

**Scottish Vocational Qualification
in
Community Safety level 4**

Group Award Code: G78V 24

ASSESSMENT GUIDANCE

Welcome

.....to the Scottish Vocational Qualification (SVQ) in Community Safety at level 4. 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 4 candidates would be expected to be involved in managing a team of individuals involved in delivering Community Safety and the development of the strategy to which the team and the Community Safety Forum works.

The SVQ Community Safety at level 4, is achieved through the completion of 4 mandatory and 8 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 proforma** 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 4 Community Safety, contains **12 UNITS** (4 mandatory Units and 8 optional Units from a large selection) — one of which is ‘Plan, implement and evaluate action targeted to address identified problems with Community Safety and social inclusion’. (B105).

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** ‘Plan, implement and evaluate action targeted to address identified problems with Community Safety and social inclusion’ (B105), one **Element** is ‘Plan action designed to address identified problems with Community Safety and social inclusion’, (B105.1).

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 ‘Plan, implement and evaluate action targeted to address identified problems with Community Safety and social inclusion’. (B105).

Analyse information from Community Safety audits, community consultation and from research undertaken by others to determine the problems that need to be addressed.

This means that the worker must have a good working relationship with all the partner agencies in order that the data obtained from the audit and analysed can be used to develop a multi-agency, multi disciplinary strategy which aims to tackle the identified problems in the most efficient and effective way.

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 4 can be found in the Information Sheet.

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:

- | | |
|--------------|---|
| DO | D irect O bservation by the assessor of real work activities. |
| RA | R eflective A ccount by the candidate, which is a detailed description of real work activities. (for example the candidate should be able to show the methodology used to develop the Community Safety Strategy and the subsequent actions, monitoring and evaluation and performance indicators. |
| P | P roducts — these are usually reports and recordings made by candidates as part of their normal work duties. (These might include reports to the Scottish Executive, external funders Council committees, Community Safety Partnership) |
| Q | Q uestions — these can be used to cover some gaps in PCs, range or for knowledge. |
| W | W itness T 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. |
| Other | This could be prior learning and achievement, projects or simulation. |

Specific Assessment Guidance

In any of the SVQs — and for the SVQ Work with Community Safety at level 4 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

Unit	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.
Element	Units are divided into Elements that divide the specific area of work up into distinct steps or tasks.
Performance Criteria	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.
range	The range provides detail of the context in which the Performance Criteria will be demonstrated.
knowledge and understanding	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.
observation	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.
reflective account	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.
product	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.
witness statement	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.

simulation	Simulation is used by assessors where the work task is unlikely to occur. An artificial version of the situation is created to allow the candidate to demonstrate performance and possibly knowledge and understanding in a given area by simulating the activity and judging how the candidate would deal with the task if it arose.
projects and assignments	Projects and assignments are occasionally set by assessors to allow the candidate to meet some gaps in performance and knowledge evidence.
accreditation of prior learning (APL)	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.
centre	The centre is the organisation through which the candidate is registered for his/her qualification. Centres are normally employers, colleges or training agencies.
Scottish Qualifications Authority	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 4

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

statement	Unit, Elements, PCs, range and knowledge

Candidate signature:

Date:

**DIRECT OBSERVATION
BY ASSESSOR**

EVIDENCE NUMBER _____

DATE OF OBSERVATION _____

Candidate Name: _____

<p>briefly note the activity you observed, state the skills shown by the candidate and how you thought competence was demonstrated:</p>	<p>Unit, Elements, PCs, and range,</p>
<p>Knowledge evidence demonstrated during the observation:</p>	
<p>Assessor's feedback to candidate on the work observed:</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, an account of a simulation, the use of accreditation of prior learning, etc. Remember if APL is used, there must also be current evidence

Type of evidence: (what is being used e.g. HNC assignment for knowledge, APL for practice, etc.)	
Description of evidence:	Unit, Elements, PCs, range, and knowledge

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 4

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: B105 Plan, implement and evaluate action targeted to address identified problems with Community Safety and social inclusion.

activity and/or client(s) identified	When?	assessment method
Working in partnership with other members of the Community Safety Partnership, identify key priorities from the audit, agree actions and devise a monitoring and evaluation framework, along with appropriate performance indicators.	1 Nov	Direct Observation
Conduct series of meetings to work up a final action plan document.	2 Nov – 1 Jan	Reflective Account
Present Draft Action Plan to Community Safety Forum and Full Council.	5 – 15 Jan	Product

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

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

Date:..*14 November 2002* ...

Candidate signature:.....*A. Boss*.....

Date:.. *14 November 2002*

**DIRECT OBSERVATION
BY ASSESSOR**

EVIDENCE NUMBER 1

DATE OF OBSERVATION...21 November 2002

Candidate Name:...A. Boss.....

<p>Briefly note the activity you observed, state the skills shown by the candidate and how you thought competence was demonstrated:</p>	<p>Unit, Elements, PCs, and range.</p>
<p>I was a member of the working group set up by the candidate to assess the data gathered by the audit and create an action plan. The candidate had a clear vision of the path to be taken and led the group tactically through the process, including the need to have clear aims, objectives and targets and the need to build in a monitoring and evaluation framework at the beginning of the process. This was developed through a series of meetings facilitated by the candidate and his staff.</p>	<p>A101 Element: A101.1, PCs 1 — 11 A101.2, PCs 1 — 10 A106 Element:</p>
<p>The candidate, with the aid of his staff, had researched and taken account of the policies of the partner agencies as well as those of the Scottish Executive building these into the subsequent action plan. This included policies relating to the environment.</p>	<p>A106.1, PCs 1 — 6 A106.2, PCs 1 — 11 A106.3, PCs 1 — 7 A205 Element: A205.1, PCs 1 — 8 A404 Element:</p>
<p>The Action Plan was designed to be inclusive. . The working group included representatives of many recognised vulnerable groups, including young people, older people , the lesbian, gay, bisexual and transgender (LGBT) communities, and black and minority ethnic communities. It incorporated a multi-agency protocol ensuring that the rights , responsibilities and diversity of people were defined and respected at all times.</p>	<p>A404.1, PCs 1 — 10 A404.1, PCs 1 — 6 B101 Element: B101.1, PCs 1 — 9 B101.2: PCs 1 — 10 B105 Element:</p>
<p>The working group comprised representatives of key stakeholders in the community safety strategy and the candidate demonstrated clear skills in facilitating such a group to ensure good and complimentary working relationships, including the recruitment and management of volunteers.</p>	<p>B105.1, PCs 1 — 10 B105.2, PCs 1 — 8 B108 Element: B108.1, PCs 1 — 7 B201 Element: B201.1, PCs 1 — 9 B202 Element: B202.1, PCs 1 — 11 B202.2, PCs 1 — 12 F401 Element: F401.1, PCs 1 — 8 F401.2, PCs 1 — 9</p>

Knowledge evidence demonstrated during the observation:

The candidate demonstrated a wide knowledge of all the elements required. For example, he ensured that local priorities were developed on the basis of sound evidence using local and national data. The candidate also showed knowledge of existing services along with the key gaps in provision.

Assessor's feedback to candidate on the work observed:

You showed a clear understanding of the work to be undertaken and guided the working group through the task to a most successful conclusion. You were careful to ensure that corporate and partnership priorities took precedence over the needs and priorities of existing services. You were also alive to the fact that not all services were represented on the group. You clearly demonstrated an understanding of the variable levels of enthusiasm and speed of action among the various partner agencies.

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. Boss.....

<p>briefly note the activity you observed, state the skills shown by the candidate and how you thought competence was demonstrated:</p> <p>I observed the candidate use a problem-solving model (SARA) to address the identified priorities within the Community Safety Strategy. This provided a structured framework within which to work, ensuring that each element of the strategy was thoroughly examined and developed.</p> <p>By applying the model . (Scan; Analyse; Respond; Appraise) to each element of the action plan, the working group was able to ensure the widest possible range of partners was involved in the process - each bringing its own knowledge and expertise to play. This created an atmosphere of collaboration and inclusion so that the final strategy met the needs of all sections of the community.</p>	<p>Unit, Elements, PCs, and range</p> <p>F401 Element: F401.1, PCs 1 — 8 F401.2, PCs 1 — 9 F401.3, PCs 1 — 8 F403 Element: F403.1, PCs 1 — 10 F403.2, PCs 1 — 10</p>
<p><u>Knowledge evidence demonstrated during the observation:</u></p> <p>The candidate demonstrated a wide knowledge of all the elements required. In particular, the candidate showed a good knowledge of new developments in community safety and how these could be developed and adapted to meet the area’s identified community safety needs.</p>	
<p>Assessor’s feedback to candidate on the work observed:</p> <p>The use of the SARA problem-solving model was most appropriate and provided a solid framework for the members of the working group. You managed this process well in that you were able to describe the methodology and fully involve all members of the working group in implementing the model.</p>	

I can confirm the candidate's performance was competent

Assessor signature:.....*Robert Brown*
...

Date:....*17 December 2002*

EVIDENCE DATE 3 December 2002

Statement	Unit, Elements, PCs, range and knowledge
<p>Having organised, along with a team of colleagues from a range of agencies and disciplines within the Community Safety Partnership, a community safety audit, I then pulled together a multi-agency team to establish the priorities, actions, performance indicators and evaluation framework required.</p>	<p>A101 Element: A101.1, PCs 1— 11 A101.2, PCs 1—10 A106</p>
<p>It was necessary to allocate tasks to a number of individuals in order to analyse and verify the data captured in the audit.</p>	<p>Element: A106.1, PCs 1 — 6 A106.2, PCs 1 — 11 A106.3, PCs 1 — 7</p>
<p>Once the initial sift was complete, the key findings were discussed and care was taken to identify the gaps in existing service provision. For example, it was agreed that greater priority should be given to the needs of the specific vulnerable communities, including young people, older people, black and minority ethnic communities and LGBT communities. The data was used to establish priorities and used to assess the existing policies of partner agencies.</p>	<p>A205 Element: A205.1, PCs 1 — 8 A404 Element: A404.1, PCs 1 — 10 A404.1,PCs 1 — 6</p>
<p>Once this stage of the process was complete a draft document was circulated to all members of the Community Safety Forum for comment</p>	<p>B101 Element: B101.1, PCs 1 — 9 B101.2, PCs 1 — 10</p>
<p>A further meeting of the working group was held and agreement was reached on the key priorities and focus of the work of the Forum. An action plan was then developed.</p>	<p>B105 Element: B105.1, PCs 1 — 10 B105.2, PCs 1 — 8</p>
<p>Key performance indicators were then agreed for each strategic objective within the action plan. Review intervals were agreed and a reporting regime put in place.</p>	<p>B108 Element: B108.1, PCs 1 — 7</p>
<p>The action plan was launched with the help of media campaign, which included the Chair of the partnership issuing a high profile press release. This attracted a great deal of media and public attention.</p>	<p>B201 Element: B201.1, PCs 1 — 9 B202 Element: B202.1, PCs 1 — 11 B202.2, PCs 1 — 12</p>
<p></p>	<p>F401 Element: F401.1, PCs 1 — 8 F401.2, PCs 1 — 9</p>

Candidate signature:A. Boss.....

Date:..27 December 2002.....

EVIDENCE DATE 14 January 2002

Statement	Unit, Elements, PCs, range and knowledge
<p>In order to help fund the activities of the Community Safety partnership it is necessary to apply to the Scottish Executive’s Community Safety Partnership Award Programme.</p> <p>This is, by necessity, a collaborative effort and I brought together a multi-agency, short-life working group for this purpose. Minutes were taken of all meetings.</p> <p>The actions having been previously agreed, it was then necessary to produce a breakdown of costs, which were then submitted to the Scottish Executive. It was also necessary to ensure that as many as possible of the identified funding criteria laid down by the Scottish executive were met.</p> <p>A number of meetings were required to progress this. Members of the working group were allocated individual tasks in relation to the key criteria, e.g. partnership membership and structure; audit; evidence; action plan; monitoring and evaluation; progress report; costs of crime. This kept the whole process manageable and ensured the widest possible ownership of the final plan.</p> <p>The action plan for the forthcoming year was informed by the progress report for the previous year, which showed those key priorities requiring further work and/or additional resources.</p>	<p>A106 Element: A106.1, PCs 1 — 6 A106.2, PCs 1 — 11 A211 Element: A211.1, PCs 1 — 6 A211.2, PCs 1 — 7 A404 Element A404.1, PCs 1 — 10 A404.2, PCs 1 — 6</p>

Candidate signature:**A. Boss**.....

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

WITNESS TESTIMONY

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

EVIDENCE DATE 3 December 2002

Candidate Name:.....A. Boss.....

Witness testimony can be used to affirm and support evidence produced by the candidate (e.g. 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 the candidate organised and was instrumental in carrying out a community safety audit. The data from that audit was used by the Community Safety Forum, under the direction of the candidate, to produce a strategy and action plan.

Witness name: J Long

Date: 3 December 2002

Witness designation and relationship to candidate: Director.

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: B105
Element: B105.1
PCs: 1 - 9
range: 1 - 2

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

In its document "Threads of Success" the Scottish Executive suggested a number of actions required to be considered by Chief Officers involved in Community Safety Partnerships. Can you tell me what the recommendations were with regard to Planning Preventive Community Safety

ANSWER

- Undertake a community safety audit which includes joint planning, anticipates future trends in local community safety and seeks preventive solutions,
- Set up a time limited task group to identify existing community safety related information, bring it together in a usable form and translate it into 'community safety signposts'.
- Investigate GIS mapping systems as one means of providing regular, timely preventive community safety information
- Use the 'community safety signposts' to prepare a preventive community safety strategy and identify performance targets
- Establish a mechanism, possibly the Community Planning Team, through which a regular flow of reasonable, reliable and robust data can be provided
- Appoint a middle manager to have responsibility for co-ordinating service input to community safety and to act as gatekeeper for 'immediate issues' for that locality
- Establish mechanisms to tackle immediate community safety issues:

More questions may be asked to cover gaps in knowledge evidence

Assessor signature:..... Date:....

Candidate signature:..... Date:....

‘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, an account of a simulation, the use of accreditation of prior learning, etc. Remember if APL is used, there must also be current evidence

Type of evidence: (what is being used e.g. HNC assignment for knowledge, APL for practice, etc.)	
Account of a simulation	
Description of evidence: As part of the Community Plan preparation, I was involved in a ‘scenario planning exercise’ that used a number of alternative future scenarios for the local authority areas. The exercise aimed to ensure that partner agencies build flexibility into their future plans. Involvement in this exercise helped me to use current knowledge to anticipate future trends. It also gave me experience of joint planning with other agencies to develop a range of plans to take account of changing circumstances,	Unit, Elements, PCs, range, and knowledge

Candidate signature:

Date:.....