

# Evidence Tracker for the SVQ unit: Internally Monitor and Maintain the Quality of Workplace Assessment at SCQF level 8 Code: J8RT 04

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## Introduction

### Purpose of this document

This document has been developed by SQA to provide evidence recording forms for the SVQ unit; Internally Monitor and Maintain the Quality of Workplace Assessment at SCQF level 8, which also forms the single SVQ unit, PDA in Internal Verification of Workplace Assessment (GV93 48) at SCQF level 8.

### Evidence Tracker: Internally Monitor and Maintain the Quality of Workplace Assessment (J8RT 04) at SCQF level 8

This document includes the following:

1. Advice relating to cross-referencing evidence to standards.
2. An example evidence index.
3. An example evidence record.
4. Evidence referencing system for the Learning and Development SVQ unit which includes:

* Evidence index
* Performance criteria (PC), knowledge and understanding, and evidence requirements
* Feedback and sign-off record

### Evidence referencing

Part of your responsibility as a candidate is to organise and present your evidence to enable your assessor to check your claim for competence against the national standard to which you are being assessed.

To do this effectively, you have to:

* Understand the standards of the unit.
* Ensure that if you are unsure about the meaning of a performance or knowledge requirement you check it out with your assessor.
* Understand the evidence requirements for the unit. This will ensure that you don’t either under or over evidence.

Your assessor will check the sufficiency of evidence you collect. If there is insufficient evidence, you will have to collect more and your assessor will agree with you the best way of doing that.

A number of candidates find cross-referencing a bit of a challenge, but if done well, it can be beneficial to everyone in the assessment process:

* As a candidate, it offers you the opportunity to check the evidence you have gathered against the standards and identify any gaps.
* It helps your assessor to find their way around your evidence and therefore speeds up the process of making assessment decisions.
* For your verifiers — internal and external — it will assist in the sampling process and in standardisation.

There’s a range of different methods that can be used — some more complicated than others. The following example shows the use of a numeric system where evidence is matched against performance and knowledge.

### How to reference evidence

Assemble your evidence and start listing it on the Evidence Index, numbering it as you go along 1, 2, 3, 4, 5 and so on. This means that you don’t have to worry about keeping evidence together by type or putting it in any kind of chronological order. As you identify a piece of evidence, add it to the index. It is often easier to do the numbering and indexing as you collect the evidence rather than do it all in at the end.

Decide whether you are including all the evidence in your portfolio or are leaving some in-situ. In all cases, you would complete the right-hand column of the index accordingly. For example, if evidence of you working with your learner to agree an assessment plan is normally recorded in the learner’s file, then use the location column to signpost it. If the evidence is an explanation of how you worked with your learners, then include it in your portfolio.

The evidence requirements provide you with guidance on the quantity and type of evidence you need to assemble. As you collect your evidence, add its number to the column to the right of the evidence requirements on the Tracker grid. For each piece of evidence look at the performance standard that you feel is met and then enter the number of that piece of evidence against the standard on the Evidence Record. Most of your evidence will meet more than one performance standard. As you begin to work on each new Unit, go back through your Evidence Index to see if there is anything there already which can be claimed against the performance standards for the new unit. Evidence items can be used more than once.

Follow a similar process for the knowledge requirements, that is, if you feel a piece of evidence already listed shows your knowledge then put the number of that piece of evidence on the knowledge section of the record. This means you may only have to deal with those requirements for which you have no evidence when taking part in the professional discussion or your final statement.

If an evidence item is a multi-page document, it’s helpful if you guide your assessor and verifier to the part of the document that you feel meets a specific performance or knowledge requirement by writing on the document the performance standard number or knowledge requirement number. Likewise, if you’ve written an explanation, refer to the performance standard or knowledge requirement in the text or down the margin.

You can carry out these processes at any stage in your evidence collection but it can be helpful to do the numbering and cross-referencing as an ongoing exercise rather than wait until you’ve assembled all your evidence. This means that if you do identify any gaps, you can pick them up by writing an explanation or adding another piece of evidence.

### Example Evidence Index

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
| --- | --- | --- | --- | --- | --- |
| 1 | Portfolio | My explanation of how I inducted two learners to the SVQ at SCQF level 7. |  |  |  |
| 2 | Learner file in office | John Murray’s job description, choice of optional units and SVQ induction form signed by him. |  |  |  |
| 3 | Learner file in office | Mary Jones’s job description, choice of optional units and SVQ induction form signed by her. |  |  |  |
| 4 | Learner file on my laptop | Confirming assessment planning arrangements via e-mail to candidates and managers. |  |  |  |
| 5 | Office | SVQ portfolio at SCQF level 5. |  |  |  |
| 6 | Portfolio | My personal statement about assessment methods |  |  |  |
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| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare and plan for assessments:**  (a) Ensure Learners understand the purpose, requirements and processes of assessment.  (b) Identify evidence that is valid, authentic and sufficient.  (c) Plan to use valid, fair and reliable and safe assessment methods.  (d) Plan assessment to meet requirements and learner needs. | 1, 2, 3  1, 5 | 1. The range of information that should be made available to learners before assessment begins.  2. The standards to be assessed and the assessment/evidence regulatory requirements.  3. The learners’ job role and their work environment and how this influences the assessment approach adopted.  4. How to judge when the learner is ready for assessment.  5. The uses, benefits and drawbacks of the different assessment methods, including those that use technology. | 1, 2, 5  1, 5  1, 2, 3  1, 4 | **Performance**  A brief explanation with supporting documentation of how the assessor-candidate confirmed:   * That their learners understood the assessment process/requirements. * There were evidence sources and assessment opportunities that ensured valid, authentic and sufficient evidence could be collected.   Evidence of planning and agreeing when, where, how and what is to be assessed with two learners, providing four assessments in total to meet the learners’ needs, job role and work environment, using as a minimum:   * observation of performance | 1, 2, 3  5 |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare and plan for assessments (continued).** |  | 6. Types of risks when assessing and how to manage them.  7. How to involve learners in planning assessments and ensure they have access to the assessment process.  8. How assessment arrangements can be adapted to meet the diverse needs of individual learners.  9. How disputes and appeals will be handled and how confidentiality will be maintained. | 1, 2, 3, 4  1  1 | Performance evidence of planning to use the other methods listed below or knowledge evidence of the benefits and drawbacks of using such methods:   * examining the learner’s products of work (created at the time of the observation) * questioning   **Knowledge**  The assessor-candidate must demonstrate they have the knowledge specified. This may be evidenced through one or more of the following:   * discussing with the assessor-candidate. * recorded questions and answers (written or oral). * assessor-candidate statement. | 5, 6  6 |

Unit J8RT 04 Evidence Index: Internally Monitor and Maintain the Quality of Workplace Assessment

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8RT 04: Internally Monitor and Maintain the Quality of Workplace Assessment (CLDLD11SQA)

**Source: CLD Standards Council Scotland** — L&D Standard 11

This unit is about monitoring assessment processes and decisions within an organisation and helping to maintain and improve the quality of assessment.

**Who this unit is for**

This unit is for those monitoring assessment processes and decisions within an organisation and helping to maintain and improve the quality of workplace assessment. The internal quality assurance process being conducted by the internal verifier-candidate can be for SVQs, work-based qualifications or in-company standards.

**What this unit is about**

The types of activities the internal verifier-candidate will be involved in include:

* Preparing to carry out internal quality assurance.
* Planning internal quality assurance.
* Carrying out planned monitoring of the quality of assessment.
* Providing assessors with feedback, advice and support to help them maintain and improve their assessment practice.
* Meeting appropriate external quality assurance requirements.

To achieve this unit, the verifier-candidate is required to carry out the monitoring activities defined in their organisation’s quality assurance procedures in accordance with appropriate external quality assurance requirements.

Their knowledge will be assessed by taking part in a discussion with their assessor (noted or recorded), answering questions (written or oral), verifier-candidate statement or a combination of all of these.

The internal verifier-candidate’s performance will be assessed by the assessor looking at products of work, for example:

* Notes of meetings with assessors and other quality assurance staff in the organisation.
* Notes on the planning process for their monitoring activities.
* Quality assurance documentation the internal verifier-candidate uses to record their monitoring of, at least, two assessors’ work with, at least, two learners each, covering, at least, four assessment decisions in total, using, at least, two different assessment methods. Assessment “decisions” refer to individual assessment methods. Monitoring will include observation of assessors providing feedback to their learners.
* Records of their use of the results of monitoring to provide feedback, including advice and support on practice and planned Continuous Professional Development (CPD) processes, to assessors and other relevant people and agreeing any remedial action or changes to assessment procedures to meet internal and external quality assurance requirements.
* The internal verifier-candidate will be observed monitoring the activities of one assessor.

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare to carry out internal quality assurance:**  (a) Prepare for the internal verification process by ensuring that all relevant information and intelligence has been identified, gathered and utilised.  (b) Establish an appropriate sampling strategy to meet the requirements of the assessment and quality assurance process. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes.  2. The current quality requirements for assessment processes and systems in your area of responsibility.  3. The key concepts and principles of assessment (VARCS).  4. The key concepts and principles of quality assurance.  5. Procedures to follow when preparing for monitoring activity. |  | **Performance evidence**  1. The information the internal verifier-candidate (IV-candidate) gathered to inform planning of their monitoring of the assessment process covering at least two assessors’ work with at least two learners each, covering at least two assessment decisions (competent or not yet competent), for a minimum of two different assessment methods (four in total.)  Potential sources of evidence may include:   * Record of assessor qualifications and experience * Internal verification policy and procedure within the centre |  |

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare to carry out internal quality assurance (continued).** |  | 6. The agreed procedures for planning, preparing for and carrying out assessments.  7. Appropriate criteria for judging the quality of the assessment process.  8. The role of the assessor and the relevant requirements of the role.  9. The roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles.  10. Special assessment arrangements. |  | 2. Knowledge evidence with supporting documentation on how the internal-verifier candidate gathered information on the standards being assessed, assessment and quality assurance requirements, numbers of learners and assessors, assessment context, quality assurance risks.  Potential sources of evidence may include:   * Discussion with centre staff with regards to potential quality assurance risks. * Assessment strategy and awarding body guidance. * Internal verification policy and procedures. * External qualification verification reports. * Standardisation minutes/ decision logs. |  |

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare to carry out internal quality assurance (continued).** |  | 11. The uses, benefits and drawbacks of different assessment methods.  12. How to ensure the health and safety of the learner is maintained during assessment. |  | **Knowledge evidence**  Evidence that the internal verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Plan internal quality assurance:**  (a) Establish an appropriate sampling strategy to meet the requirements of the assessment and quality assurance process.  (b) Plan the implementation of sampling strategy and monitoring activities.  (c) Prepare monitoring activities according to the requirements of the sampling strategy. |  | 1. Procedures to follow when planning monitoring activity.  2. Quality assurance risks and how these will influence the sampling approach.  3. Assessment cycle when you would use interim and final verification.  4. Principles of monitoring assessor practice, sampling judgements by assessment methods.  5. Techniques for sampling evidence of assessment, including making appropriate use of technology. |  | **Performance evidence**  1. A plan for the monitoring of at least two assessors appropriate to their experience, the assessment cycle, learner cohorts, assessment methods, assessment principles, quality assurance principles, Assessment Strategy (where appropriate) and external quality assurance requirements. The monitoring plan should cover each assessor’s work with at least two learners covering at least two assessment decisions, competent or not yet competent, and a minimum of two different assessment methods for each learner (four in total.) |  |

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Plan internal quality assurance (continued).** |  | 6. Policies, procedures and requirements regarding information management, data protection and confidentiality in relation to assessment and quality assurance.  7. How to record and store assessment and internal verification decisions, and who they should be made available to. |  | **Knowledge evidence**  Evidence that the internal verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Carry out planned monitoring of the quality of assessment:**  (a) Determine whether assessment processes and systems meet and operate according to relevant quality assurance and regulatory requirements.  (b) Verify that assessor(s) meet(s) relevant assessment strategy requirements and that assessment plans are appropriate.  (c) Check that assessments are planned, prepared for and carried out according to agreed principles of assessment procedures. |  | 1. Assessment and Quality Assurance principles, requirements, policy and practice (Valid, Authentic, Reliable, Current and Sufficient.)  2. Assessment specifications and risk identification and management.  3. How to sample assessment decisions to ensure that they are valid, authentic, reliable, robust, current and sufficient. |  | **Performance evidence**  1. Internal quality assurance records of planned monitoring activity of each assessor’s work with at least two learners covering at least two assessment decisions, competent or not yet competent, and a minimum of two assessment methods for each learner. To include the quality assurance risks (assessor experience, assessment cycle, candidate cohorts, assessment methods, assessment strategy and/or guidance, VARCS, external quality assurance requirements) and how these will influence the sampling approach. |  |

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Carry out planned monitoring of the quality of assessment (continued).**  (d) Check that assessment methods are valid, authentic, reliable, robust, and current.  (e) Sample assessor decisions to ensure that they are consistent, reliable, and valid and meet the assessment requirements.  (f) Provide assessors with feedback, advice and support to help them maintain and improve their assessment practice. |  | 4. Methods of monitoring assessor practice, ensuring full coverage of the assessment cycle, and the recording of sampling to show a clear audit trail.  5. Standardisation processes and how to co-ordinate and contribute to these.  6. The types of feedback, support and advice that assessors need and how to meet these needs.  7. Procedures to follow when there are concerns about quality of assessment, when and how to use them. |  | 2. Observation by the internal verifier-candidate monitoring the assessment practice of each of the assessors they are working with, which must include the assessors providing feedback to their learners.  3. Observation by the assessor of the internal verifier-candidate monitoring the assessment activities of one of the assessors they are working with. The observation need only cover a sample of the monitoring activities such as planning, feedback, or standardisation. |  |

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Carry out planned monitoring of the quality of assessment (continued).** |  | 8. Procedures to follow when there are disputes concerning assessment and quality assurance.  9. Issues related to equality and diversity that may affect assessment and quality assurance and how to address these.  10. Procedures to follow when carrying out and recording monitoring activity.  11. The requirements for information management, data protection and confidentiality and communication in relation to assessment and quality assurance |  | 4. Knowledge evidence of how the internal verifier-candidate’s monitoring activities and sampling approach, were appropriate to the assessor experience, the assessment cycle, learner cohorts, assessment methods, assessment principles, quality assurance principles, Assessment Strategy/in-company standards (where appropriate) and external quality assurance requirements.  5. Records of the internal verifier-candidate’s feedback, including advice and support to relevant people, agreements about any remedial action or changes to assessment processes to ensure consistency and to inform plans for CPD activity. |  |

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Carry out planned monitoring of the quality of assessment (continued).** |  | 12. IV role in identifying gaps in Assessors’ skills and knowledge, identifying Continuous Professional Development (CPD) opportunities to meet national standards in assessment and verification. |  | **Knowledge evidence**  Evidence that the internal verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **4. Meet appropriate external quality assurance requirements:**  (a) Work with assessors and others to ensure the standardisation of assessment practice and outcomes.  (b) Follow agreed procedures when there are significant concerns about the quality of assessment.  (c) Participate in wider quality assurance activities which contribute to the quality of assessment and support your own development. |  | 1. External quality assurance requirements prior to, during and post monitoring activities.  2. Procedures to follow when there are disputes concerning assessment and quality assurance.  3. Standardisation processes and how to co-ordinate and contribute to these.  4. Methods of reporting on internal quality assurance and reviews of practice.  5. The requirements for information management, data protection and confidentiality in relation to assessment and quality assurance. |  | **Performance evidence**  1. Internal quality assurance reports covering the activities in ‘Carry out planned monitoring of the quality of assessment.’  2. An endorsing statement in relation to the acceptability of the internal verifier-candidate’s work from a quality assurance practitioner such as a qualified internal verifier, centre co-ordinator or external verifier.  3. Records of their contribution to standardisation activities/ events to ensure consistency in assessment.  4. Evidence the internal verifier-candidate reflects on own practice and identifies continuing professional development in the relevant area of practice by demonstrating they continue to meet the relevant assessment strategy standards. |  |

| Performance  What the internal verifier-candidate must do: | Evidence reference | Knowledge  What the internal verifier-candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **4. Meet appropriate external quality assurance requirements (continued).**  (d) Follow agreed procedures for the recording, storing, reporting and confidentiality of information.  (e) Reflect on own practice identify professional development needs. |  | 6. The value and purpose of continuing professional development for assessment and quality assurance practitioners. |  | **Knowledge evidence**  Evidence that the internal verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

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| Comments and/or feedback from the assessor |
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The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

History of changes

| Edition | Description of change | Date |
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