

Assessor's guidelines for the SVQ in Sports Development at level 3

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Sports Development at level 3**. 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

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. 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. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience, which employees should have as they progress in their industry.

Explanation of levels

- Level 1** Defines competent performance in a range of activities which are largely routine and predictable.
- Level 2** Specifies that competent performance must be shown in a broader range of work activities which are less routine and predictable. The employee will have more autonomy and responsibility, and may have to work as part of a team.
- Level 3** Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.
- Level 4** Specifies competence as complex technical or professional work activities which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.
- Level 5** Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

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 Appendix 2.

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 get an SVQ, you will go through these stages:

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

1 The SVQ in Sports Development

The SVQ in Sports Development has been implemented and approved by SkillsActive, the Sector Skills Council (SSC) for Active Leisure and Learning. The qualification is intended for candidates who have a vocation in the sports development field and who have current experience and knowledge within, for example, National Governing Body (NGB) sports provision, community sports development, club development, sports facility development, sports volunteer development, and coach development areas.

Potential candidates may be working within, for example, public and private recreation, sports departments and centres, university and college sports departments, NGB centres, and local sports clubs, and will have a vocational remit which will allow for all criteria in the award to evidenced regularly and on at least two occasions for assessment purposes.

Structure of the SVQ

This section lists the Units which form the SVQ in Sports Development at level 3.

This SVQ consists of five mandatory Units, four optional Units, and the Sports Development body of knowledge requirements. At least one optional Unit must come from option block 1; the remainder can be drawn from option block 2

The SVQ in Sports Development at level 3

Mandatory Units

SQA Ref	SSC Ref	Title
DR67 04	A323	Manage Your Own Resources and Professional Development
DX3W 04	A12	Contribute to Change Through Implementing and Reviewing Strategy and Policy
DR75 04	A322	Provide Leadership in Your Own Area of Responsibility
DX3Y 04	D210	Promote Equality and Diversity in Sport and Physical Activity
DX3X 04	C27	Ensure the Health, Safety, Welfare and Security of Customers and Staff

Optional Units: choose at least one

DX3N 04	D61	Facilitate Community-based Sport and Physical Activity
DX3P 04	D62	Support the Development of Sport and Physical Activity in Education

Optional Units: choose at least two

DK8D 04	A325	Lead and Motivate Volunteers
DR7K 04	A319	Recruit, Select and Keep Colleagues
DX3R 04	A326	Involve, Motivate and Retain Volunteers
DR4A 04	A324	Develop Productive Working Relationships with Colleagues
DR3Y 04	A320	Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility
DR7C 04	A321	Provide Learning Opportunities for Colleagues

B7Y5 04	D211	Contribute to the Prevention and Management of Abusive and Aggressive Behaviour
DK54 04	D212	Recognise Indications of Substance Misuse and Refer Individuals to Specialists
D1HW 04	A21	Support the Efficient Use of Resources
DX3T 04	A211	Apply for External Funding for Sport and Physical Activity
B77N 04	A41	Manage Information for Action
DV18 04	B227	Contribute to Evaluating, Developing and Promoting Services
DX3V 04	B229	Plan and Organise Services
DR5J 04	A44	Manage a Project
DR7X 04	C33	Work with Others to Improve Customer Service

Sports Development body of knowledge requirements

To demonstrate competence, candidates must understand the following;

- ◆ structure of sport in the UK (macro and micro views)
- ◆ sports development (the history of, purpose and outcomes, working in sports development)
- ◆ sport in society
- ◆ political dimensions (the Government agenda and policies)
- ◆ community development
- ◆ club development
- ◆ facility development
- ◆ volunteer development
- ◆ coach development
- ◆ performance pathways
- ◆ elite development
- ◆ health and physical activity and wellbeing

An assessment strategy for the SVQ

As part of its review of the SVQ, the standards-setting body SkillsActive 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 given in Appendix 2, 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 carries out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

An example

Eric is an Assistant Manager in a local council sports centre. He wants to gain a nationally recognised workplace qualification which will assist him in gaining relevant knowledge and skills within his workplace and will lead to continuing personal and professional development. The Centre Manager advised him to consider an SVQ in Sports Development at level 3.

When the Centre Manager matched Eric's vocational remit, and his current skills, knowledge and experience with the SVQ, it emerged that Eric should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

- ◆ Ensure the Health, Safety, Welfare and Security of Customers and Staff
- ◆ Facilitate Community-based Sport and Physical Activity

The Centre Manager arranged for an assessor from the local further education college to provide Eric with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Eric also had some experience in relation to two further Units; however, some planning was required in order to provide him with the opportunity to demonstrate competence in these areas.

The Units were:

- ◆ Manage Your Own Resources and Professional Development
- ◆ Provide Leadership in Your Area of Responsibility

To allow for initial assessment of the above units, the Centre Manager arranged for the assessor to observe Eric delivering his weekly staff training sessions, and carrying out resource audits.

Eric had no experience of the areas covered by the final two mandatory Units, which were:

- ◆ Contribute to Change Through Implementing and Reviewing Strategy and Policy
- ◆ Promote Equality and Diversity in Sport and Physical Activity

In order for Eric to provide evidence of competence in these areas, the Centre Manager arranged for him to undertake additional system auditing responsibilities within the Quality Assurance department. Eric also attended local council training days covering equality and social diversity, with a view to his findings being written into the centre's constitution and quality assurance documents.

Eric chose the following three elective Units based on his current job specification having firstly agreed with his manager and assessor that the criteria for each of the Units could be evidenced naturally within the workplace. The Units chosen were:

- ◆ Recruit, Select and Keep Colleagues
- ◆ Manage Information for Action
- ◆ Manage a Project

All the assessment arrangements were agreed by everyone involved and written up in an assessment plan for Eric.

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing you 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 *Provide Leadership in Your Area of Responsibility* and *Manage Information for Action*. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

Units: A322, A41 Elements: A322 (all), A41 (all)						
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)	
Chair of leisure attendants' meetings for Nov and Dec 2006	A322 (all Outcomes)	Written evidence	19, 26 Nov, 3 Dec	Documentation relating to meetings in which the candidate has participated, but which were organised, and chaired by other members of staff, is available.	A320, A324	
Letters to staff regarding meeting dates, venue, etc	A41 (A41.1, A41.2, A41.3)	E-mail/written evidence	As above			
E-mails to facility manager regarding room bookings	A41 (A41.1, A41.2, A41.3)	Written evidence	As above			
Meeting agenda documents	A41 (A41.1, A41.2, A41.3)	Written evidence	As above			
Minutes from meetings	A41 (A41.1, A41.2, A41.3)	Observation checklist	3 Dec			
Assessors observation checklist of meeting	A41 (A41.1, A41.2, A41.3)	Witness testimony	3 Dec			
Staff feedback form on meeting	A41 (A41.1, A41.2, A41.3)	Reflective account	3 Dec			
Candidate reflective account of the meetings process	A41 (A41.1, A41.2, A41.3)					
Questioning for knowledge and understanding not apparent from 2nd review	All evidence available — possible observation of motivational skills and qualities would be helpful/appropriate					

Assessor's signature: *Allan Beaton* 1st review due: *26/11/06*

Candidate's signature: *Gillian Murrie* 2nd review due: *3/12/06*

Date of agreement: *12/11/06* Date of completion: *21/12/06*

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 in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ the candidate feels more comfortable in familiar surroundings
- ◆ evidence being generated ‘naturally’ across a range of Units
- ◆ possibility of relevant ‘unplanned’ evidence being generated in the course of work
- ◆ evidence being generated at a pace dictated by the candidate and their workload

The challenges might be:

- ◆ taking into account:
 - rest days, injury and recovery
 - training cycles
 - travel to competitions
 - training camps
 - workload of coaches/managers and assessors

An example

You might agree with a candidate who has to implement a programme to manage a sports development project that this assessment will be carried out by observation during the planning stage. If you are an assessor who is working alongside the candidate, you should be well placed to observe their performance, perhaps using a prepared checklist, and to question the candidate about the programme before, during and after the planning meeting.

Methods of assessment

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

An example

Observation could be used for both Elements in Unit A21 *Support the Efficient Use of Resources*. The assessor could complete a specific observation checklist of the candidate carrying out monthly stock control audits with appropriate staff members.

Product evaluation

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.

An example

In Unit A21 *Support the Efficient Use of Resources*, the candidate could carry out an observed stock control audit and the written evaluation paperwork produced, and the subsequent recommendations made from findings, could be useful to forward for product evidence.

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.

Examples

In Unit A21 *Support the Efficient Use of Resources*, Element A21.1 ‘Make recommendations for the use of resources’, the following questions would be appropriate:

Question What recommendations have you made following your stock control audit?

Answer As the summer season is about to begin, I have recommended that the stock of pool filtration chemicals be increased to cater for the rise in pool usage.

Question What effects on team objectives, organisational policies, and environmental concerns might your recommendations have?

Answer Ensuring that pool filtration is appropriate at all times is an important aspect of our centre delivery and policies. The pool supervisor will have to check with the local authority on the volume of chemicals which can be safely stored within the centre. The Centre Manager has been asked to organise refresher sessions from the supplier on chemical handling to cover the possibility of staff having to deal with the increased dangers arising from large scale chemical storage.

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 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.

An example

In Unit C27 *Ensure the Health, Safety and Security of Customers and Staff*, Element C27.1 ‘Identify hazards and assess risks to health, safety and security’ the following example could apply:

This year, following guidelines from the Health and Safety Executive, I have completed 12 full risk assessments for the centre. All findings from these audits have


been documented and discussed at management level for implementation of change (when needed), with review dates agreed when appropriate.

In addition, I have completed the update course for my Health and Safety Executive 'First Aid at Work' certificate, which has a three year currency before formal retraining is required.

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.

An example

For Unit A322 *Provide Leadership in Your Area of Responsibility*, the following example would be appropriate:

I can testify that Paul Rowden has worked as my Project Leader for the 'Say No to Drugs' community project which is currently being piloted through our summer sports camp programme. Paul has encouraged me to take on a number of responsibilities and has helped me overcome any difficulties in managing these tasks.

He has adopted a motivational leadership style which is generating enthusiasm throughout the delivery group. I feel Paul has empowered me through his support and guidance, and he has allowed me to learn from this valuable experience.

Simulation

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

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

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

For this qualification, realistic simulation is permitted for partial criteria completion for the following Units, with more detailed information available from the SkillsActive '*Sports Development Level 3 Evidence Requirements Agreement November 2005*' document.

- ◆ Contribute to the Prevention and Management of Abusive and Aggressive Behaviour
- ◆ Plan and Organise Services
- ◆ Ensure the Health, Safety, Welfare and Security of Customers and Staff

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy in Appendix 2.

Other sources of evidence

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guides to Assessment and Quality Assurance* (see section 5) have more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

3 **Generating evidence**

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, this section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony

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

Observation

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

Observation record

Unit: A319 Recruit, Select and Keep Colleagues

Outcomes: 4, 5, 6, 7, 8.

Candidate: Gillian Murrie

Date of observation: 28/10/05

Evidence index number: 2

Skills/activities observed:	Outcomes covered:
<p>Gillian was observed at a planning meeting with the Human Resource Manager for the centre. She took part in identifying staff shortfalls in the number of seasonal Stadium Supervisor posts.</p> <p>Following consultation she produced a job description, and agreed how the post would be advertised, the format for interviews, and the selection process.</p> <p>The Human Resource Manager completed a witness testimony for Gillian's portfolio which reflected this observation, along with the content of the discussion and actions taken.</p>	<p>4, 5, 6, 7, 8</p>

<p>Knowledge and understanding apparent from this observation:</p> <p>K8, K9, K10, K11, K13, K14, K17, K19, K20, K23, K24, K25, K26, K27</p>

<p>Other Units/Elements to which this evidence may contribute:</p> <p>D210 (both Outcomes)</p>

<p>Assessor's comments and feedback to candidate:</p> <p>Gillian was very involved in the discussions with the Human Resource Manager. Vacancies were described, options were discussed, and a plan of action for recruitment for the posts discussed was implemented.</p> <p>Gillian gave a very good account of identifying the department's needs, for complying with centre and local council policy whilst acting within the limits of her management accountability.</p> <p>A very worthwhile observation.</p>

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Allan Beaton*

Date: *28/10/05*

Candidate's signature: *Gillian Murrie*

Date: *28/10/05*

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

<p>Unit: D210 Promote Equality and Diversity in Sport and Physical Activity</p> <p>Element: D210.1 'Identify issues of equality and diversity that impact on communities'</p>	<p>Outcomes 1, 2, 3, 4, 5, 6, 7</p>
<p>Evidence index number: 5</p>	
<p>Circumstances of assessment:</p> <p>Meeting with Human Resource Manager, assessor, and candidate James Dunbar at Straiton Stadium, Ayrshire, 18/05/06 (3.00pm)</p>	
<p>List of questions and candidate's responses:</p> <p>Q: What is your understanding of your facility's equality procedures regarding staffing? A: The facility looks to employ staff based on their ability to fulfil each post regardless of age, race, gender or personal background</p> <p>Q: How would you describe the social demographics of your membership? A: From our membership review data, I can see that our client base is currently made up from individuals and families from a predominately white, middle class background, attracted to the area by the new local banking business centre and commercial park.</p> <p>Q: What local issues within the community are relevant to equality and diversity? A: Poor local transport networks and expensive new housing dictate that local community members have access to a private vehicle, and an above national average household income.</p> <p>Q: What do you suggest is the most important current sports need for your local sporting community? A: Access to high quality sports facilities which are staffed by well qualified and knowledgeable staff. An all weather tennis court being the most requested addition to provision from our recent membership feedback questionnaires.</p> <p>Q: What provision could you make to ensure that sport is available to all in your area? A: We advertise throughout a large area for staff vacancies and have found that most of our staff team travel into the immediate area to come to work. We also provide a holiday sports camp outwith our immediate area which attracts children from a number of differing social demographics.</p>	
<p>Assessor's signature: <i>Allan Beaton</i></p>	<p>Date: <i>18/5/06</i></p>
<p>Candidate's signature: <i>James Dunbar</i></p>	<p>Date: <i>18/5/06</i></p>

Candidate's personal statement

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
07/05/04	6	<p>During this year following guidelines from the Health and Safety Executive, I have completed 12 full risk assessments for the centre.</p> <p>All findings from these audits have been documented and discussed at management level for implementation of change (when needed) with review dates agreed when appropriate.</p> <p>In addition I have completed the update course for my HSE 'First Aid at Work' certificate, which has a three year currency before formal retraining has to be undertaken.</p>	<p>12 x facility risk assessment documents</p> <p>Minutes from Health and Safety management team meetings</p> <p>HSE certificate</p> <p>HSE course content document</p>	<p>Unit C27</p> <p>Element C27.1</p>

Signed (candidate): *Gillian Murrie*

Date: *07/05/04*

Witness testimony

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

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

Witness testimony

SVQ title and level:	Sports Development at level 3
Candidate's name:	Paul Rowden
Evidence index no:	7
Index no of other evidence which this testimony relates to (if any):	
Outcome(s):	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Date of evidence:	17/05/06
Name of witness:	Charlie Dawes
Designation/relationship to candidate:	Assistant to candidate 'Project Supervisor'
Details of testimony:	
<p>Unit A322 Provide Leadership in Your Area of Responsibility</p> <p>I can testify that Paul Rowden has worked as my Project Leader for the 'Say No to Drugs' community project which is currently being piloted through our summer sports camp programme. Paul has encouraged me to take on a number of responsibilities and has helped me overcome any difficulties in managing these tasks. He has adopted a motivational leadership style which is generating enthusiasm throughout the delivery group. I feel Paul has empowered me through his support and guidance and he has allowed me to learn from this valuable experience. I am grateful to Paul for allowing me to introduce and develop my own ideas, and have therefore found this experience to be very rewarding.</p>	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness: <i>Charlie Dawes, Project Supervisor</i> Date: 17/05/06	

Witness (please tick the appropriate box):

Holds D32/D33 Award or A/V Units

Is familiar with the SVQ standards to which the candidate is working

Filling the gaps

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow like delays in receiving information from another part of the organisation.

In this SVQ, such gaps are likely to occur in generating evidence for dealing with injury, health and safety issues, media relations and further employment opportunities.

You may be able to overcome these by questioning and simulation. Any simulation needs to be planned, developed, agreed and documented by delivery personnel in a way that ensures the simulation correctly reflects what the standard seeks to assess. The strategy adopted for simulation must be examined and approved by the external verifier, with the physical environment and resources accurately reflecting those found within the workplace.

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.

An example

For Unit A21 *Support the Efficient Use of Resources*, Element 1 'Make recommendations for the use of resources', the following would be an appropriate example:

A junior staff member may be able to authenticate verbal communications given during an equipment audit within a facility as being, for example, effective, realistic, agreed, problem solving or reviewed.

These may be verbal communications which could not be heard by other managers or support staff, etc, due to the nature of the event.

4 Recording achievement

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

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

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

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

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

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

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

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

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

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

Unit progress record

Qualification and level: SVQ in Sports Development at level 3

Candidate: Gary Joss

To achieve the whole qualification, you must prove competence in 5 **mandatory** Units and at least 4 **optional** Units.

Unit Checklist

Mandatory	A323	A12	A322	D210	C27							
Optional	D61	D62	A325	B229								

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
A323	Manage Own Resources and Professional Development	<i>Allan Beaton</i>	11/08/06
A12	Contribute to Change Through Implementing and Reviewing Strategy and Policy	<i>Allan Beaton</i>	29/11/06
A322	Provide Leadership in Your Area of Responsibility	<i>Allan Beaton</i>	11/08/06
D210	Promote Equality and Diversity in Sport and Physical Activity		
C27	Ensure Health, Safety, Welfare and Security of Customers and Staff		

Optional Units achieved

D61	Facilitate Community Based Sport and Physical Activity		
D62	Support the Development of Sport and Physical Activity in Education		
A325	Lead and Motivate Volunteers	<i>Allan Beaton</i>	12/12/06
B229	Plan and Organise Services		

Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the place or location where it can be found
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or external verifier might be unable to confirm your assessment decisions.

Index of evidence

SVQ title and level: Sports Development at level 3

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Planning sheets for meetings with leisure attendants	Yes	
2	Observation record of meeting with Human Resource Manager	Yes	LP 10/10/04
3	Minuted notes from meetings with leisure attendants	No, with Centre Manager	LP 10/10/04
4	Simulation of role play whilst dealing with client with abusive and threatening behaviour	Yes	
5	Question and answer paper on equality and diversity	Yes	LP 10/10/04
6	Personal statement on risk assessing within facility	Yes	
7	Witness testimony from project supervisor — Charlie Dawes	Yes	

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.

Unit: A41 Manage Information for Action

Element: A41.3 ‘Hold meetings’

Notes/Comments

The candidate has, over an extended period of time, taken departmental responsibility for the monthly team meetings with the leisure attendant workforce. This role has involved the planning, implementation, control, and evaluation of these meetings to meet the operating procedures expected from the centre standards document.

These meetings and subsequent development planning have allowed for all criteria and knowledge to be demonstrated and referenced on a regular basis, which has met all criteria expected from this Unit.

Very precise and competent evidence collected throughout this Unit. Well done.

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: *Gary Joss*

Date: *19/10/04*

Assessor: *Allan Beaton*

Date: *19/10/04*

Internal Verifier:

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 Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres

Guide to Assessment and Quality Assurance for Colleges of Further Education

Guide to Assessment and Quality Assurance for Employers and Training Providers

Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments

Quality Assurance Principles, Elements and Criteria

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:

Element:

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate:

Date:

Assessor:

Date:

Internal Verifier:

Date:

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs 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:

Record of questions and candidate's answers

Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate's responses:	
Assessor's signature:	Date:
Candidate's signature:	Date:

Appendix 2: Assessment strategy (extract)

Key Components of the Assessment Strategy

The following sections comprise the strategy for assessment, necessary to achieve the key principles set out above, these requirements are in addition to, and in no way conflict with, the generic criteria that awarding bodies must meet for the delivery of NVQ/SVQs, as required by the QCA's *NVQ Code of Practice* and the relevant sections of the SQA's *SVQ Criteria and Guidance for Awarding Bodies*.

1 The layout of the National Occupational Standards and aspects of them that must be assessed in the workplace

The SSC has been very careful to incorporate current best practice in the way its National Occupational Standards are laid out and expressed. Awarding Bodies must use the National Occupational Standards as accredited by PSAG.

Also, the SSC has defined which aspects of its National Occupational Standards must always be assessed through performance in the workplace, even those for which assessment through simulation is allowed. (This is discussed in a later section.) Quality assessment, for most aspects of these National Occupational Standards, cannot be achieved without regular access to the workplace.

Great care has been taken to ensure that the National Occupational Standards are able to be properly assessed in ways which promote validity, reliability and fairness.

2 Assessment Methodology and Evidence Requirements

The SSC intends to work closely with its Awarding Bodies to indicate the ways in which this is best assessed by providing guidance on the nature and type of assessment. In all cases candidate performance must be assessed in the workplace, although it will be made clear which aspects of the range must be assessed through performance evidence and which aspects could be assessed through scenarios, case studies, questioning, etc.

The SSC will work with the Awarding Bodies to develop and agree **qualification specific annexes** for each of the separate SVQ/NVQs that are submitted to PSAG, these will be attached to this assessment strategy.

It is incumbent upon each awarding body to ensure that all candidate assessment captures the fundamentals expressed in this document and follows that detailed in any relevant annex. The information contained in the annex will amplify the

generic statements into context/occupationally specific requirements such as the need for assessors to hold specific qualifications.

3 Design of the National and Scottish Vocational Qualifications

The SSC carefully designs each of its SVQ/NVQs to ensure that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments, as well as the public, private, and voluntary sectors. This assessment strategy supports flexibility in the use of the qualifications by a variety of employers and candidates and tries not to place barriers to access through imposing unnecessary rigidity to the process.

Given the flexibility of the mandatory and optional structures on which the NVQs and SVQs are based, there should be no reason for a candidate to attempt a Unit for which they have no workplace assessment opportunities on a consistent basis.

4 External Quality Control

SkillsActive believes that external quality control will be achieved by the following measures:

- ◆ The monitoring and standardisation of assessment decisions through an enhanced system of assessment and verification.
- ◆ The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external verification system underpinned by risk rating and management.

4.1 External verifiers and external verification

From active and on-going research, which started in the latter part of 1999, the SSC has confirmed that employers value a strengthening of the external verification process rather than the introduction of some other 'independent' measure(s), which may prove to be a barrier to candidate access and take-up.

The SSC expects:

- ◆ EVs to command respect from their peers in the occupational sector of the industry and the application of the criteria in 4.1.1 below will ensure this.
- ◆ Every Awarding Body to seek advice from the SSC on the technical qualifications, experience and competence of all prospective external verifiers in the selection and deployment of EVs. Action taken as a result of the advice to be fed back to the SSC.
- ◆ To provide, if necessary, input to the EV training days.

4.1.1 The SSC has worked with its industry partners and the Awarding Bodies to develop criteria to measure the occupational competence of external verifiers and ensure the consistency of its advice. In

addition to the requirements of the *Code of Practice* and the *SVQ criteria*, Awarding Bodies should ensure that prospective external verifiers:

- ◆ Hold Verifier Unit D35¹ of the Employment National Training Organisation (ENTO) Standards and it is recommended, also hold the Assessor Units D32 and D33² (New external verifiers should be given a clear action plan for achieving Unit D35).
- ◆ Demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment.
- ◆ Match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the Units being assessed.
- ◆ Be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying.
- ◆ Provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate.
- ◆ Be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs.
- ◆ Demonstrate a commitment to uphold the integrity of the National Standards and prevent their misuse.
- ◆ Are aware of national issues affecting vocational education, training and qualifications in the sector.
- ◆ Provide evidence of knowledge of the Sport and Recreation and Allied Occupations and Active Leisure and Learning framework of qualifications.
- ◆ Be committed to the content and guidance provided in the current edition of the SSC's Assessment Strategy.
- ◆ Demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development.

4.1.2 External verifiers must sample the work of all assessors.

4.1.3 All new assessment centres should be approved by their external verifier before any candidates are registered.

4.1.4 All new assessment centres should be visited by their external verifier on at least three occasions during their first year of delivering NVQ/SVQs, to include approvals/systems visit. For existing centres, or those extending their provision, external verifiers should visit approved centres at least twice per year.

¹ Or their successor requirements which are to be known as the A and V Units

² Or their successor requirements which are to be known as the A and V Units

4.2 Risk rating and risk management

4.2.1 The SSC anticipates that improvements in Awarding Body approaches to gathering, monitoring and analysing statistical data will improve the overall rigour of external verification and the SSC will assist Awarding Bodies to do this.

4.2.2 The industry welcomes the development of a system of risk rating and risk management. SkillsActive believes that such systems of risk rating and risk management will ensure that external verification, monitoring, control, and support mechanisms are put into place according to each centre's level of risk. The systems, currently being developed by the awarding and regulatory bodies, will offer substantial enhancements to the quality control systems for NVQs and SVQs.

The systems for risk rating and risk management should be reviewed and revised, as appropriate, following any guidance issued to awarding bodies from the regulatory bodies.

Where risk is identified, SkillsActive suggests that one or more of the following actions could be taken by the external verifier/awarding body:

- ◆ conduct a spot visit at short notice
- ◆ meet and/or observe each candidate or a larger sample of the candidates at the centre in question
- ◆ increase the frequency of verification visits
- ◆ conduct candidate and/or employer interviews, as required, over the telephone
- ◆ or other action appropriate to reducing the risk

4.3 Internal verification

The SSC has worked with its industry partners and the Awarding Bodies to develop criteria to measure the occupational competence of **internal verifiers**:

4.3.1 Internal verifiers are appointed by an Approved Centre and approved by the Awarding Body through their external verifier.

4.3.2 Internal verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence.

4.3.3 Internal verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process and should be one of the following:

- ◆ employed by the same organisation (approved centre) as the assessors or
- ◆ working in partnership with, and drawing on evidence from, assessors' organisation(s) (approved centre)

4.3.4 The prospective **internal verifier should:**

- ◆ Hold Verifier Unit D34³ of the Employment National Training Organisation (ENTO) Standards and it is recommended, also hold the Assessor Units D32 and D33 (New internal verifiers should be given a clear action plan for achieving Unit D34).
- ◆ Meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the Units being assessed.
- ◆ Provide evidence of recent experience in the occupational area.
- ◆ Provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- ◆ Provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements.
- ◆ Demonstrate a commitment to uphold the integrity of the National Standards and prevent their misuse.
- ◆ Provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development.
- ◆ Approved centres may have additional generic criteria and personnel specifications in addition to the above.

4.3.5 All candidate portfolios should be sampled by the internal verifier.

4.3.6 Internal verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations.

4.4 Awarding Bodies Forum

4.4.1 SkillsActive has worked closely with all its Awarding Bodies to establish the Awarding Bodies Forum. It is a requirement for all Awarding Bodies offering the NVQs/SVQs in this sector to:

- ◆ Attend quarterly meetings of the Forum.
- ◆ Discuss and resolve issues concerning quality control, to ensure the consistent interpretation of the National Occupational Standards across all the Awarding Bodies.
- ◆ Receive updates from industry specialists on current industry developments and initiatives.
- ◆ Set and monitor targets for the implementation of the SVQs and NVQs.

4.4.2 The Terms of Reference of the Awarding Bodies Forum are designed to improve cross-awarding body standardisation of assessment decisions and issues.

³ Or their successor requirements which are to be known as the A and V Units

4.5 Independent Assessment

- 4.5.1 Joint QCA/SQA Guidance *'Developing an assessment strategy' for NVQs and SVQs* requires that 'a significant part of the assessment for an NVQ or SVQ is carried out in a manner which is demonstrably independent of anyone who might have a vested interest in the Outcome of the assessment decision'. It is critical if the consistency and reliability of assessment both over time and geographically is to be achieved, that all candidates must be exposed to the chosen form(s) of 'Independent Assessment'. This consideration continues to be the main yardstick by which the various forms of 'independent assessment' are judged for their relevance to the Active Leisure and Learning.
- 4.5.2 SkillsActive has continued to test the potential for the introduction of one or more of the various forms of 'independent assessment' including centrally set, nationally or locally assessed assignments or multiple choice tests, and the introduction of peripatetic assessors. The conclusion at present is if these measures were made a mandatory part of the SVQ/NVQ assessment the probable outcome would be a fall in the number of registrations and employer based assessment centres.
- 4.5.3 **The NVQ/SVQ is the confirmation of an individual's competence in the workplace over a period of time.**
The gathering of performance evidence through observation or products of work is the preferred assessment method and these requirements are to be itemised in a series of qualification specific appendices to capture the requirements of every standard together with the types of additional evidence suitable for proving that standard. Centres should be encouraged by their external verifier to develop standard banks of questions to cover the required depth of underpinning knowledge and the requirements of that work location; the SSC has also endorsed a published set of questions however, these must remain as an optional route for both assessors and candidates as individuals may well demonstrate they have the required underpinning knowledge through their performance.
- 4.5.4 The SSC continues to support the conclusion that a strengthening of the external verification process is the preferred method to introduce 'Independent Assessment'; external verifiers are viewed by QCA and SQA as 'demonstrably independent of anyone who might have a vested interest in the outcome of assessment'.

5 Workplace assessment

5.1 Assessment Centres must:

- ◆ Ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected.

- ◆ Ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace.
- ◆ Demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice.
- ◆ Ensure that assessment sites conform with Health and Safety requirements and good health and safety practice is reflected in assessment.
- ◆ Maintain a register of all assessors and internal verifiers.
- ◆ Provide evidence of their plans to keep assessors and internal verifiers updated with current industry requirements.

5.1.1 Where applicable, the SSC will set out the minimum ‘resource requirements’ needed by an Approved Assessment Centre to provide adequate experience to the candidate.

5.2 Assessors

5.2.1 Assessors are appointed by an Approved centre and approved by the Awarding Body through their occupationally competent external verifier. They should only assess in their acknowledged area of technical and occupational competence.

5.2.2 Assessors should be one of the following:

- ◆ employed by the same organisation as the candidate or
- ◆ working in partnership with, and drawing on evidence from, the candidate’s organisation or
- ◆ an expert brought in to supplement the expertise of the candidate’s own organisation or as an additional external method of quality assurance

5.2.3 The prospective assessor should:

- ◆ Hold the Assessor Units D32 and/or D33⁴ of the Employment National Training Organisation (ENTO) (*New assessors should have a clear action plan for achieving Unit D32 and/or D33. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.*)
- ◆ Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the Units being assessed.
- ◆ Provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.
- ◆ Provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.

⁴ Or their successor requirements which are to be known as the A and V Units

- ◆ Provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment.
- ◆ Demonstrate a commitment to uphold the integrity of the National Standards and prevent their misuse.
- ◆ Provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.
- ◆ Approved centres may have additional generic criteria and personnel specifications in addition to the above.

5.2.4 All assessors who operate within the S/NVQ system should gain D32 and D33 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

5.3 Expert witness

5.3.1 SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

5.3.2 Witnesses must be fully briefed and clear about the purpose and use of the testimony. Any relationship between the witness and candidate should be declared and noted by the assessor and the external verifier/awarding body informed.

5.3.3 Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- ◆ be specific to the activities or product
- ◆ give a brief description of the circumstances of the observation
- ◆ give a brief description of the background of the witness and the observed activity
- ◆ identify the aspects of competence demonstrated
- ◆ be signed and dated

5.3.4 The assessor should carefully check the witness testimony against the points listed above.

6 Simulation

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently. *Such instances are specified within the National Occupational Standards.*

The awarding bodies must issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work environment/situation. In particular:

- ◆ all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess and be approved by the external verifier
- ◆ all simulations should follow these documented plans
- ◆ the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- ◆ where simulations are used they must be based in a realistic work environment and must be based on current working practice
- ◆ the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment

7 Other Key Partners

The SSC in its Strategic Plan is committed to working with all agencies, both National and Regional, to ensure that the outcomes of the SVQ and NVQ assessment processes deliver competent individuals for deployment in the industry. Agencies include the Adult Learning Inspectorate, the Accrediting Bodies, the Licensing Authorities (as health and safety is such a key area in our industry), the Health and Safety Executive.

Conclusion

The SSC offers this second edition assessment strategy to PSAG for approval in the confident belief that the developing of working partnerships with the Awarding Bodies and the outcomes of SSC's Strategic Plan will ensure that there is a growing consistency of assessment throughout the United Kingdom. This industrial sector is greatly concerned over health and safety issues and cannot afford ill qualified individuals to be deployed within the workforce.

Sector Specific Annex to the Assessment Strategy for Active Leisure and Learning

Sports Development

Background

In July 2002, PSAG approved the Assessment Strategy submitted by SkillsActive (then SPRITO), the recognised Standards Setting Body for the Active Leisure and Learning sector. The strategy sets out the recommendations for the assessment and quality control systems required for National and Scottish Vocational Qualifications coming under the SkillsActive umbrella and should always be referred to for full details of assessment requirements. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

Occupational competence for assessors, internal and external verifiers in Sports Development

Assessment strategy sections 4.1.1, 4.3.4 and 5.2.3 set out the criteria for their appointment and a bullet point in each section states that they must ‘match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in the area appropriate to the level of the qualifications they are to be verifying or assessing’.

What follows are the specific criteria for the Sports Development sector and they apply equally to prospective external and internal verifiers and assessors, who must have:

Required criteria:

- ◆ Worked in a relevant sports development context for two years full time or equivalent
for example Sports Development Manager, National Governing Body Manager
- ◆ Hold an appropriate sport and recreation qualification
for example NVQ/SVQ level 3 or above or a related HND, a related degree or a level 3 or above qualification from the NQF or level 8 or above from the SCQF.

Appointment process for external verifiers

Assessment strategy section 4.1 states ‘every Awarding Body to seek advice from the SSC on the technical qualifications, experience and competence of all prospective external verifiers in the selection and deployment of EVs’; to assist this process for Sports Development external verifiers the sector recommends that:

- ◆ Awarding Bodies have an occupationally competent person involved in the interviewing process

Appendix 3: Knowledge and Understanding

This document specifies the broad areas of knowledge and understanding that underpin sports development.

Each Unit contains a brief summary of the required knowledge to be applied in the work place.

<i>To demonstrate competency, sports development professionals must understand the following:</i>
Structure of Sport in the UK
<p>Macro View</p> <ul style="list-style-type: none"> ◆ the structure and function of Government departments and their relationship with Sports Councils ◆ the complex nature of key agencies and their relationship with each other (Sports Councils, CCPR, Youth Sport Trust, sports coach UK, British Olympic Committee, Sports Institutes) ◆ funding for sport (Exchequer, Sports Councils, lottery, sponsorship)
<p>Micro View</p> <ul style="list-style-type: none"> ◆ the structure and function of governing bodies and local authorities ◆ the local infrastructure and networking in sport ◆ funding for sport (Local Government, local Sports Councils, minor grants)
Sports Development
<p>The history</p> <ul style="list-style-type: none"> ◆ the key interventions (or landmarks) that have impacted on the evolution of sports development (Wolfenden Report, the birth of the Sports Council, Action Sport, Compulsory Competitive Tendering, the birth of the National Coaching Foundation, the birth of Youth Sport Trust, National Lottery, ‘Raising the Game’, Sports Council re-structure, Best Value, the Government’s ‘Plan for Sport’) ◆ the variety of definitions of sports development that have contributed to its complexity ◆ the models of sports development (the traditional sports development continuum, the modified continuum, the House of Sport)
<p>The purpose and outcomes</p> <ul style="list-style-type: none"> ◆ to initiate and manage a process of structural change in order to create pathways of opportunities for all individuals to achieve their potential through, and in sport

<p>Working in sports development</p> <ul style="list-style-type: none"> ◆ relevant legislation (organisational, personal, employees, volunteers, participants) ◆ the principles and processes of sports development in a variety of contexts (rural, urban, local authority, governing body, lone officer, part of a team, education, leisure) ◆ the role of development professionals (generic, sport-specific, targeted) ◆ stakeholders (internal and external) ◆ planning for sports development (reflecting current practice)
<p>Sport and Society</p> <ul style="list-style-type: none"> ◆ the ways in which society affects sport and sport affects society ◆ social and sporting statistics (sports participation trends) ◆ the social and situational circumstances that affect participation (income, social class, social climate, social filters, opportunity)
<p>Political Dimensions</p> <p>The government agenda and policy</p> <ul style="list-style-type: none"> ◆ modernising of the sporting landscape ◆ equity issues (gender, ethnicity and disability) ◆ cross-cutting issues (health, education, crime prevention, social inclusion) ◆ evidence-based accountability
<p>Community Development</p> <ul style="list-style-type: none"> ◆ the importance of engaging the community ◆ developing the community ‘through’ sport (achievement of other/wider policy objectives using sport as the medium) ◆ developing sport ‘in’ the community ◆ local community networks
<p>Club Development</p> <ul style="list-style-type: none"> ◆ the role of the club in local communities ◆ the network within which the club operates ◆ the ways in which clubs can be supported (capacity building, relevant training)
<p>Facility Development</p> <ul style="list-style-type: none"> ◆ facility audits and plans ◆ facilities specific to individual sports ◆ how to influence facility development ◆ advising clubs on facilities and sources of funding

Volunteer Development
<ul style="list-style-type: none"> ◆ the variety of roles undertaken by volunteers ◆ the networks within which volunteers operate ◆ the ways in which volunteers may be recruited, retained and developed ◆ managing volunteers (human resource — motivation/reward)
Coach Development
<ul style="list-style-type: none"> ◆ recruitment, retention and deployment of coaches ◆ management of coaches ◆ continuing professional development, UK Coaching Certificate and the range of appropriate courses
Performance Pathways
<ul style="list-style-type: none"> ◆ the variety of performance pathways that exist at different levels and within different sports (local to national) ◆ the functional roles that individuals and organisations play in creating, developing and sustaining performance pathways
Elite Development
<ul style="list-style-type: none"> ◆ talent identification (systems and processes) ◆ Resources for the talented athlete (grants, equipment) ◆ Supporting the talented athlete (Athlete, Career, Education)
Health and Physical Activity (Wellbeing)
<ul style="list-style-type: none"> ◆ the meaning of health and physical activity in the context of sports development (ie physical activity levels sufficient to achieve health benefits) ◆ trends in physical activity levels and differences with age, gender and social class ◆ the barriers to participation and the role of sports development professionals in the health and physical activity agenda ◆ national targets (UK) to achieve a health benefit ◆ effective partnerships and grass roots development supported by national policies (UK dimension) ◆ the variety of intervention programmes designed to improve the health of the nation

Appendix 4: Evidence Requirements and Assessment Guidance

Introduction

In August 2005, UKCG approved new national occupational standards and a qualification framework for Sports Development at level 3. Awarding bodies will shortly be developing and submitting proposals to the regulatory bodies for new NVQs and SVQs based on these new standards. SkillsActive, the SSC for Active Leisure and Learning is anxious to ensure that the Assessment Guidance and Evidence Requirements for these new NVQs and SVQs is as uniform as possible. Therefore it has co-ordinated work across the awarding bodies, with appropriate inputs from Sports Development experts and experienced assessors and verifiers, to provide Assessment Guidance and Evidence Requirements for the awarding bodies to implement during the delivery of the new NVQs and SVQs.

This document must be used with close reference to the SkillsActive Assessment Strategy for this NVQ/SVQ.

The Need for Holistic Assessment

This NVQ/SVQ consists of **five** mandatory units, **four** optional Units and the Sports Development Body of Knowledge requirements. At least one optional Unit must come from option block 1; the remainder can be drawn from option block 1 or 2.

Mandatory Units

All candidates must successfully complete the following Units:

- A323 Manage Your Own Resources and Professional Development (Management Standards Centre Unit A2)
- A12 Contribute to Change through Implementing and Reviewing Strategy and Policy
- A322 Provide Leadership in Your Area of Responsibility (Management Standards Centre Unit B6)
- D210 Promote Equality and Diversity in Sport and Physical Activity
- C27 Ensure The Health, Safety, Welfare and Security of Customers and Staff

Optional Units

Option block 1

- D61 Facilitate Community Based Sport and Physical Activity
- D62 Support the Development of Sport and Physical Activity in Education

Option block 2

- A325 Lead and Motivate Volunteers (VSNT0 D2)
- A319 Recruit, Select and Keep Colleagues (Management Standards Centre Unit D3)
- A326 Involve, Motivate and Retain Volunteers (VSNT0 B2)
- A324 Develop Productive Working Relationships with Colleagues (Management Standards Centre Unit D1)
- A320 Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility (Management Standards Centre Unit D6)
- A321 Provide Learning Opportunities for Colleagues (Management Standards Centre Unit D7)
- D211 Contribute to the Prevention and Management of Abusive and Aggressive Behaviour (DANOS AB3, Skills for Health)
- D212 Recognise Indications of Substance Misuse and Refer Individuals to Specialists (DANOS AA1, Skills for Health)
- A21 Support the Efficient Use of Resources

- A211 Apply for External Funding for Sport and Physical Activity
- A41 Manage Information for Action
- B227 Contribute to Evaluating, Developing and Promoting Services
- B229 Plan and Organise Services
- A44 Manage a Project (Management Standards Centre Unit F1)
- C33 Work with Others to Improve Customer Service (ICS Level 3, Unit 3),
(Management Standards Centre Unit F8)

In addition all candidates must show that they have a full understanding of the Sports Development body of knowledge that is set out in Appendix 3 of this document.

Whilst the SVQ/NVQ is broken down into separate Units, the work of the sports development candidate is not. This means that as the sports development candidate does their job they will generate evidence across a number of S/NVQ Units. Using this evidence for all the Units it relates to is part of Holistic Assessment.

Many of these Units cover inter-related responsibilities, for example, A323, A322, D210, C27, and either D61 or D62, and much of the naturally-occurring evidence for these is likely to come from observing the candidate going about their normal day-to-day activities in an active leisure environment.

For this reason, we **strongly** recommend that, if the candidate is attempting the whole NVQ or SVQ that inter-related Units are assessed together in a holistic manner. In other words, when assessor visits and meetings occur, the assessor is **strongly** advised not to consider evidence on separate occasions for each of these Units, but to visit the sport development location, consider the candidate's work and identify how the evidence the candidate generates matches the requirements of all five of these Units.

Separate assessments for each of these Units should only be necessary if the candidate is not attempting the whole of the NVQ or SVQ, but seeks Unit accreditation only. If more than one Unit is being attempted, opportunities should also be sought for a 'holistic' approach.

For an SVQ/NVQ to be delivered successfully, it is worth noting that the SVQ/NVQ process is one of awarding a qualification to a worker who demonstrates that their work is competent. This means the sports development candidate showing that they meet the criteria laid down in the National Occupational Standards

If a pre-assessment investigation of the sports development candidate indicates that they may not yet be competent, the sports development candidate should undertake appropriate training and/or gain more experience before embarking on their SVQ/NVQ assessment.

As the SVQ/NVQ is about the candidate demonstrating their competence, most of the evidence should come from being observed at work and/or looking at other forms of evidence from the candidate's real work that show how they meet the standard.

The SVQ/NVQ in Sports Development is not intended as a snapshot of the candidate's work, but rather a qualification that shows they meet the standards consistently. It is expected that their evidence will show that they meet this standard on at least two occasions when the assessor is present and that evidence is also available to indicate the standard is met on occasions when the assessor is not present. These assessment occasions should be separated by a reasonable period of time sufficient to infer consistent practice. We recommend that these occasions are separated by at least two months. In the case of some Units, assessors and verifiers should take account of the fact that opportunities for the candidate to generate evidence will be rare and therefore it will be acceptable to use 'historical evidence' — produced before the candidate has actually registered for the NVQ/SVQ. However, this evidence should not be drawn from more than two years before the particular Unit is assessed and should be validated as being authentic.

Assessment Guidance and Evidence Requirements for each Unit

Mandatory Units

A12 Contribute to Change through Implementing and Reviewing Strategy and Policy

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work, or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ A12.1 **both** types of colleagues, a minimum of **two** types of those affected by the change, **three** types of plans and **three** types of support
- ◆ A12.2 a minimum of **three** types of plans, **both** types of those involved, and **one** type of support

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for A12.1.2, if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as oral questioning, written questions and answers, case studies, reflective accounts, projects and assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D210 Promote equality and diversity in sport and physical activity

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ D210.1 a minimum of **two** types of appropriate people, **four** types of issues within the community and **six** types of inequalities and barriers to participation
- ◆ D210.2 a minimum of **two** types of appropriate people, **six** types of barriers to participation, and **three** types of service delivery and **all** types of appropriate individuals

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for D210.2.3 if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as oral questioning, written questions and answers, case studies, reflective accounts, projects and assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

C27 Ensure the health, safety, welfare and security of customers and staff

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ C27.1 **all** types of hazards
- ◆ C27.2 **all** types of procedures
- ◆ C27.3 a minimum of **two** types of abuse

This may be gathered through a combination of assessor observations, witness testimony, professional discussion and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit, except as detailed below.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for C27.3.5 and C27.3.6, if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between

the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

Optional Units

Option block 1

D61 Facilitate community based sport and physical activity

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ D61.1 a minimum of **three** types of ways to collect information, **five** key features of the community and **three** types of people
- ◆ D61.2 a minimum of **three** types of **people**, **three** types of aims and objectives and **three** types of resources
- ◆ D61.3 a minimum of **four** types of people and **six** types of professional support

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for D61.1.6 if no naturally occurring evidence is available.

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. and the detailed amplification of these points in Appendix 3. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as oral questioning, written questions and answers, case studies, reflective accounts, projects and assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D62 Support the development of sport and physical activity in education

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ D62.1 a minimum of **three** types of ways to gather information, **five** types of key features of the educational community and **three** types of people
- ◆ D62.2 a minimum of **three** types of **people** and **six** types of professional support
- ◆ D62.3 a minimum of **three** types of **people**

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. and the detailed amplification of these points in Appendix 3. In most

cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as oral questioning, written questions and answers, case studies, reflective accounts, projects and assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

Option block 2

A325 Lead and motivate volunteers

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment working with volunteers (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ A325.1 no additional requirements
- ◆ A325.2 no additional requirements
- ◆ A325.3 no additional requirements

Elements A325.1 and A325.3 should be assessed through observation. The candidate should arrange with the assessor at least two occasions each when they will be briefing and then debriefing volunteers, individually and in groups. The assessor must observe this work, measure it against the national standards and provide the candidate with feedback and the opportunity to comment. If direct assessor observation is difficult to achieve, the use of expert witness testimony — for example from a more experienced colleague who was present during briefings and debriefings — is allowed. However, the assessor must satisfy themselves that the witness testimony shows how all the Performance Criteria were met.

D325.2 may also be assessed by observation. However, it may not be so easy to arrange a time and place when the candidate is dealing with volunteer problems. In this case it will be acceptable for the candidate to write a brief account covering at least two types of problems that their volunteers encountered and how they went about supporting them. **This account must cover real events that the candidate has been involved in.** The account must show how the candidate met each of the Performance Criteria. The account should be authenticated by witnesses — for example, the volunteers themselves or the candidate’s colleagues who were present at the time. Witnesses do not need to provide their own account, simply a signed statement that the candidate’s account is authentic.

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for A325.2.4, A325.2.9 and A325.3.8, if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate’s work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

A326 Involve, motivate and retain volunteers

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment working with volunteers (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ A326.1 no additional requirements
- ◆ A326.2 no additional requirements
- ◆ A326.3 no additional requirements

Elements A326.1 and A326.3 should be assessed through observation. The candidate should arrange with the assessor at least two occasions each when they will be briefing and then debriefing volunteers, individually and in groups. The assessor must observe this work, measure it against the national standards and provide the candidate with feedback and the opportunity to comment. If direct assessor observation is difficult to achieve, the use of expert witness testimony — for example from a more experienced colleague who was present during briefings and debriefings — is allowed. However, the assessor must satisfy themselves that the witness testimony shows how all the Performance Criteria were met.

A326.2 may also be assessed by observation. However, it may not be so easy to arrange a time and place when the candidate is dealing with volunteer problems. In this case it will be acceptable for the candidate to write a brief account covering at least two types of problems that their volunteers encountered and how they went about supporting them. **This account must cover real events that the candidate has been involved in.** The account must show how the candidate met each of the Performance Criteria. The account should be authenticated by witnesses — for example, the volunteers themselves or the candidate’s colleagues who were present at the time. Witnesses do not need to provide their own account, simply a signed statement that the candidate’s account is authentic.

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may also be used for A326.2.4, A326.2.9 and A326.3.8, if no naturally occurring evidence is available. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate’s work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D211 Contribute to the prevention and management of abusive and aggressive behaviour

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ D211.1 no additional requirements
- ◆ D211.2 no additional requirements
- ◆ D211.3 no additional requirements

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Realistic simulations may be used for Performance Criteria D211.1.3, 4, 5; whole of Element D211.2 and D211.3, 4 if there is no naturally occurring evidence.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between

the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

D212 Recognise indications of substance misuse and refer individuals to specialists

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ D212.1 a minimum of **three** types of substances, **all** types of indications, **one** type of specialist and **two** types of actions
- ◆ D212.2 a minimum of **three** types of substances, **one** type of specialist and **two** types of actions

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between

the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

A21 Support the efficient use of resources

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ A21.1 a minimum of **one** type of relevant people and **both** types of recommendations
- ◆ A21.2 a minimum of **one** type of relevant people and **two** types of corrective action

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

A211 Apply for external funding for sport and physical activity

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ A211.1 a minimum of **one** types of external funding and **two** types of relevant people
- ◆ A211.2 a minimum of **one** types of external funding, **two** types of relevant people and **both** types of sources of expertise
- ◆ A211.3 a minimum of **one** types of external funding and **two** types of relevant people

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and

understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

A41 Manage information for action

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ A41.1 a minimum of **both** types of information and **one** type of systems and procedures
- ◆ A41.2 a minimum of **both** types of information and action and **two** types of recipients
- ◆ A41.3 a minimum of **one** type of meeting and **one** type of purpose

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the assessor and candidate. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

B227 Contribute to evaluating, developing and promoting services

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ B227.1 **both** types of evaluation methods
- ◆ B227.2 a minimum of **one** type of service and **all** types of appropriate individuals

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this Unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between

the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

B229 Plan and organise services

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real sports development environment (with the possible exceptions of those items listed under ‘Use of Supplementary Evidence’ below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate’s work in a real sports development environment has met the following requirements:

- ◆ B229.1 a minimum of **two** types of requirements, **both** types of services, **three** types of operations, and **one** type of relevant people
- ◆ B229.2 **both** types of services, a minimum of **three** types of operations **both** types of monitoring, and **two** types of corrective action

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of ‘What you must cover’ from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Realistic simulations may be used for Performance Criteria B229.2.2 if there is no naturally occurring evidence

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘What you must cover’ that do not require evidence of real work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

C33 Work with others to improve customer service

Evidence of real work activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real sports development environment. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real sports development environment has met the following requirements for the Unit:

- ◆ Working with customers, who are both internal and external to the organisation
- ◆ Agreeing customer service roles and responsibilities, which are part of their job role and also that have been agreed with others as part of their job
- ◆ Working with a minimum of two from: team members, colleagues, suppliers, supervisors/team leaders, service partners, manufacturers, individuals from other departments, individuals from other sites or regions, individuals from other organisations

Simulation

Simulation is not allowed for this Unit.

Use of supplementary evidence

Supplementary evidence is not required for this Unit.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate and assessor. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something. If the assessor can reasonably infer from the candidate's work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item, for example through questioning.

Units Imported from the Management Standards Centre

The following guidance applies to the *Evidence Requirements* of each Unit and should be read in conjunction with the Unit specification.

In order to achieve any Unit you must demonstrate that you meet all its requirements. This means all of the stated Outcomes and behaviours and every item of knowledge and understanding. Your assessor must be able to observe you in the workplace and/or you must provide **tangible evidence** to your assessor — you should agree with your assessor the balance between observation and other ways of evidencing performance. Please note that **simulation** is **not** allowed for any Unit (ie all your evidence must relate to real work activities) unless, in exceptional cases, the external verifier agrees.

To help you identify relevant, tangible, evidence, the *Evidence Requirements* of each Unit list a wide range of possible items of evidence, and show which *Outcomes*, *Behaviours* and *Knowledge and Understanding* these items might be used to evidence.

Please note, you are not expected to produce each item of evidence listed — the Evidence Requirements identify examples of the evidence that you might be able to produce. Similarly, the references to *Behaviours* and to *Knowledge and Understanding* suggest what the evidence **may** demonstrate. It is your responsibility to collect appropriate evidence, make sure that it demonstrates the *Outcomes* required, and show which *Behaviours* and *Knowledge and Understanding* are also apparent.

A Personal Statement may accompany the evidence for each Unit. The *Evidence Requirements* identify certain *Outcomes* where this is more likely to be of value. A Personal statement is not real work evidence, but it can be useful in explaining and reflecting on your behaviour in achieving certain Outcomes and why you behaved as you did, thus helping to link evidence of *Outcomes* to *Behaviours* and *Knowledge and Understanding*. Witness statements should be made both by those who report to you and those to whom you report (except if you do not report to anyone — for example, if you own the organisation).

Your assessor must be given sufficient time to become familiar with the evidence. The physical evidence will provide the basis for a dialogue between you and your assessor. This discussion will provide you with an opportunity to show how the physical evidence you have presented covers the Outcomes, behaviours and items of knowledge and understanding.

You must appreciate that your assessor may feel that further evidence is required and the discussion could be used to identify the type of further evidence required and where this can be obtained.

What the Evidence Requirements look like:

The diagram illustrates the structure of evidence requirements for a role, organized into a table with callouts explaining each section.

Outcome	Evidence	Outcomes: examples of evidence		Knowledge and Understanding		
		Behaviours	General	Industry specific	Context specific	
01	<ul style="list-style-type: none"> job descriptions notes of conversations with managers and colleagues about their expectations personal statement (reflections on role tasks and responsibilities) 	<ul style="list-style-type: none"> 1, 2, 3, 4, 5, 6, 7, 8, 9 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 3, 4, 9 	<ul style="list-style-type: none"> 1, 2, 3, 5 1, 3, 5, 13 2, 5, 7 3 		<ul style="list-style-type: none"> 1, 11 9, 12 1, 3, 4 2, 4, 9 	

Your evaluation of the current and future requirements of your work role, based on both formal and informal sources:

Callouts:

- Identifies the likely Outcomes that this set of evidence is likely to demonstrate** (points to Outcome 01)
- The general set of evidence** (points to Evidence list)
- Specific items of evidence that you may have introduced** (points to Evidence list)
- Behaviours that this evidence is likely to be able to demonstrate** (points to Behaviours column)
- The General, Industry-specific and Context-specific Knowledge and Understanding you may be able to show through this evidence** (points to Knowledge and Understanding columns)
- Personal statements are accounts by you, describing and explaining events or your actions** (points to Evidence list)
- Witness statements are accounts by others, describing your actions or behaviour. Witness statements cannot be used to show underpinning Knowledge and Understanding** (points to Evidence list)

A323 Manage your own resources and professional development (MSC A2)

Outcomes	Evidence of Outcomes: ◆ possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific Context specific	
Your evaluation of the current and future requirements of your work role, and your career and personal work objectives and your reflections on your values:					
1	◆ job descriptions, records of appraisal or performance review meetings, work plans and objectives	2, 3, 4, 6, 7, 8	1, 2, 3, 5	-	1, 11
2	◆ notes of conversations with managers and colleagues about their expectations	1, 2, 3, 5, 7, 8, 9	1, 3, 5, 13	-	9, 12
3	◆ personal statement (reflections on your role and responsibilities, work objectives and values)	1, 2, 3, 5, 7, 8, 9	2, 5, 7	-	1, 3, 4
Assessment of your personal learning style and its implications:					
4	◆ reports from providers of assessment instrument	6, 8, 10	1, 7, 13	-	5
	◆ personal statement (reflection on implications of learning style for development activities)	6, 8, 9, 10	1, 7, 8	-	5, 9, 10
Assessment of your current knowledge, understanding and skills, and an analysis of how well these reflect the current and future requirements of your work role:					
5	◆ qualification certificates and transcripts		1	1	6
6	◆ records of appraisal or performance review meetings, and personal development plans and objectives	8	1, 5, 9, 10, 11, 12, 13	1	6, 7, 9, 10, 11, 12
	◆ personal statement (reflections on the relationship between knowledge, understanding and skills and the requirements of your work role)	8, 10	1, 5, 8, 12	1	6, 7, 9
	◆ witness statements from managers and other work colleagues	8, 9	-	-	-

Evidence of having undertaken training and development activity to meet identified development needs and reflect preferred learning style:						
7	◆ attendance certificates		9	1, 7, 8	1	9
	◆ post-course evaluation reports that you have written		10	1, 9	1	-
	◆ personal statement (reflections on your learning and application of your learning to your work role)		9, 10	1, 7, 8, 9	1	9
Records of feedback (both formal and informal) you have received on your performance and achievement of your objectives:						
8 9 10	◆ records of appraisal or performance review meetings		4, 5, 7	1, 10, 12, 13	-	1, 3, 4, 8, 11, 12
	◆ emails, memos, notes or other records of informal feedback from others on your performance		4, 5, 7	1, 13	-	1, 4, 11, 12
	◆ work schedules or plans, outputs of proprietary or self-designed time planner systems (paper or electronic)		1, 2, 3, 4, 7, 10	3, 4, 10, 11	-	1, 4
	◆ witness statements (comments on your work performance and achievement of objectives)		1, 2, 3, 4, 7, 10	-	-	-

A322 Provide leadership in your area of responsibility (MSC B6)

Outcomes	Evidence of Outcomes: ♦ possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Plans, procedures, records of meetings and other communications you have prepared that clearly articulate your vision and show how it is to be translated into action				
1	♦ vision statement, policy statements, operational objectives plans and procedures	1, 2, 3, 6	1, 2, 3, 7	1, 2	1, 2, 3, 4, 5, 6, 7, 8
2	♦ notes, presentations and materials from team briefings and other meetings and discussions, newsletters, notices, intranet and internet pages	1, 2, 3, 4, 5, 6, 7, 8, 10, 11	1, 2, 3, 4, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7, 8
5	♦ personal statements (how you ensured that your vision was understood and used by others to shape their behaviour)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7, 8
6	♦ witness statements (by those using your vision to shape their behaviour)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	-	-	-
7					
8					
9					
10					
	Records of critical incidents that show decisions you have made and how you have delegated responsibility to others, and have authorised activities designed to address significant problems and seized opportunities				
2	♦ contemporaneous notes, diary entries or memoranda to record significant difficulties or problems (eg those with possible disciplinary, business or legal consequences)	2, 3, 5, 6, 11	1, 3, 4, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
3	♦ letters, memoranda, emails, reports and other communications to inform appropriate people and make a formal records of your decisions and actions (eg to resolve problems and delegate responsibility for future actions)	2, 3, 4, 5, 6, 8, 10, 11	1, 3, 4, 6, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
4	♦ minutes or notes of progress report meetings	2, 3, 5, 6, 7, 8, 9, 10, 11	1, 4, 5, 6, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
5	♦ personal statements (how you made significant decisions and delegated responsibility to others)	3, 5, 6, 7, 8, 9, 10, 11	1, 4, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
6	♦ witness statements (how you made significant decisions and delegated responsibility to others)	3, 5, 6, 7, 8, 9, 10, 11	-	-	-
7					
8					
9					
10					
	Proposals you have made, parameters you have set, plans you have made and records you have kept of development meetings and projects designed to encourage creative ideas-generation and innovation:				
1	♦ proposals for, and agenda and reports of meetings	1, 2, 3, 5, 6, 11	4, 6, 7, 8, 9, 10	2	2, 3, 4, 5, 6, 7, 8
3					
4					
5					

9	◆ criteria used to sort and evaluate creative ideas	6, 8	4, 7	2	4, 5, 6
10	◆ proposals to develop new and innovative products, production systems or operational procedures	1, 3, 4, 6	2, 3, 7	2	4, 5, 6
Records of feedback you have received from managers, peers, those you manage and other colleagues, about your management and leadership performance:					
1	◆ records of appraisal or performance review interviews with your line manager	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
2	◆ records of 360° appraisals by colleagues	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
11	◆ notes of informal feedback, reflective logs or CPD records	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	◆ critical incident personal reports	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	◆ witness statements (experiences of your leadership and management performance)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	-	-	-

A319 Recruit, select and keep colleagues (MSC Unit D3)

Outcomes	Evidence of Outcomes: ♦ possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
1	Data on staff turnover, records of exit interviews and strategies for retaining staff:				
2	♦ spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends	2, 4	1, 3, 4	1	4
	♦ notes or records of formal staff exit interviews and informal feedback form staff leaving the organisation, and summaries or analyses of the information collected	2, 5	1, 2, 3, 4	1, 2	4
	♦ reports, proposals, action plans and other records of strategies you have developed for reducing staff turnover	2, 3, 8	1, 2, 3, 4, 5	1, 2	1, 2, 4, 9
	Reviews of the workforce in your area of responsibility that you have organised or prepared:				
	♦ analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment patterns, etc)	2, 3, 6, 9, 10	6	3	1, 2, 3
3	♦ reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements	1, 6, 9	6	3	1, 2, 3
4	♦ notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential workforce requirements	1, 6, 9	7	3	1, 2, 3, 9
	♦ reports or proposals you have prepared for addressing current or potential workforce requirements (eg recruitment, transfer or promotion, training, redundancy, early retirement, etc)	1, 3, 6, 7, 9	7	3	1, 2, 3
	♦ personal statement (reflection on your role in developing strategies to address current or potential workforce requirements)	1, 3, 6	6, 7	3	1, 2, 3
	Records of your role in the recruitment and selection of new staff:				
5	♦ notes of discussions about, and copies of, job descriptions and person specifications you have developed	1, 3, 4, 6, 7	8, 13, 14	2, 3	5
6	♦ notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria	1, 4, 6, 8, 9	9, 10, 11, 13, 14	2, 3	6, 8, 9
7	♦ notes of interviews or records of other selection process you have engaged in	5, 6, 9	10, 12, 14	2, 3	7, 8
8	♦ reports, emails, memos or other records of your evaluation of the recruitment and selection process	9	13, 14, 15	2, 3	8
9					
10					
11	♦ personal statement (reflection on your role in recruiting and selecting new staff)	1, 3, 9	8, 9, 10, 11, 12, 13, 14, 15	2, 3	6, 7, 8

A324 Develop productive working relationships with colleagues (MSC Unit D1)

Outcomes	Evidence of Outcomes: ♦ possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of activities and agreements with work colleagues that you have completed successfully:				
1	♦ notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
2	♦ emails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
3	♦ personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them)	5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8
4	♦ witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them)	1, 2, 3, 4, 6, 7, 10	-	-	-
	Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:				
1	♦ notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflicts	1, 2, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
2	♦ emails, memos and other correspondence with colleagues relating to relationship difficulties or conflicts	1, 2, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9
3	♦ notes or other records of verbal feedback and copies of memos, emails and letters you have sent in which you have given feedback to colleagues	1, 2, 3, 4, 5, 6, 8, 10	1, 2, 3, 4, 5, 6, 8	2, 3	5, 6, 7, 8
5	♦ notes or other records of verbal feedback and copies of memos, emails and letters you have received in which colleagues have given feedback to you	10	1, 2, 3, 4, 5, 6, 7	2, 3	5, 6, 7
6	♦ personal statements (reflections on your ability to deal effectively with relationship difficulties or conflicts)	5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8
8	♦ witness statements (comments by colleagues on your ability to deal effectively with relationship difficulties or conflicts)	1, 2, 3, 4, 6, 7, 10	-	-	-

A320 Allocate and monitor the progress and quality of work in your area of responsibility (MSC Unit D6)

Outcomes	Evidence of Outcomes: possible examples of evidence	Behaviours	Knowledge and Understanding	
			General	Industry specific Context specific
	Records of work allocation to people and teams in your area of responsibility:			
	◆ notes or minutes of meetings with your manager regarding the work required from your team, and any priorities	1, 2, 4, 9, 10	1, 2, 3, 18	1, 2, 3, 4, 5, 7
	◆ business, operational or production plans or schedules and other documents identifying the work required from your area of responsibility that you have agreed, and any priorities you have identified	1, 2, 4, 7, 9, 10	1, 2, 3, 18	1, 2, 3, 4, 5, 7
1	◆ detailed work plans or schedules, timetables and other plans for individuals' and teams' work activities, tasks, production targets or other ways of defining workloads	1, 2, 4, 7, 9, 10, 11	3, 4, 5, 6, 18	1, 2, 3, 4, 5, 6, 7
2	◆ notes of meetings and briefings to discuss work plans or schedules, timetables and allocate individual and team work activities, tasks, production targets, etc	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7
3	◆ personal statements (reflections on the process and reasoning behind work planning and allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members)	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12	2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7
4	◆ witness statements (comments on the process of work planning and allocation and perceptions of its fairness, appropriateness and clarity)	3, 6, 7, 8, 11, 12	-	-
5	Records of the quality and quantity of the work of people and teams in your area of responsibility:			
6	◆ records of the monitoring of work output/production for quality, consistency with specifications, etc (eg quality control sampling records, control charts, etc) that you have collected or commissioned	7, 9, 10	10, 13, 14, 17, 18	1, 2, 3, 4, 5, 6, 7, 9
7	◆ records of individual and team work output or production records, production/operational reports that you have prepared, etc	1, 7, 9, 10	13, 14, 15, 17, 18	1, 2, 3, 4, 5, 6, 7, 9
8	◆ records of any changes to work plans or schedules that you have initiated	1, 4, 6, 7, 9, 10, 12	14, 15, 16, 17, 18	1, 2, 3, 4, 5, 6, 7, 9
9	◆ notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities;	1, 4, 5, 6, 7, 9, 10, 12	12, 13, 14, 15, 16, 17, 18	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
10	◆ product/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have organised or undertaken)			

◆	notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members	3, 5, 6, 7, 8, 10, 11, 12	10, 11, 12, 13, 14, 15, 16, 17, 18	1, 2	1, 4, 5, 6, 7, 8, 9, 10, 11, 12
◆	personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	1, 3, 5, 6, 10, 11, 12	10, 11, 12, 13, 14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
◆	witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	3, 6, 7, 8, 11, 12	-	-	-

A321 Provide learning opportunities for colleagues (MSC Unit D7)

Outcomes	Evidence of Outcomes: possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Identification of development needs, plans to meet development needs and monitoring and review of development activity:				
1	◆ notes, memos, emails or other records of feedback and performance appraisals/reviews, and of discussions or identification of learning and development preferences and needs (including learning styles, personal constraints, learning disabilities and difficulties that affect learning)	3, 4, 5, 6, 7, 8, 9, 10	1, 4, 5, 6, 7, 8, 12, 16	1, 2, 3	1, 2, 3, 4, 5, 6, 8, 10, 11, 12
2	◆ details of support arrangements inside and outside the organisation (eg a training department's or external supplier's assessment services) that you have identified and arranged for a colleague to access	2, 3, 4, 5	1, 4, 12, 13, 16	1, 2, 3	5, 6, 8, 9, 10, 11, 12
3	◆ training and development opportunities (eg coaching, internal and external courses, learning centre/e-learning programmes) that you have identified and enabled colleagues to access to meet agreed learning and development requirements	1, 2, 3, 4, 5, 7, 9, 10	1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 16	1, 2, 3	3, 4, 5, 6, 7, 8, 9, 10, 11, 12
6	◆ copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues	3, 4, 5, 7, 10	1, 2, 3, 10, 11	1, 2, 3	4, 5, 6, 7, 9, 10, 11, 12
10	◆ notes, memos, emails or other records of meeting or discussions you have had with colleagues to review their learning and its effect on their performance	3, 4, 5, 6, 8, 10	1, 2, 3, 14, 15	1, 2, 3	1, 2, 3, 4, 5, 10, 11, 12
12	◆ personal statement (your reflections on your role in identifying learning requirements, organisation of development activity and review of its effectiveness in improving or enhancing performance)	1, 2, 4, 5, 6, 8, 9	2, 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 16	1, 2, 3	1, 2, 3, 4, 5, 6, 9, 10, 11, 12
	◆ witness statement (comments on your role in identifying learning requirements, organising development activity and reviewing of its effectiveness in improving or enhancing performance)	2, 3, 4, 5, 6, 7, 10	-	-	-

A44 Manage a project (MSC Unit F1)

Outcomes	Evidence of Outcomes: ◆ possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Project terms of reference you have agreed and project plans that you have prepared:				
1	◆ notes or minutes of meetings you have attended, and emails, memos, letters, project proposals, terms of reference, scoping or feasibility studies and other documents that you have written, to agree the objectives, scope, resources, plans and timescales with sponsors and stakeholders	3, 4, 5, 7	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 3	1, 2, 3, 4
2	◆ schedules, action plans, contingency plans, risk assessments, budgets, Gantt charts, network diagrams (eg CPA, PERT or Precedence diagrams) and other tools for planning the project that you have used	3, 5	1, 3, 6, 9, 13, 14	1, 2, 3	3, 6, 7, 11
3	◆ notes or minutes from, and records of presentations at, briefings or meetings that you have organised, and emails, memos, letters you have sent to members of the project team and other stakeholders, to agree project plans and roles and responsibilities	4, 5, 6, 7, 9	2, 3, 6, 8, 9, 10, 11, 12	2, 3	3, 4, 5, 6, 7, 8
4	◆ procedure specifications, operational guidelines and other documents you have prepared to ensure that project team members perform to the required standard and to minimise risks to health and safety	3, 4, 5, 6, 7, 9	6, 9, 10, 11, 12	2, 3	6, 7, 9
5	◆ personal statement (reflections on your role and performance in agreeing the project terms of reference, and organising and planning the project)	5, 6, 7, 8, 9	1, 2, 3, 4, 5, 7, 8, 9, 10	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
6					
	Your records of monitoring and evaluating projects you have managed:				
7	◆ project reports, newsletters, emails, memos and letters, and action plans, project schedules, Gantt charts and network diagrams and other project management tools, recording and reporting progress against agreed milestones, any problems identified, resources required or any changes to the project plans	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 11, 12, 13, 14, 15, 16, 17	1, 2	6, 7, 8, 9, 10, 11, 12, 13
8	◆ notes or minutes and records of presentations at briefings and meetings of the project team and/or steering group, reporting progress against agreed milestones, any problems identified, resources required or any changes to the project plans	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 11, 12, 13, 14, 15, 16, 17	1, 2	6, 7, 8, 9, 10, 11, 12, 13
9	◆ end of project evaluation report, identifying the Outcomes of the project against the planned Outcomes, resourcing and timescales, and any conclusions that could be drawn about the project planning, operation and management	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 5, 6, 7, 8, 9	-	6, 7, 8, 9, 10, 11, 14, 15, 16
10	◆ notes or minutes and records of presentations at the final meeting of the project team and/or steering group, discussing and agreeing the Outcomes of the project against the planned Outcomes, resourcing and timescales, and any conclusions that could be drawn about the project planning, operation and management	1, 2, 3, 5, 6, 7, 8, 9	2, 3, 5, 6, 7, 8, 9	-	6, 7, 8, 9, 10, 11, 14, 15, 16
11					
12					

	◆ personal statement (reflections on the effectiveness of the project in achieving its goals and your performance in managing the project)	1, 2, 3, 5, 6, 7, 8, 9	1, 2, 7, 9, 18, 19	1, 2	3, 4, 6, 11, 15
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