SQA

Assessor's guidelines for the SVQs 2 and 3 in Environmental Conservation at SCQF levels 5 and 7

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for **SVQs 2 and 3 in Environmental Conservation at SCQF levels 5 and 7**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, you may wish to go to the next section.

About SVQs and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, *how well*, and *in what circumstances*, to show that they are competent in their work.

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

There are SVQs for nearly all occupations in Scotland and they are available at SVQ levels 1–5. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, learners must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

Explanation of levels

**SVQ 1
(SCQF level 4)**

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

**SVQ 2
(SCQF level 5)**

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

**SVQ 3
(either SCQF
level 6 or 7)**

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

**SVQ 4
(either SCQF
level 8 or 9)**

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

**SVQ 5
(SCQF level 11)**

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

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

How are standards defined in SVQs?

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

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

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

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

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

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

Who is involved in SVQs?

There are several roles:

- **the candidate** the person who wants to achieve the SVQ (eg an employee)

- **the assessor*** the person who assesses the candidates and decides if they are competent (eg supervisor)

- **the internal verifier*** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)

- **the External Verifier*** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

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

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

The steps involved in assessing a candidate for an SVQ

In deciding whether a candidate should 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 SVQs in Environmental Conservation

The SVQs in Environmental Conservation have been developed by Lantra and are intended for people working in: nature conservation, habitat management, countryside construction, water management, outdoor recreation and visitor management.

These people may be working as volunteers, in education, or in full-time employment. They will require skills and knowledge in a variety of vocational areas encompassed by environmental conservation.

The SVQs are designed to be assessed in the workplace or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include: visitor centres, local authority parks and recreation facilities, National Parks, Nature Reserves, indeed in any rural or semi-rural setting.

Structure of the SVQs

(GG6M 22) Environmental Conservation

Qualification structure for SVQ level 2

The Environmental Conservation SVQ level 2 can be achieved by the successful completion of the **four** mandatory Units and **two** Units from the optional section.

Mandatory Units (to be completed by all candidates)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H466 04	5	10	CS2	Monitor and Maintain Health, Safety and Security
H45M 04	5	4	CS4	Establish and Maintain Working Relationships with Others
H45L 04	6	5	EM15	Develop an Awareness of Environmental Good Practice
H46P 04	5	4	EnC1	Promote Responsible Public Use of Outdoor Sites

Optional Units — two Units required

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H45R 04	5	7	EnC8	Identify Species
H45D 04	5	6	CS16	Construct Paths or Surfaces
H464 04	5	6	CS17	Maintain or Repair Paths or Surfaces
H46T 04	5	5	EnC3	Survey and Report on the Environment
H463 04	5	6	CS21	Maintain or Repair Boundaries or Access Points
H45C 04	7	12	CS20	Construct Boundaries or Access Points
H45E 04	6	12	CS18	Construct Structures
H462 04	5	7	CS19	Maintain and Repair Structures
H45T 04	5	5	CS23	Install Site Furniture
H461 04	5	5	CS24	Maintain and Repair Site Furniture
H45N 04	5	4	CS36	Establish and Manage Habitats
H2RG 04	6	5	TW61	Lay a Hedge
H2RW 04	4	1	TW8	Plant Trees
H45S 04	6	7	H31	Install Land Drainage Systems
H46V 04	5	6	EnC25	Work within the Local Coastal and Marine Environments
H45X 04	5	4	EnC10	Maintain and Improve Water Channel Capacity by Manual Operations
H45W 04	5	4	EnC11	Maintain and Improve Water Channel Capacity by Controlling Vegetation
H468 04	5	3	EnC14	Monitor and Report Water levels
H45P 04	6	5	EnC16	Identify and Respond to Incidents of Flooding
H45G 04	5	5	EnC12	Control Water Levels and Water Flow by Mechanically Maintaining the Water Channel
H45Y 04	5	5	EnC13	Maintain and Improve Water Levels and Water Flow by Mechanically Controlling Vegetation

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H460 04	5	8	EnC18	Maintain and Repair Permanent Structures for the Water Environment
H465 04	5	3	EnC19	Maintain Water Level Systems
H46M 04	6	6	EnC20	Prepare and Operate Water-borne Plant
H46L 04	5	4	EnC21	Prepare and Maintain the Operational Condition of Work Boats
H46A 04	6	6	EnC22	Operate Work Boats

(GG6N 23) Environmental Conservation

Qualification structure for SVQ level 3

The Environmental Conservation SVQ level 3 can be achieved by successful completion of the **three** mandatory Units and **five** of the optional Units.

Mandatory Units (to be completed by all candidates)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DR52 04	7	11	MSCE6	Ensure Health and Safety Requirements are Met in Your Area of Responsibility
H45F 04	6	6	EnC2	Consult and Work with the Local Community
H46B 04	6	8	BAA312	Organise and Co-ordinate Events

Optional Units — five Units required

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H45L 04	6	5	EM15	Develop an Awareness of Environmental Good Practice
H46K 04	8	10	BAA152	Plan, Run and Evaluate Projects
H46E 04	8	10	CS37	Plan and Oversee Habitat Management Work
H467 04	7	7	EnC9	Monitor and Report on Environmental Change
H46C 04	7	8	EnC4	Plan and Conduct Field Surveys
H45V 04	7	6	EnC5	Interpret Survey Data and Report on Findings
H46G 04	8	9	CS42	Plan, Monitor and Evaluate the Management of Land-based and Environmental Sites
H46S 04	6	8	EnC29	Research and Prepare Environmental Interpretations
H45J 04	6	7	EnC30	Deliver Environmental Interpretations
H46N 04	7	8	EnC31	Produce Interpretative Materials
H469 04	7	6	EnC27	Negotiate to Improve or Protect the Conservation or Recreational Value of Land or Marine Areas
H46R 04	7	10	EnC28	Protect the Environment through Legal Enforcement
FT4P 04	7	12	SKAPW7	Develop and Maintain a Healthy, Safe and Secure Environment for Children
H459 04	7	6	EnC26	Advise on Environmental Information and Developments
DK8D 04	7	8	MSCD2	Lead and Motivate Volunteers

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H46H 04	N/A	N/A	MSCD1	Plan, Organise and Monitor Volunteering Activity
DR4J 04	11	13	MSCB9	Develop the Culture of Your Organisation
FM5F 04	8	9	MSCE8	Manage Physical Resources
H0DX 04	9	12	MSCD3	Recruit, Select and Keep Colleagues
FM53 04	8	11	MSCD7	Provide Learning Opportunities for Colleagues
H0CC 04	5	12	MSCD5	Allocate and Check Work in Your Team
H0E4 04	8	4	MSCE10	Take Effective Decisions
H45H 04	5	5	EnC24	Deal with a Pollution Incident
H45A 04	7	9	CS39	Assess the Characteristics of Land-based and Environmental Sites
H45K 04	8	7	CS40	Determine Policies for the Development of Land-based and Environmental Sites
H46F 04	7	7	CS38	Plan, Co-ordinate and Evaluate the Characteristics of Land-based and Environmental Sites
H46J 04	7	7	CS41	Plan, Programme and Monitor the Development of Land-based and Environmental Sites
H45B 04	7	5	CS44	Assess, Negotiate and Secure Sources of Funding
H46D 04	7	5	CS43	Plan and Co-ordinate Fund Raising

An Assessment Strategy for the SVQ

As part of its review of the SVQ(s), the standards-setting body Lantra has developed an Assessment Strategy which defines a range of requirements:

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

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

Why would people be interested in the SVQ?

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

How do candidates begin?

Choosing the SVQ

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

Examples

Margaret is 23 years old and has been unemployed for a number of years now. Recently she was offered the opportunity to enrol with a 'Return to Work' scheme run through a partnership between the enterprise company and a local environmental charity. After two weeks Margaret is enjoying her placement and has decided to take up formal training in the environmental conservation industry. She sees the SVQ level 2 as a pathway to long-term full-time employment with a local authority or NGO as an operative involved in habitat improvement, access and rural countryside skills, or as a means to progress towards re-entering formal education to train as a countryside ranger.

Duncan has recently retired from a lifetime career in the armed forces. He is 55 years old, physically active and financially independent. He has a long-time interest in nature conservation and wishes to spend his retirement as a voluntary countryside ranger on a local nature reserve close to his house. Not content with simply volunteering, Duncan would like to extend his knowledge of environmental conservation particularly in the areas of visitor management and habitat survey. The local authority that manage the reserve have agreed to enrol Duncan on the SVQ level 3 in Environmental Conservation with a view to completing this on a part-time basis over a number of years.

2 Preparing to assess the SVQ

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

Your role and your candidate's role

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

Your role

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

Candidates' role

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

Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers Unit **CS16 — Construct Paths or Surfaces**.

As this Unit specifically requires workplace observation it will allow for evidence to be collected for other Units by naturally occurring work-based activities and could provide evidence for:

Mandatory Units — Environmental Conservation SVQ level 2

♦ Unit CS2   Monitor and Maintain Health, Safety and Security

♦ Unit CS4   Establish and Maintain Working Relationships with Others

♦ Unit EM15 Develop an Awareness of Environmental Good Practice

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

Unit	CS16 Construct Paths or Surfaces				
Activities	**Knowledge and Understanding**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (skills covered and range)**
P1 Carry out all work in accordance with relevant environmental and Health and Safety legislation, Risk Assessment requirements and company policies. P2 Assess the site prior to operation to identify any restrictions on the planned work. P3 Select, prepare and use equipment and machinery in accordance with specifications. P4 Select materials to meet specifications. P5 Prepare the site in accordance with specifications. P6 Construct paths or surfaces in accordance with specifications.	K1 Your responsibilities under current environmental and Health and Safety legislation, codes of practice and company policies. K2 The importance of examining the site prior to commencing work with regards to hazards, assessment of risk and potential restrictions. K3 The restrictions affecting the work, eg presence of listed structures, wildlife, non-native invasive or protected species, etc.	**Practical activities:** Observation checklist Photographic evidence Product based evidence Time sheets Work diaries Witness testimony	March 2013 to end of June 2013 Footpath — Loch Braigh Horrisdale to Loch Gaineamhach Review and questioning first week July (office) Internal verification (ongoing)	Footpath specification Candidates induction checklist and Health and Safety briefing Health and Safety Risk Assessment Candidate's four weeks prior experience of footpath restoration	CS2 Monitor and Maintain Health, Safety and Security CS4 Establish and Maintain Working Relationships with Others EM15 Develop an Awareness of Environmental Good Practice

Unit	CS16 Construct Paths or Surfaces					
Activities		**Knowledge and Understanding**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (skills covered and range)**
P7	Provide foundations and drainage in accordance with specifications where required.	K4 The hazards presented by services on site and how to avoid these.	**Knowledge and Understanding** Oral and Written Questioning			
P8	Carry out work in a manner which prevents damage to the surrounding area.	K5 How to select, prepare and use tools, equipment and materials relevant to the agreed specifications.				
P9	Ensure that other site users are not put at risk by your work.					
P10	Ensure the appearance and condition of the path or surface meets specification.	K6 Suitable methods for preparing the site.				
P11	Handle and transport materials and equipment in accordance with regulations.	K7 The methods of construction for different types of paths or surfaces.				
P12	Deal with waste safely and correctly in accordance with instructions.	K8 The purpose of the path or surface.				
P13	Restore the site to an appropriate condition following completion of the work.					

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Unit	CS16 Construct Paths or Surfaces					
Activities		**Knowledge and Understanding**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (skills covered and range)**
		K9 The relative advantages and disadvantages of different types of surface or paths and situations in which they are appropriate. K10 The types of foundations which are required. K11 The principles of drainage for paths or surfaces and to ensure its effectiveness. K12 The qualities of the finished product that make it fit for purpose.				

Unit	CS16 Construct Paths or Surfaces					
Activities		**Knowledge and Understanding**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (skills covered and range)**
		K13 The potential impact of your work on the surrounding area and to minimise this.				
		K14 How to handle, transport and dispose of waste in accordance with legal and organisational requirements.				
		K15 Why it is important to keep working areas clean and tidy during the operation and to restore the site following completion of the work.				

Unit	CS16 Construct Paths or Surfaces					
Activities		**Knowledge and Understanding**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (skills covered and range)**
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review.		Gaps identified during first review.	Oral and Written Questioning Personal statement	1st week in August	Portfolio	

Assessor's signature   *W J Salter*

Candidate's signature   *Margaret Stevens*

Date of agreement   *01/08/13*

1st review due   *17/08/13*

2nd review due   *06/09/13*

Date of completion   *27/09/13*

Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

♦ By *valid* we mean that the assessment method should be appropriate to the standards.
♦ By *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions.
♦ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time.

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions of the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

♦ The candidate is assessed in the normal working environment.
♦ The evidence required should be to hand or observations can be made.
♦ Assessment visits can be arranged to capture the evidence required.
♦ The candidate will know the assessor and should be at ease.
♦ Assessment should only take place when the candidate is consistently displaying competence. SVQs are not meant to highlight incompetence.
♦ The course can be delivered in such a way as to allow the full integration of core Units, for example: *Monitor and Maintain Health and Safety*, *Develop Personal Performance* and *Maintain Working Relationships* into practical optional Units. This approach ensures that assessment tasks arise naturally and are not viewed by candidates as simply jumping through hoops.
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The challenges might be:

♦ In the environmental conservation industry work locations are often remote and out of range of normal communication channels and it can be difficult to arrange assessments.
♦ The candidate may have been 'volunteered' by the employer.

Example

While preparing to carry out footpath maintenance work a candidate would be required to carry out a Health and Safety Risk Assessment of all operations to be undertaken. The Risk Assessment would then be retained in the candidate's portfolio as evidence for the Health and Safety Unit and the Risk Assessment requirements would be followed by the candidate while carrying out the maintenance work. This approach ensures economy of effort and can be applied to all of the Units within a qualification.

Methods of assessment

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

Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

♦ working alongside the candidate
♦ arranging to visit when naturally-occurring activities are carried out by the candidate
♦ arranging for activities to take place

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

Observation allows the assessor and the internal verifier to become acquainted with the candidate's working environment (the internal verifier should endeavour to observe each candidate being assessed in the normal work environment).

Product evidence

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence include:

♦ plans, surveys, Risk Assessments, reports, etc
♦ physical evidence of construction activity: footpaths, fences, ditches, dykes, site furniture, gates, styles, etc (if the assessor/verifier is not present this evidence can be captured on photographs)
♦ physical evidence of habitat improvement: trees/hedges that the candidate has planted, hedge laying, wildlife feeding and nesting stations, clearance of weeds and scrub

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 Element within a 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.

CS17 Maintain or Repair Paths or Surfaces

Q What steps should you take to minimise the Health and Safety risks to members of the public during footpath maintenance work?

A Carry out a full Health and Safety Risk Assessment before starting work. Implement all recommendations during maintenance work, in this case that might include: excluding members of the public from the site using signs, hazard tape, diversions or other safety measures.

Q When working in a remote location you come across three black bin bags of litter left behind in the bothy by inconsiderate walkers. What steps would you take to resolve this?

A Secure the litter against wildlife and vermin and conceal it as best as possible. Carry out any bags that you can if you are able to. Inform the estate manager of the problem and arrange for uplift. Dispose of the litter in the appropriate manner.

Other methods of assessment

These methods, like questioning, are often used for authentication. See Section 3 for more about authenticating candidates' evidence.

Personal statements

You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

Personal statements (self-prepared evidence) are an accepted form of assessment in the environmental conservation industry. However, where this method of assessment is used by a candidate the assessor and the internal verifier should ensure that they are convinced of the robustness of the presented evidence.

This type of evidence will be made more reliable if it is supported by supplementary material, for example, photographic evidence — before and after site restoration, video evidence of work in progress, documentary evidence — time sheets, log-books, candidate work diaries, minutes of staff meetings, witness testimony, checklists, etc. The veracity and reliability of personal statements can be easily verified through the use of oral questioning.

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 Learning and Development Units, A/V Units or 'D-Units'.
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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

Witness testimony in environmental conservation, as with many related fields, may come in the form of:

♦ references
♦ letters from satisfied visitors
♦ letters from satisfied client organisations, eg contracting agents
♦ statements from superiors
♦ feedback comments from staff briefings

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.

Lantra 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 more details on simulation and what constitutes performance in the workplace, look at the Assessment Strategy on SQA's website: **www.sqa.org.uk**.

In general simulation is acceptable in the following circumstances:

♦ safety
♦ legislation
♦ regulation
♦ contingency
♦ cost
♦ significant interruption to candidate's or employer's business

Environmental Conservation SVQ level 2 Evidence Requirements

Performance Requirements   **Knowledge and Understanding**

Unit title	Simulation allowed	Observation	Witness testimony	Response to questions written/oral	Professional discussion	Written evidence	Product evidence	Oral question	Written question	Professional discussion
Monitor and Maintain Health, Safety and Security	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Establish and Maintain Working Relationships with Others	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Develop an Awareness of Environmental Good Practice	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Promote Responsible Public Use of Outdoor Sites	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Identify Species	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Construct Paths or Surfaces	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maintain or Repair Paths or Surfaces	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
Survey and Report on the Environment	N	Y	Y	Y	N	Y	Y	Y	Y	N
Maintain or Repair Boundaries or Access Points	N	Y	Y	Y	N	Y	Y	Y	Y	N

Performance Requirements   **Knowledge and Understanding**

Unit title	Simulation allowed	Observation	Witness testimony	Response to questions written/oral	Professional discussion	Written evidence	Product evidence	Oral question	Written question	Professional discussion
Construct Boundaries or Access Points	N	Y	Y	Y	N	Y	Y	Y	Y	N
Construct Structures	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Maintain and Repair Structures	N	Y	Y	Y	N	Y	Y	Y	Y	N
Install Site Furniture	N	Y	Y	Y	N	Y	Y	Y	Y	N
Maintain and Repair Site Furniture	N	Y	Y	Y	N	Y	Y	Y	Y	N
Establish and Manage Habitats	N	Y	Y	Y	Y	Y	Y	Y	Y	N
Lay a Hedge	N	Y	Y	Y	N	Y	Y	Y	Y	N
Plant Trees	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Install Land Drainage Systems	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Work within the Local Coastal and Marine Environments	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Maintain and Improve Water Channel Capacity by Manual Operations	N	Y	Y	Y	Y	Y	N	Y	Y	Y

Performance Requirements   **Knowledge and Understanding**

Unit title	Simulation allowed	Observation	Witness testimony	Response to questions written/oral	Professional discussion	Written evidence	Product evidence	Oral question	Written question	Professional discussion
Maintain and Improve Water Channel Capacity by Controlling Vegetation	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Monitor and Report Water levels	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Identify and Respond to Incidents of Flooding	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
Control Water Levels and Water Flow by Mechanically Maintaining the Water Channel	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Maintain and Improve Water Levels and Water Flow by Mechanically Controlling Vegetation	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Maintain and Repair Permanent Structures for the Water Environment	N	Y	Y	Y	Y	Y	Y	Y	Y	Y

Performance Requirements   **Knowledge and Understanding**

Unit title	Simulation allowed	Observation	Witness testimony	Response to questions written/oral	Professional discussion	Written evidence	Product evidence	Oral question	Written question	Professional discussion
Maintain Water Level Systems	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Prepare and Operate Water-borne Plant	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Prepare and Maintain the Operational Condition of Work Boats	N	Y	Y	Y	Y	Y	N	Y	Y	Y
Operate Work Boats	Y	Y	Y	Y	Y	Y	N	Y	Y	Y

Other sources of evidence

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

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

3 Generating evidence

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

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

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

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

Observation

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

Observation record

Unit/Element(s)   CS16 Construct Paths or Surfaces

Candidate   Margaret Stevens

Evidence index number   5

Date of observation   06/06/2013

Skills/activities observed	Performance Criteria covered
Margaret arrived for work on time, was appropriately dressed and was equipped with all the necessary equipment. She quickly identified the line for the path for the day's work and marked this accordingly. The site was taped off to restrict public access (in accordance with the Risk Assessment) and work on the path construction commenced at 09.30 am. Margaret and the rest of the team installed appropriate drainage in order to reduce erosion to the finished path. The path was constructed according to the specification using materials quarried locally from a borrow pit. At 16.30 pm the team met their daily target, restored the site, removed the warning tape and returned to the depot with tools and equipment which were then cleaned and stored correctly. Margaret completed the team's time sheet before leaving for home.	**P1, P3, P4, P5, P6, P8, P9, P10, P11, P12, P13**

Knowledge and Understanding apparent from this observation

K1, K5, K6, K7, K8, K12, K13, K14, K15

Other Units/Elements to which this evidence may contribute

♦   Unit CS2   Monitor and Maintain Health, Safety and Security

♦   Unit CS4   Establish and Maintain Working Relationships with Others

♦   Unit EM15 Develop an Awareness of Environmental Good Practice

Assessor's comments and feedback to candidate

Margaret approached her work in a confident and organised manner and took effective management of the team for the day. All tasks were completed in a timely manner to an acceptable (commercial) standard. Margaret has made great progress since starting her work placement and is now demonstrating competence in all areas of footpath construction and maintenance. In addition Margaret has a good awareness of Health and Safety issues and is beginning to demonstrate leadership potential. Margaret is now ready to finalise the details of her portfolio for this Unit and cross reference these to the core Units of the award CS2, CS4 and EM15. Well done.

I can confirm the candidate's performance was satisfactory.

Assessor's signature _W J Salter_ **Date** _07/06/2013_

Candidate's signature _Margaret Stevens_ **Date** _07/06/2013_

Questions and candidate responses

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

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

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

Record of questions and candidate's answers

Unit	CS16 Construct Paths or Surfaces
Evidence index number	6
Circumstances of assessment	

Site visit (06/06/2012) to the footpath team repairing the Ben Nevis ascent path — Glen Nevis. Discussion with team members whose portfolios are nearing completion. Interview on a one to one basis.

List of questions and candidate's responses	
Q	In addition to naturally occurring stone and aggregate like we are using here, name **three** other materials that might be used for path construction?
A	Stone flags and paving, bark and boardwalks.
Q	When might you use a boardwalk?
A	Over marshy and boggy ground or where the area needs to be protected from compaction or damage to flora and fauna.
Q	What is the main purpose of carrying out a Risk Assessment on the site prior to starting work?
A	To minimise the risk to the Health and Safety of yourself and other site users and members of the general public.
Q	Why is an effective drainage system essential when constructing paths on steep slopes in areas of high rainfall?
A	Water will tend to channel along the course of the path causing problems for walkers and severe erosion to the path surface in the long term.
Q	Give **three** negative environmental impacts associated with opening access to sensitive areas through the construction of footpaths?
A	Litter, disturbance to wildlife and habitats, erosion, fire risk, any other reasonable answer.

Assessor's signature   *W J Salter*   **Date**   *06/06/2013*

Candidate's signature   *Margaret Stevens*   **Date**   *06/06/2013*

Candidate's personal statement

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

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
29/05/12	7	On Thursday the 29th of May we were to continue work on the ascent path on Ben Nevis. I had been put in charge of the team that day because our supervisor was off ill. Arriving at the Glen Nevis I checked over the tools and equipment and also whether the team had the appropriate protective clothing. I also made sure I had the satellite phone and the emergency contact numbers. I took the site specification and plans in my rucksack. We arrived on site and I supervised the marking out and cordoning-off of the construction site and we erected a sign to show the public the diversion. Tam and Andy dug a drainage ditch to the east of the path while Audrey and I put in a crossbar. Eddy spent the morning bringing the stone by barrow from the borrow pit. After lunch we all worked together selecting suitable stones and placing these on the path. At 3.00pm there was a severe rainstorm and for safety reasons I decided to wind up work	5 and 6	CS16 Construct Paths or Surfaces P1 Carry out all work in accordance with relevant environmental and Health and Safety legislation, Risk Assessment requirements and company policies. P2 Assess the site prior to operation to identify any restrictions on the planned work. P3 Select, prepare and use equipment and machinery in accordance with specifications. P4 Select materials to meet specifications. P5 Prepare the site in accordance with specifications. P6 Construct paths or surfaces in accordance with specifications. P7 Provide foundations and drainage in accordance with specifications where required.

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
		for the day — we tidied the site and returned to the depot where the team cleaned and checked the tools and I filled in the time sheets.		P8 Carry out work in a manner which prevents damage to the surrounding area.
				P9 Ensure that other site users are not put at risk by your work.
				P10 Ensure the appearance and condition of the path or surface meets specification.
				P11 Handle and transport materials and equipment in accordance with regulations.
				P12 Deal with waste safely and correctly in accordance with instructions.
				P13 Restore the site to an appropriate condition following completion of the work.

Candidate's signature   *Margaret Stevens*   **Date**   *30/05/2013*

Witness testimony

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

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

Witness testimony

SVQ title and level	SVQ level 2 Environmental Conservation
Candidate's name	Margaret Stevens
Evidence index no	8
Index no of other evidence which this testimony relates to (if any)	5, 6, 7
Element(s)	CS16 Construct Paths or Surfaces
Date of evidence	12/06/2013
Name of witness	John Devine
Designation/relationship to candidate	John Muir Footpath Co-ordinator
Details of testimony I visited the footpath construction team while they were carrying out the final stages of the Ben Nevis footpath upgrade. The objective of my visit was to check on progress towards completion of the project and observe the team at work. The work had been carried out to a very high standard and I, on behalf of the Trust, expressed my satisfaction to the team. I discussed progress with Margaret at some length. She was both confident and knowledgeable and had clearly attained competence in all of the relevant construction skills required of the Unit. Margaret is clearly a team player and is respected by her colleagues and supervisor. We discussed the possibility of a more permanent position with the Trust on completion of her placement.	

I can confirm the candidate's performance was satisfactory.

Witness's signature *John Divine* **Date** *12/06/13*

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

☐ Holds Learning and Development Unit 9D/9D1, A1/A2 or D32/D33 qualifications

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

Filling the gaps

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

In this SVQ, such gaps are likely to occur in generating evidence for:

♦ Units where specific site attributes are not available within a reasonable distance of the candidate's workplace, for example, a requirement to work in a specified habitat say coastal habitats. In such circumstances the candidates should undertake alternative optional Units which meet the specification of the candidate's workplace.

In other less extreme case you may be able to overcome these obstacles through:

♦ temporary work placements, site visits and internet research coupled with oral or written questioning.

Assessment in simulated conditions is unlikely to be required in assessment of any of the Units in the SVQ levels 2 and 3 in Environmental Conservation and is only permissible with the express prior consent of the External Verifier. The External Verifier is likely to allow assessment to take place in simulated conditions due to reasons of:

♦ Health and Safety
♦ confidentiality
♦ operational constraints
♦ cost
♦ rarity of opportunity

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 the 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 it is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

Example

Candidate portfolios should be carefully cross-referenced and, generally, evidence for any particular competence will be supported by other forms of evidence. Where gaps occur or where evidence cannot be clearly authenticated alternative forms of evidence may be required, for example, oral or written questions, work sheets, time sheets, log books, minutes of team meetings, etc. In extreme cases where supporting authentication is not available it may be necessary to repeat the assessment task, observed by the assessor, under workplace conditions.

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 level 2 Environmental Conservation

Candidate   Margaret Stevens

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

Unit Checklist

Mandatory	CS2	CS4	EM15	EnC1					
Optional	CS16	CS36							

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
CS2	Monitor and Maintain Health, Safety and Security	*WJS*	*21/10/13*
CS4	Establish and Maintain Working Relationships with Others	*WJS*	*18/11/13*
EM15	Develop an Awareness of Environmental Good Practice	*WJS*	*16/09/13*
EnC1	Promote Responsible Public Use of Outdoor Sites	*WJS*	*16/09/13*

Optional Units achieved

Unit number	Title	Assessor's signature	Date
CS16	Construct Paths or Surfaces	*WJS*	*01/08/13*
CS36	Establish and Manage Habitats	*WJS*	*15/09/13*

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	Environmental Conservation level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Timesheets	Yes	WJS 6/6/13
2	Induction checklist	Yes	WJS 6/6/13
3	Site specification	Yes	WJS 6/6/13
4	Risk Assessment	Yes	WJS 6/6/13
5	Observation record	Yes	WJS 27/7/13
6	Q & A record	Yes	WJS 27/7/13
7	Personal statement	No — Facebook	WJS 1/8/13
8	Witness testimony	Yes	WJS 27/7/13
9	Work log-book	Yes	WJS 27/7/13
10	Photograph album	No — Facebook	WJS 1/8/13

Completing the Element achievement record

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

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

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

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

Element achievement record

Unit   CS16 Construct Paths or Surfaces

Evidence index no	Description of evidence	Performance Criteria/performance statements						Areas of Knowledge and Understanding/scope													
1	Timesheet	all																			
2	Induction checklist	1	4	10	11	12		K3				K6	K7	K8	K9	K10	K11				
3	Site specification	6						K1	K2	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	
4	Risk Assessment	1	4	8	10	11	12	K2	K4	K6	K7	K8	K9	K10	K11						
5	Observation record	all						all													
6	Q & A record							all													
7	Personal statement	all						all													
8	Witness testimony	all																			
9	Work log book	all																			
10	Photograph album	all																			

Unit   CS16 Construct Paths or Surfaces

Notes/comments
Margaret has completed the first Element of this Unit to a very high standard and now produces practical path construction work of a commercial quality. She is aware of the Health and Safety risks inherent in footpath work and has become skilled in minimising these risks. She is well liked by her colleagues and works well as a member of the team. On occasion she has demonstrated management potential and may, given time and further training, grow to occupy such a role. The priority now is to progress Margaret to her new placement restoring the play area beside the car park at the ranger station — this activity will provide the opportunity to generate evidence for the second Element of this Unit and will also contribute to the Habitats Unit.

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

Candidate's signature   _Margaret Stevens_   **Date** _1/8/13_

Assessor's signature   _John Salter_   **Date** _1/8/13_

Internal verifier's signature _WJS_   **Date** _1/8/13_

5 Further information

What else should I read?

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

Assessor/Verifier Units: assessment guidance

External Verification: A Guide for Centres

Guide to Assessment

Introduction to Assessment Arrangements for Schools and Colleges

SQA's Quality Framework: a guide for centres

Operational Help Centre

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

Appendix 1: Blank recording forms

Unit progress record

Qualification and level _____

Candidate _____

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

Unit Checklist

Mandatory									
Optional									

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

Optional Units achieved

Unit number	Title	Assessor's signature	Date

Index of evidence

SVQ title and level	

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)

Element achievement record

Unit

Element

Evidence index no	Description of evidence	PC/performance statements						Areas of Knowledge and Understanding/scope																

Unit

Element

Notes/comments

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

Candidate's signature _____ **Date** _____

Assessor's signature _____ **Date** _____

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

Assessment plan

Units	
Elements	

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

Assessor's signature _____ 1st review due _____

Candidate's signature _____ 2nd review due _____

Date of agreement _____ Date of completion _____

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered

Candidate's signature _____ **Date** _____

Observation record

Unit/Element(s) _____

Candidate _____

Evidence index number _____

Date of observation _____

Skills/activities observed	Performance Criteria covered

Knowledge and Understanding apparent from this observation

Other Units/Elements to which this evidence may contribute

Assessor's comments and feedback to candidate

I can confirm the candidate's performance was satisfactory.

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____

Witness testimony

SVQ title and level	64
Candidate's name	
Evidence index no	
Index no of other evidence which this testimony relates to (if any)	
Element(s)	
Date of evidence	
Name of witness	
Designation/relationship to candidate	

Details of testimony

I can confirm the candidate's performance was satisfactory.

Witness's signature _____ **Date** _____

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

☐ Holds Learning and Development Unit 9D/9D1, A1/A2 or D32/D33 qualifications

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

Record of questions and candidate's answers

Unit	
Element(s)	
Evidence index number	

Circumstances of assessment

List of questions and candidate's responses
Q
A
Q
A
Q
A
Q
A
Q
A

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____