This means that the worker must have a good knowledge of the area in which they operate and, in partnership with other agencies devise the most suitable method of auditing that community in terms of Community Safety. The PC indicates that the standard is that the candidate Carries out extensive research, which will include gathering data from different sources which is then used either manually or in a computer programme (Geographical Information System) to map the communities and their individual needs.

**RANGE** statements — are ways of ensuring a candidate can carry out the activities for the Unit and/or Element in a variety of contexts and situations. For example issues may be experienced by individuals or between different team members.

**KNOWLEDGE and UNDERSTANDING** — this requires that candidates understand their actions, and can integrate knowledge practice.

The selection of units that make up the SVQ in Community Safety at level 3 are as follows:

## **Mandatory Units**

### **Unit F102 Promote people's equality, diversity and rights**

- F102.1 Promote people's rights and responsibilities
- F102.2 Promote equality and diversity of people
- F102.3 Promote people's rights to the confidentiality of information

### **Unit F306 Contribute to the development and effectiveness of work teams**

- F306.1 Contribute to effective team practice
- F306.2 Contribute to the development of others in the work team
- F306.3 Develop oneself in own work role

### **Unit F403 Develop and sustain effective working relationships with staff in other agencies**

- F403.1 Develop effective working relationships with staff in other agencies
- F403.2 Sustain effective working relationships with staff in other agencies

## **Optional Units**

**Candidates must complete seven in total, at least three of which should be from this first group**

### **Unit B101 Determine the concerns and priorities of communities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour**

- B101.1 Identify and select methods for consulting with communities about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour
- B101.2 Consult with communities about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour

### **Unit B103 Contribute to developing awareness and community action in relation to crime**

- B103.1 Develop plans to promote awareness and community action in relation to crime
- B103.2 Promote awareness and community action in relation to crime
- B103.3 Contribute to the evaluation and improvement of awareness raising and community action in relation to crime

### **Unit B104 Enable groups, communities and organisations to address issues which affect community safety and social inclusion**

- B104.1 Enable groups, communities and organisations to determine their own issues and concerns
- B104.2 Enable groups, communities and organisations to plan how to address their issues and concerns
- B104.3 Act as a resource to groups, communities and organisations as they take actions to address their issues and concerns

- B104.4 Support groups, communities and organisations in evaluating their actions and learning from their experience
- B104.5 Support groups, communities and organisations as they review and modify their plans and actions

**Unit B106 Enable individuals and families to address factors which affect their safety, well-being and social inclusion**

- B106.1 Enable individuals and families to identify factors which affect their safety, well-being and social inclusion
- B106.2 Enable individuals and families to identify options for improving their safety, well-being and social inclusion
- B106.3 Enable individuals and families to put their informed choices into action
- B106.4 Review with individuals and families the effectiveness of addressing factors which affect their safety, well-being and social inclusion

**Unit B107 Promote the needs and rights of individuals and groups in the community**

- B107.1 Promote the rights of individuals and groups in the community
- B107.2 Help individuals to represent their own interests

**Unit B204 Enable individuals to physically secure environments from crime and anti-social behaviour**

- B204.1 Assess opportunities for crime and anti-social behaviour in environments
- B204.2 Recommend methods for reducing opportunities for crime and anti-social behaviour and influence their implementation

**The remainder of Optional Units could come from this group**

**Unit A202 Contribute to the development, implementation and evaluation of strategies and policies for recruiting and managing volunteers**

- A202.1 Make recommendations on strategies and policies for recruiting and managing volunteers
- A202.2 Implement and evaluate the effectiveness of strategies policies for recruiting and managing volunteers

**Unit A205 Lead the work of teams and individuals to achieve their objectives**

- A205.1 Plan the work of teams and individuals
- A205.2 Assess the work of teams and individuals
- A205.3 Provide feedback to teams and individuals on their work

**Unit A211 Support the efficient use of resources**

- A211.1 Make recommendations for the use of resources
- A211.2 Contribute to the control of resources

**Unit A212 Maintain activities to meet requirements**

- A212.1 Maintain work activities to meet requirements
- A212.2 Maintain healthy, safe and productive working environments
- A212.3 Make recommendations for improvements to work activities

#### **Unit A217 Implement quality assurance systems**

- A217.1 Establish quality assurance systems
- A217.2 Maintain quality assurance systems
- A217.3 Recommend improvements to quality assurance systems

#### **Unit A301 Ensure your own actions reduce risks to health and safety**

- A301.1 Identify the hazards and evaluate the risks in the workplace
- A301.2 Reduce the risks to health and safety in the workplace

#### **Unit A402 Contribute to the development and promotion of the agency and its services**

- A402.1 Contribute to identifying the potential for agency development
- A402.2 Present information and ideas to contribute to agency development
- A402.3 Promote agency services

#### **Unit A405 Organise and record meetings**

- A405.1 Arrange and prepare for meetings
- A405.2 Attend, support and record meetings
- A405.3 Produce and progress records of meetings

#### **Unit A407 Research, prepare and supply information**

- A407.1 Research, locate and select information to meet specified needs
- A407.2 Prepare and supply information to meet specified needs

#### **Unit B301 Prepare and set up mediation**

- B301.1 Establish the appropriateness of the mediation process with each party
- B301.2 Agree the conditions and boundaries of mediation with parties

#### **Unit B302 Stage the mediation process**

- B303.1 Establish the issues for each party
- B303.2 Explore issues with the parties
- B302.3 Assist in the identification and evaluation of potential options
- B302.4 Build and secure agreements between parties

#### **Unit B303 Manage the mediation process**

- B303.1 Facilitate exchanges between parties
- B303.2 Manage conflict and address power imbalances

**Unit C205 Establish and maintain contact with victims, survivors and witnesses of crimes and anti-social behaviour which acknowledges the effects of their experience**

- C205.1 Establish contact with victims, survivors and witnesses of crime and anti-social behaviour in a manner which acknowledges the effects of their experience
- C205.2 Maintain contact with victims, survivors and witnesses in a manner which acknowledges the effects of their experience

**Unit D401 Promote employment, training and education opportunities for those who have offended or are likely to offend**

- D401.1 Raise stakeholders' awareness of the value of employment, training and education in reducing offending behaviour
- D401.2 Negotiate and agree with stakeholders the opportunities they are willing to offer to those who have offended or are likely to offend

**Unit D402 Enable individuals who have offended or who are likely to offend to maximise their employment opportunities**

- D402.1 Assist individuals to identify potentially suitable employment
- D402.2 Assist individuals to plan action to maximise their employment opportunities

**Unit D403 Negotiate with employers and support them in offering opportunities to individuals who have offended or who are likely to offend**

- D403.1 Negotiate with employers and support them in offering opportunities to individuals who have offended or who are likely to offend
- D403.2 Support employers in their work with individuals who have offended or are likely to offend

**Unit E201 Contribute to the protection of individuals from abuse**

- E201.1 Contribute to minimising the occurrence of abuse
- E201.2 Minimise the effects of abusive behaviour
- E201.3 Contribute to monitoring individuals who are at risk from abuse

**Unit E202 Contribute to the protection of children from abuse**

- E202.1 Identify signs and symptoms of possible abuse
- E202.2 Respond to a child's disclosure of abuse

**Unit E203 Contribute to the prevention and management of abusive and aggressive behaviour**

- E203.1 Contribute to preventing abusive and aggressive behaviour
- E203.2 Deal with incidents of abusive and aggressive behaviour
- E203.3 Contribute to reviewing incidents of abusive and aggressive behaviour

**Unit E301 Enable individuals to find out about and use services and facilities**

- E301.1 Enable individuals to find out about services and facilities
- E301.2 Enable individuals to use services and facilities

**Unit E309 Represent individuals' and families' interests when they are not able to do so themselves**

- E309.1 Agree with individuals and families their preferences and wishes regarding representation
- E309.2 Act on behalf of individuals and families when they are not able to represent themselves
- E309.3 Enable individuals and families to evaluate and review the effectiveness of representation

**Unit E310 Contribute to establishing and running mutual support networks**

- E310.1 Assist individuals to evaluate and contact support networks
- E310.2 Enable support networks to develop their effectiveness

**Unit F202 Promote communication with individuals where there are communication differences**

- F202.1 Determine the nature and scope of communication differences
- F202.2 Contribute to effective communication where there are communication difficulties

**Unit F203 Promote communication with others through the use of interpreting services**

- F203.1 Arrange interpreting services to meet identified communication differences
- F203.2 Communicate with others through the use of interpreters
- F203.3 Enable those involved in interpreting to evaluate the effectiveness of the process

**Unit F206 Contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals**

- F206.1 Contribute to the development of a culture in which people are respected and valued as individuals
- F206.2 Develop and implement strategies which promote the value of people as individuals
- F206.3 Contribute to minimising the adverse impact of individuals' behaviour on others

**Unit F314 Facilitate individual learning and development through mentoring**

- F314.1 Identify the learning and development needs of individuals
- F314.2 Plan with individuals how learning and development needs will be addressed through mentoring
- F314.3 Mentor individuals to achieve identified outcomes
- F314.4 Review the effectiveness of mentoring with individuals

**Unit F315 Facilitate learning in groups through presentations and activities**

- F315.1 Give presentations to groups
- F315.2 Facilitate exercises and activities to promote learning in groups

**Unit F316 Facilitate learning through demonstration and instruction**

F316.1 Demonstrate skills and methods to learners

F316.2 Instruct learners

**Unit F407 Represent the agency in courts and formal hearings**

F407.1 Exchange information at courts and formal hearings

F407.2 Present reports at courts and formal hearings

## Who's who in SVQs

### the candidate

is the person undertaking the SVQ. The responsibility of a candidate is to meet with the assessor, plan how to undertake Units and then produce evidence to demonstrate competence.

### the assessor

is the person who assesses the candidate and decides if he/she is competent. The assessor is normally (but not always) in the same workplace as the candidate. The assessor has the responsibility to meet with the candidate regularly to plan, support, judge and give feedback on performance.

### the internal verifier

is someone designated by the assessment centre to ensure that assessors are consistent in the use of assessment methods and assessment decisions. This can be carried out by sampling evidence on a regular basis and by ensuring that candidates are being supported to achieve their award.

### the external verifier

is appointed by the SQA, the awarding body, to ensure consistency in assessment and internal verification across all centres offering the award. Centres are normally visited by an external verifier twice a year.

## Evidence

There are a number of methods of assessing evidence which can be used to demonstrate a candidate's competence. These are:

- |              |   |
|--------------|---|
| <b>DO</b>    | <b>D</b> irect <b>O</b> bservation by the assessor of real work activities.   |
| <b>RA</b>    | <b>R</b> eflective <b>A</b> ccount by the candidate, which is a detailed description of real work activities (for example the candidate should be able to show the different types of audit considered and the process used to determine the most appropriate). |
| <b>P</b>     | <b>P</b> roducts — these are usually reports and recordings made by candidates as part of their normal work duties (these might include reports to Council committees, Community Safety Partnership).   |
| <b>Q</b>     | <b>Q</b> uestions — these can be used to cover some gaps in PCs, range or for knowledge.  |
| <b>W</b>     | <b>W</b> itness <b>T</b> estimony — this is a statement or comment by someone who has participated in the candidate's activity confirming that the candidate was involved in an activity.   |
| <b>Other</b> | This could be prior learning and achievement, or projects.  |

## Specific Assessment Guidance

In any of the SVQs — and for the SVQ Work with Community Safety at level 3 in particular — the two most common types of evidence will be **products** and **reflective account**. **Questioning** is usually, but not always required, to ensure adequate knowledge. Much of the candidate's knowledge, however, can be inferred from competent performance of real work activities.

**Witness Testimony** can be used selectively, as appropriate, to affirm and support evidence produced by the candidate. Care and sensitivity must be exercised if service users are providing this.

**Evidence Requirements** are contained within each Unit, and it is important that these instructions are followed. So, for example, if it says the 'assessor **must** observe real work activities', then the assessor **must** do this — simulation or witness evidence will not do instead.

## How to get started

The above guidance and explanations should be sufficient to allow an assessment to commence.

The best way to fully understand an SVQ award is simply to start!

At the start, the assessor and candidate should meet and draw up an **ASSESSMENT PLAN**.

An example assessment plan is provided in this document.

The assessment plan should contain some general decisions about how often candidate and assessor will meet — and where. It may be important to agree a place where meetings will not be interrupted.

Next, a decision can be made about which Unit will be tackled first. It is encouraging to try and start with a familiar area of everyday work, and be very specific about what piece of work the assessor will observe. The candidate, with the help of the assessor, should also leave the planning meeting with a very clear idea of what has to be written for the Reflective Account.

Finally, a date should be agreed when the assessment plan for the Unit (or Units) will be reviewed and a target date set for completion.

## Glossary

<b>Unit</b>	The qualification is made up of a number of Units. The number of Units varies depending on the qualification. Each Unit is designed around a specific area of work practice.
<b>Element</b>	Units are divided into Elements that divide the specific area of work up into distinct steps or tasks.
<b>Performance Criteria</b>	Each Element has a number of Performance Criteria (PCs). The PCs are what the candidate must show through their practice. By meeting PCs the candidate demonstrates skill or competence in completing a task.
<b>range</b>	The range provides detail of the context in which the Performance Criteria will be demonstrated.
<b>knowledge and understanding</b>	Each Unit lists the knowledge and understanding that is required to effectively carry out the specific area of work practice. All of the knowledge and understanding must be inherent in the candidate's work and will be shown either through records or work practice or by answers to questions.
<b>observation</b>	The assessor records judgements of observed practice, based on the skills demonstrated by a candidate, that briefly indicates how the skill was shown and records the PCs, range and knowledge and understanding judged to have been evident in the candidate's practice.
<b>reflective account</b>	Candidates are required to produce reflective accounts that are written in the first person and describe their actions in completing a task. The candidate is expected to indicate the PCs, range and knowledge and understanding which were demonstrated in the practice. The reflective account should always explicitly focus on the candidate's real work and not on what <i>might</i> be done.
<b>product</b>	Any work product that shows how a candidate meets the PCs, range and knowledge and understanding can be used as evidence. PCs that indicate that the candidate should have recorded information are best met by products.
<b>witness statement</b>	If someone other than an assessor sees the candidate carry out some work, then the assessor can request confirmation of this from a witness. Whereas a witness can make a qualitative comment on the performance of the candidate, it is the assessor who makes the judgement of the witness testimony matched against the specific PCs, range and knowledge and understanding.

<b>projects and assignments</b>	Projects and assignments are occasionally set by assessors to allow the candidate to meet some gaps in performance and knowledge evidence.
<b>accreditation of prior learning (APL)</b>	Prior achievements of the candidate can be used to evidence the PCs, range, and knowledge and understanding. However, current practice must also be included to show that the candidate still has the skill at the time of completing the qualification.
<b>centre</b>	The centre is the organisation through which the candidate is registered for his/her qualification. Centres are normally employers, colleges or training agencies.
<b>Scottish Qualifications Authority</b>	The SQA is the organisation that issues the qualifications and allows the centres to offer the qualifications.

# BLANK RECORDING DOCUMENTATION

## Scottish Vocational Qualification in Community Safety level 3

The blank pro forma on the following pages should be used to record evidence in the assessment of the SVQ candidate. The forms should be self-explanatory, and the worked examples in the next section should help clarify their purpose.

Centres may wish to amend the blank pro forma *slightly* – for example, put the centre's name at the top or alter the spaces of the boxes. For significant changes to the documentation, SQA permission must be sought.

**Note:** It should be noted that the blank recording pro forma which has been in use for some time with Scottish Progression Awards (SPAs) and SVQs has been amended and developed. The changes are intended to simplify the existing recording documentation, and they have been made in the light of experience and comments from centres. Candidates starting on this award should use this new documentation, although it is appreciated there may be some mixed use of the old and the new with centres used to the old format. This should not affect the quality of the candidate evidence or the integrity of the assessment process.

# ASSESSMENT PLAN

Unit(s) to be assessed: \_\_\_\_\_

activity and/or client(s) identified	when	assessment method

**Record of any additional discussion including when there will be a review of the above work:**

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Candidate signature: \_\_\_\_\_

Date: \_\_\_\_\_



**REFLECTIVE ACCOUNT**

**EVIDENCE NUMBER** .....

**EVIDENCE DATE** .....

<b>statement</b>	<b>Unit, Elements, PCs, range and knowledge</b>

**Candidate signature:** .....

**Date:** .....

**DIRECT OBSERVATION  
BY ASSESSOR**

**EVIDENCE NUMBER** \_\_\_\_\_

**DATE OF OBSERVATION** \_\_\_\_\_

**Candidate Name:** \_\_\_\_\_

<p><b>briefly note the activity you observed, state the skills shown by the candidate and how you thought competence was demonstrated:</b></p>	<p><b>Unit, Elements, PCs, and range</b></p>
<p><b>Knowledge evidence demonstrated during the observation:</b></p>	
<p><b>Assessor's feedback to candidate on the work observed:</b></p>	

**I can confirm the candidate's performance was competent**

**Assessor signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**WITNESS TESTIMONY**

**EVIDENCE NUMBER** \_\_\_\_\_

**EVIDENCE DATE** \_\_\_\_\_

**Candidate Name:** \_\_\_\_\_

*Witness testimony can be used to affirm and support evidence produced by the candidate (eg a reflective account, product, HNC assignment etc) or can describe performance the witness observed. However, it is the assessor who makes the decision about which competences it may provide evidence for. (Care and sensitivity must be exercised if service users are providing this.)*

**Witness name:**

**Date:**

**Witness designation and relationship to candidate:**

**Assessor comments:**

**‘OTHER’ EVIDENCE**

**EVIDENCE NUMBER** .....

**EVIDENCE DATE** .....

*This sheet can be used, if required, to record ‘other’ types of evidence. ‘Other evidence’ could include for example, a short assignment to cover knowledge points, a project, the use of accreditation of prior learning, etc. Remember if APL is used, there must also be current evidence*

<b>Type of evidence:</b> (what is being used eg HNC assignment for knowledge, APL for practice, etc.)	
<b>Description of evidence:</b>	<b>Unit, Elements, PCs, range, and knowledge.</b>

**Candidate signature:** .....

**Date:** .....

**QUESTIONS AND ANSWERS**

**EVIDENCE NUMBER** \_\_\_\_\_

**EVIDENCE DATE** \_\_\_\_\_

Indicate the Unit, Element, PCs, range and/or knowledge requirements where questions are used to fill the gaps:

**Unit:**

**Element:**

**PCs:**

**range:**

**knowledge evidence numbers:**

For Units, Elements, PCs and range provide all the questions asked and the candidate's answers.  
For knowledge provide a sample of the questions asked and the candidate's answers:

**Assessor signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Candidate signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# WORKED EXAMPLES

## Scottish Vocational Qualification in Community Safety level 3

The following pages contain some worked examples of how to write evidence of performance and knowledge and how to match it against the Units, Elements, PCs, range and knowledge of the standards. The examples do not necessarily show all the evidence which would be required for a complete Unit.

We hope you will find the worked examples helpful. Please note, that whilst you are requested to use the SQA recording documentation, it is recognised that candidates and assessors will have different styles describing, explaining and writing about events and incidents. You should do this in the way most suitable to you.

## ASSESSMENT PLAN

**Unit(s) to be assessed: B204 Enable individuals to physically secure environments from crime and anti-social behaviour**

**F403 Develop and sustain effective working relationships with staff in other agencies.**

activity and/or client(s) identified	when?	assessment method
<b><u>B204</u></b>		
Meeting with Police Crime Reduction Officer and Architectural Liaison Officer to discuss ways of raising public awareness of free Police home security survey.	21 Nov	Reflective Account
Meeting with Fire Prevention Officer to discuss how best to include safety and security advice in promotional materials.	23 Nov	Reflective Account
Meeting with Health Promotion to discuss how best to include safety and security advice in promotional materials.	23 Nov	Reflective Account
Meeting with Drug/Alcohol Team to include safety and security advice in promotional materials.	23 Nov	Reflective Account
Meeting with Race Relations Unit to ensure pamphlet was, as far as possible, multi-lingual and how best to ensure distribution among black and minority ethnic communities. Also to discuss other ways of promoting the service within communities.	24 Nov	Reflective Account
Meeting with Lesbian/Gay /Bisexual/Transgender (LGBT) Forum to ensure pamphlet covers concerns of LGBT communities.	25 Nov	Product
Prepare promotional materials for a range of media formats — leaflets, posters, press releases, internet.	25 Nov to 10 Jan	Product
Prepare report for Community Safety Forum, including draft material for media, on development of a campaign to raise awareness of free Police crime prevention surveys and inclusion of home security and safety advice in publicity produced by partner agencies.	1 Dec	Reflective Account
<b><u>F403</u></b>		
Meeting with Police Local Authority Liaison Officer (LALO), Road Safety Manager, Local Authority Road Safety team, Education representative and media representative to agree overall aims and to develop sub-strategy on cycle safety.	2 Dec	Reflective Account
Work with clerical assistant to produce accurate minute of meeting	14 Dec to 10 Feb	Reflective Account
Three further meetings with sub-group to produce materials for media to promote recruitment of volunteers and final plan.	10 Feb	Product
Prepare presentation for Community Safety Forum	Feb	Product
Prepare draft plan for Cycle Safety Initiative for approval by Community safety Forum and Council		

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**Record of any additional discussion including when there will be a review of the above work:**

Agreed to undertake review at end of February/early March 2003

**Assessor signature:**.....*John Green* ..... **Date:***14 November 2002* ...

**Candidate signature:**.....*A.N. Other*..... **Date:..** *14 November 2002*



**DIRECT OBSERVATION  
BY ASSESSOR**

**EVIDENCE NUMBER 1**

**DATE OF OBSERVATION...21 November 2002**

**Candidate Name:...A.N. Other.....**

<p><b>briefly note the activity you observed, state the skills shown by the candidate and how you thought competence was demonstrated:</b>  Candidate attended meeting of the Community Safety Forum to present his/her report on a campaign to raise awareness of the free Police crime prevention survey and the need for the Forum to promote this.</p> <p>The candidate produced the report and spoke to its content. He/She explained how the topic had been developed in conjunction with other partner agencies, including the Fire Brigade, Health Promotion and the Drug/Alcohol Team, to ensure joint promotion of crime prevention and related advice. . He/She also explained the potential involvement of Victim Support and Witness Support. The report included passages on funding, project management, distribution, monitoring and evaluation.</p> <p>The candidate presented proposals to ensure that specific vulnerable groups, such as the area’s black and minority ethnic communities and older people, receive information about the service.</p> <p>The candidate set out the funding requirements for the venture and funding was released subject to agreed arrangements for monitoring and evaluation.</p> <p>The report was well received and the candidate was able to answer subsequent questions clearly and succinctly.</p>	<p><b>Unit, Elements, PCs and range</b></p> <p>B103, , B105, B202, B204, F102</p> <p>Element:  B103.1, PCs 1—8  B103.2, PCs 1—10  B103.3, PCs 1—8  B105.1, PCs 1—10  B105.2, PCs 1—8  B105.3, PCs 1—7  B202.1, PCs 1—11  B202.2, PCs 1—12  B202.3, PCs 1—8  B204.1, PCs 1—7  B204.2, PCs 1—9  F102.1, PCs 1— 8</p>
<p><b>Knowledge evidence demonstrated during the observation:</b></p> <p>Working with communities and community members</p> <p>Working with Community Safety sector</p> <p>Working to improve agency practice</p> <p>Working to improve individual practice</p>	<p>1, 5, 7,9</p> <p>2</p> <p>1,3</p> <p>1, 2, 3, 4</p>
<p><b>Assessor’s feedback to candidate on the work observed:</b></p> <p>Good research and organisational skills. Strong communication skills demonstrated both orally and written through the presentation of the report to the Forum.</p>	

**I can confirm the candidate's performance was competent**

**Assessor signature:...*John Green*.....**

**Date:...*21 November 2002*.....**

**DATE OF OBSERVATION....17 December 2002**

**Candidate Name:.....A. N. Other.....**

<p><b>briefly note the activity you observed, state the skills shown by the candidate and how you thought competence was demonstrated:</b></p>	<p><b>Unit, Elements, PCs and range.</b></p>
<p>I attended one of the planning meetings for the Road Safety, Cycle Training Sub-strategy and the subsequent presentation of that strategy to the community Safety Forum.</p> <p>The candidate demonstrated good collaborative working by skillful chairing of the meetings. He/she showed an understanding of the different organisational cultures involved and the tensions this can cause. The candidate also demonstrated a good understanding of the evidence base around cycle safety.</p> <p>At the Community Safety Forum the candidate presented the work of the sub-group well and gave a clear, succinct picture of the plan which included the methodology used, the benefits and links with the Community Safety Strategy and concluded with an outline of the proposed monitoring and evaluation framework. The candidate also outlined the funding requirements for the initiative.</p> <p>The Forum received the plan enthusiastically and agreed the funding.</p>	<p>A404, A405, B101</p> <p>Element:</p> <p>A404.1, PCs 1 — 10</p> <p>A404.2, PCs 1 — 6</p> <p>A405.1, PCs 1 — 6</p> <p>A405.2, PCs 1 — 7</p> <p>A405.3, PCs 1 — 7</p> <p>B101.1, PCs 1 — 9</p> <p>B101.2, PCs 1 — 10</p>
<p><b>Knowledge evidence demonstrated during the observation:</b></p> <p>Working with communities and community members</p> <p>Working with Community Safety sector</p> <p>Working to improve agency practice</p> <p>Working to improve individual practice</p>	<p>1, 5, 7,9</p> <p>2</p> <p>1,3</p> <p>1, 2, 3, 4</p>
<p><b>Assessor's feedback to candidate on the work observed:</b></p> <p>An excellent piece of work developed from an initial brief into a completed project for others to take forward in the knowledge it has been thoroughly researched and has been developed in partnership with the key agencies.</p>	

**I can confirm the candidate's performance was competent**

**Assessor signature:.....*John Green* .....**

**Date:....*17 December 2002* ...**

**EVIDENCE DATE 3 December 2002**

<b>statement</b>	<b>Unit, Elements, PCs, range and knowledge</b>
<p>On reading the most recent crime figures for the area presented by the Police Liaison Officer it became obvious to me, particularly from the number of housebreaking incidents, that many people were not taking advantage or even aware of the free crime prevention survey offered by the Police.</p> <p>This situation is particularly relevant to Community Safety and the work of the Community Safety Forum given the high priority being given to reducing housebreaking and repeat housebreaking.</p> <p>I arranged meetings with the Police Liaison Officer and the Local Crime Prevention Officer to discuss ways in which we, as a Forum, could raise awareness of the free crime prevention survey offered by the Police.</p> <p>This meeting led to further meetings with the Fire Prevention Officer, the Health Promotion Team of the Health Board and the Drug/Alcohol Team. as it was clear there was an opportunity to widen the scope of the promotional material and to promote the service through partner agencies . I also discussed the pamphlet with the Race Relations Agency and a representative of the LGBT Forum to ensure their input and to look at ways of ensuring that the publicity gains wide circulation within different communities of interest.</p> <p>With input from the agencies consulted I put together a pamphlet and other publicity materials with appropriate graphics and text. I circulated this pamphlet and other materials to the other partner agencies for comments and approval and obtained quotations from printers.</p> <p>This done, I then compiled a report for the Community Safety Forum and arranged a slot on the agenda for the next meeting to present it. The report contained my findings, a draft of the pamphlet and other materials, a breakdown of costs and a programme of monitoring and evaluation.</p> <p>I presented the report to the Forum and was given approval to have the pamphlet and other materials printed and to arrange a suitable high profile launch involving the media. I also carried out further research into how best to distribute the publicity material among specific vulnerable and hard to reach groups.</p>	<p>B105                      Element:                      B105.1, PCs 1–10                      B105.2, PCs 1–8                      B105.3, PCs 1–7                      B106                      Element: B106.1, PCs 1–5                      Unit: B108                      Element: B108.1, PCs 1–7                      Unit: B204                      Element: B204.1, PCs 1–7                      Element: B204.2, PCs 1–9                      Unit: F102                      Element: F102.1, PCs 1–8                      Element: F102.2, PCs 1–6                      Unit: F307                      Element: F307.1, PCs 1–10                      Element: F307.2, PCs 1–7                      Unit: F403                      Element: F403.1, PCs 1–10                      Element: F403.2, PCs 1–10</p>

Candidate signature: .....*A. N. Other*..... Date:..27 December 2002.....

**REFLECTIVE ACCOUNT**

**EVIDENCE NUMBER**

4

**EVIDENCE DATE 14 January 2002**

statement	Unit, Elements, PCs, range and knowledge
<p>One of the elements of the Community Safety strategy is Safer Roads - To develop skills in the community to deliver cycling proficiency using volunteers"</p> <p>I was tasked with working alongside my police and local authority colleagues to develop this.</p> <p>The key aim was to commission a programme of training that could be delivered by volunteers to improve the cycling skills of primary school age children thus improving their safety. A budget of £2,000 was allocated.</p> <p>My first task was to create a small sub-group of interested parties. I arranged a time, date and venue and invited colleagues from the Police, including the LALO and the Road Safety Manager; the Road Safety Team Leader of the Local Authority; a representative of the Education Department and reporters from both the local press and radio stations.</p> <p>I agreed to chair the planning meetings and organised a clerical assistant to record the minutes. We then set about devising a written sub-strategy for this action. The strategy included proposals for monitoring and evaluation.</p> <p>Using documents produced by the Police and RoSPA we agreed on the level of skill required by the children and devised a recruitment and training schedule for the volunteers. Using the individual skills of the team members we were able to progress the task more quickly and soon had a media campaign devised to attract volunteers.</p> <p>It took four meetings of the sub-group to complete the sub-strategy, which I then presented to the Community Safety Forum for approval.</p>	<p>A404, A405, B105, F403</p> <p>Element:                      A404.1, PCs 1-8                      A404.2, PCs 1-6                      A405.1, PCs 1-6                      A405.2, PCs 1-7                      A405.3, PCs 1-7                      B105.1, PCs 1-10                      B105.2, PCs 1-8                      B105.3, PCs 1-7                      F403.1, PCs 1-10                      F403.2, PCs 1-10</p> <p>Product.</p>

Candidate signature: .....*A.N. Other*.....

Date:..14 December 2002.....

**WITNESS TESTIMONY**

**EVIDENCE NUMBER.....5.....**

**EVIDENCE DATE     3 December 2002**

**Candidate Name:.....A. N. Other.....**

*Witness testimony can be used to affirm and support evidence produced by the candidate (eg a reflective account, product, HNC assignment etc) or can describe performance the witness observed. However, it is the assessor who makes the decision about which competences it may provide evidence for. (Care and sensitivity must be exercised if service users are providing this.)*

I can confirm that the candidate identified the need for awareness-raising in relation to the free crime prevention survey offered by the Police and that the Community Safety Forum could be instrumental in this.

I was present when he/she presented the subsequent report to the Community Safety Forum.

**Witness name:**     J Long

**Date:**                 3 December 2002

**Witness designation and relationship to candidate:**     Line Manager

**Assessor comments:**

This statement confirms the account of the candidate in Reflective Account.

# QUESTIONS AND ANSWERS

EVIDENCE NUMBER 6  
EVIDENCE DATE 18 December 2002

Indicate the Unit, Element, PCs, range and/or knowledge requirements where questions are used to fill the gaps:

Unit: B101

Element: B101.1

PCs: 2

range:

knowledge evidence numbers:

For units, Elements, PCs and range provide all the questions asked and the candidate's answers.  
For knowledge provide a sample of the questions asked and the candidate's answers:

## QUESTION

It could be argued that what you did should have been undertaken by the Police and that it was not within your area of responsibility. Why did you decide to take the project forward in the way you did?

## ANSWER

**Community safety is a partnership activity. The police, acting alone, may not have incorporated all the elements of community safety that I managed to bring together. Involving other agencies also allowed the project to promote the service much more widely. I also thought that it was important to take into account the particular concerns of specific vulnerable and hard to reach groups. The police may not have been able to access the funding necessary to produce the pamphlet.**

More questions may be asked to cover gaps in knowledge evidence.

Assessor signature:.....*John Green*..... Date:....*18 December 2002*.....

Candidate signature:.....*A. N. Other*..... Date:....*18 December 2002*.....

**‘OTHER’ EVIDENCE**

**EVIDENCE NUMBER.....**

**EVIDENCE DATE.....**

**This sheet can be used, if required, to record ‘other’ types of evidence. ‘Other evidence’ could include for example, a short assignment to cover knowledge points, a project, the use of accreditation of prior learning, etc. Remember if APL is used, there must also be current evidence.**

<b>Type of evidence:</b> (what is being used eg HNC assignment for knowledge, APL for practice, etc.)  Attended in-house Local Authority risk assessor course in health and safety	
<b>Description of evidence:</b>  Evidence of course attendance, including final certificate.	<b>Unit, Elements, PCs, range, knowledge</b>  A301

**Candidate signature: .....**

**Date:.....**