



# **Assessor's guidelines for the SVQs in Advice and Guidance at levels 2, 3, and 4**

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# About this guide

This guide provides some practical examples of how to assess your candidates for the SVQs in Advice and Guidance at levels 2, 3 and 4. 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 — in the case of Advice and Guidance this is ENTO. ENTO (formerly the Employment National Training Organisation) is the responsible standard setting body for Advice and Guidance. ENTO has recently revised the Advice and Guidance standards in consultation with key stakeholders and expert practitioners in the field 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 a supervisor)
- the internal verifier\*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg the 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. This occupational competence will have been defined by the standards-setting body.

Occupational competence could be defined in terms of the number of years in an occupation, the contexts in which this must be achieved, and/or a range of qualifications recognised by the industry. There is a definition of occupational competence in the assessment strategy for this SVQ (*see Appendix 1*).

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the ‘A & V Units’ (the national standards for assessment and verification that have replaced the ‘D-Units’, or an alternative qualification which SQA 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 Advice and Guidance

The National Occupational Standards, Assessment Strategy and Award Structure for Advice and Guidance have been developed by ENTO. The SVQs in Advice and Guidance at levels 2, 3 and 4 have been developed from the National Occupational Standards and are intended for people working in the Advice and Guidance sectors.

These people may be working as support staff or practitioners with specialist roles in a variety of contexts within the Advice and Guidance sectors, for example as practitioners working in Adult Guidance services, Money Advice centres or Citizen's Advice Bureaux. The SVQs will also be applicable to Careers Guidance practitioners and to practitioners providing employment advice to individuals. They will require skills and knowledge relevant to the part of the sector in which they operate, for example, careers guidance, employment advice, money advice, specialist advice and guidance services (including marriage guidance and business advice).

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: Citizens Advice Bureaux, Money Advice centres, Career Planning and Guidance providers, Employment Service offices, adult guidance centres, schools, colleges and universities and on an out-reach basis where practitioners will visit an individual client in a home or office environment.

## Structure of the SVQs

This section lists the Units which form the SVQs in Advice and Guidance at levels 2, 3 and 4.

### Level 2 — Advice and Guidance Support

Six Units required as follows:

#### Mandatory Units

##### Title

Support Clients to Make Use of the Advice and Guidance Service (mandatory at level 3)  
Interact with Clients Using a Range of Media  
Develop personal performance through delivering customer service (optional at level 3)

#### Optional Units — three from eight

##### Title

Enable Advice and Guidance Clients to Access Referral Opportunities (optional at level 3 and 4)  
Provide and Maintain Information Materials for use in the Service (optional at level 3 and 4)  
Support Customer Service Improvements  
Promote Additional Services or Products to Customers  
Process Customer Service Information  
Contribute to the Identification of the Risk of Danger to Individuals and Others  
Contribute to the Effectiveness of Terms  
Receive and Pass on Messages and Information

### **Level 3 — Advice and Guidance**

Six Units required as follows:

#### **Mandatory Units**

**Title**

Establish Communication with Clients for Advice and Guidance  
Support Clients to Make use of the Advice and Guidance Service (mandatory at level 2: optional at level 4)  
Review own Contribution to the Service (mandatory at level 4)

#### **Optional Units — Three from 13**

**Title**

Develop Interactions with Advice and Guidance Clients (mandatory at level 4)  
Interact with Clients Using a Range of Media (mandatory at level 4)  
Assist Advice and Guidance Clients to Decide on a Course of Action (optional at level 4)  
Prepare Clients Through Advice And Guidance for the Implementation of a Course of action (optional at level 4)  
Assist Clients Through Advice And Guidance to Review Their Achievement of a Course of Action  
Negotiate on Behalf of Advice and Guidance Clients (optional at level 4)  
Liaise with Other Services (optional at level 4)  
Enable Advice and Guidance Clients to Access Referral Opportunities (optional at level 4)  
Provide and Maintain Information Materials for use in The Service (optional at level 4)  
Facilitate Learning in Groups (optional at level 4)  
Ensure Your Own Actions Reduce Risks to Health and Safety  
Ensure Your Own Actions Contribute to a Positive and Safe Working Environment  
Enable Learning Through Demonstrations and Instruction (optional at level 4)

### **Level 4 — Advice and Guidance**

Eight Units required as follows:

#### **Mandatory Units — 4**

**Title**

Develop Interactions with Advice and Guidance Clients (optional at level 3)  
Manage Personal Case Load  
Evaluate and Develop Own Contribution to the Service  
Operate Within Networks

#### **Optional Units — Four from 25**

**Title**

Support Clients to Make use of the Advice and Guidance Service  
Assist Advice and Guidance Clients to Decide on a Course of Action (optional at level 3)  
Prepare Clients Through Advice and Guidance of the Implementation of a Course of Action (optional at level 3)  
Assist Clients Through Advice and Guidance to Review Their Achievement of a Course of Action (optional at level 3)  
Advocate on Behalf of Advice and Guidance Clients  
Prepare to Represent Advice and Guidance Clients in Formal Proceedings  
Present Cases for Advice and Guidance Clients in Formal Proceedings



Negotiate on Behalf of Advice and Guidance Clients (optional at level 3)

**Title**

Liaise with Other Services (optional at level 3)

Enable Advice and Guidance Clients to Access Referral Opportunities (optional at level 2 and 3)

Provide Support for Other Practitioners

Undertake Research for the Service and its Clients

Design Information Materials for use in the Service

Provide and Maintain Information Materials for use in the Service (optional at level 2 and 3)

Promote the Position of Careers Education Guidance (CEG) Within the Organisation

Identify the Contribution of Careers Education Guidance (CEG) to the Achievement of the Organisation's Values, Aims and Objectives

Integrate Careers Education Guidance (CEG) Within the Curriculum

Promote Careers Education Guidance (CEG) Within the Community

Negotiate and Maintain Service Agreements

Facilitate Learning in Groups (optional at level 3)

Prepare and Set up Mediation

Stage the Mediation Process

Manage the Process of Mediation

Promote a Safe and Positive Working Environment

Enable Learning Through Demonstrations and Instructions (optional at level 3)

The commonality between the structures will facilitate progression and transfer between awards allowing practitioners to add to their skills and knowledge as their job role develops or changes.

## **An assessment strategy for the SVQ**

As part of their review of the SVQs in **Advice and Guidance at levels 2, 3 and 4** the Standard setting body ENTO in agreement with the Awarding Bodies has developed an assessment strategy. This Assessment Strategy sets out the recommendations and specifications for the assessment and quality control of the Advice and Guidance suite of the National Occupational Standards. This, in turn, defines a range of requirements for the revised SVQs covering:-

- ◆ external quality control
- ◆ workplace assessment
- ◆ the use of simulation
- ◆ the required occupational expertise of assessors and verifiers
- ◆ review and evaluation

A **summary** of the main points of the **general Assessment Strategy** is given below.

- ◆ Candidates should provide performance evidence that is generated in the real workplace. This principle will apply to all Units.
- ◆ Simulations are not appropriate for those Units within these Qualifications which relate specifically to providing advice and guidance to clients.
- ◆ Assessors can use a variety of assessment methods to assess performance evidence. No single method is more critical than the others. What is important

is the overall quality of the evidence that is presented to show that candidates can achieve the standards.

- ◆ All assessors must be occupationally competent. This means being actively engaged in relevant work-based activities. Each assessor must be competent in the functions covered by the units they are assessing, to the standard described within them and according to current sector practice. They must be able to interpret and make judgements on current working practices and technologies within the area of work.
- ◆ All assessors must have current experience within their occupational roles.
- ◆ All assessors must have time to carry out the role in accordance with the requirements of the Accrediting and Awarding Bodies.
- ◆ All assessors must actively engage in continuing professional development activities in accordance with the requirements of the Accrediting and Awarding Bodies.
- ◆ All assessors must hold or be working towards the appropriate assessor qualification.
- ◆ All internal verifiers must be occupationally competent in respect of the Units they are going to verify prior to commencing the role.
- ◆ All internal verifiers must understand the nature and context of the assessor's work and that of their candidates.
- ◆ All internal verifiers must understand the content, structure and assessment requirements for the award they are verifying.
- ◆ All internal verifiers must actively engage in continuing professional development activities.
- ◆ All internal verifiers must hold or be working towards, the appropriate internal verifier qualification.
- ◆ The Assessment Strategy will be subject to periodic review and evaluation.

## **Why would people be interested in the SVQ?**

People will take SVQs for a variety of reasons; to get 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.

**Example 1**

Lisa does not possess any formal qualifications. She wanted to do a qualification which would recognise the skills she already had and offer her a chance to gain a nationally-recognised qualification. As she works in an advice centre and spends much of her time at work dealing with the public, the office manager advised her to consider the SVQ in Advice and Guidance Support at level 2.

When her manager matched Lisa's job remit and existing skills and experience with the SVQ, it emerged that she should be able to generate sufficient evidence to meet the requirements of two mandatory Units:

- ◆ *Support Clients to Make use of the Advice and Guidance Service*
- ◆ *Interact with Clients Using a Range of Media*

The manager arranged for an assessor within the company to provide Lisa with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Lisa also had some experience in relation to two further Units, both options. However, some planning was required in order to provide her with the opportunity to demonstrate competence in these areas.

The Units were:

- ◆ *Receive and Pass on Messages and Information*
- ◆ *Provide and Maintain Information Materials for Use in the Service*

The assessor arranged to observe Lisa while she was working on the reception desk at the centre in order to determine her competence in the first of these Units. To start work on the second Unit, Lisa wrote a personal report detailing her work keeping the reception area information materials up to date. Lisa and her Assessor made plans to complete the gathering of evidence for both of these Units which they agreed would be assessed through a combination of observation, questioning and assessment of work products.

Lisa needs to achieve two more units, one of which was the mandatory Unit.

*Develop personal performance through delivering customer service*

The other had to be chosen from the remaining six optional Units. These are:

- ◆ *Enable Advice and Guidance Clients to Access Referral Opportunities*
- ◆ *Support Customer Service Improvements*
- ◆ *Promote Additional Services or Products to Customers*
- ◆ *Process Customer Service Information*
- ◆ *Contribute to the Identification of the Risk of Danger to Individuals and Others*
- ◆ *Contribute to the Effectiveness of Teams*

Lisa and her assessor considered her role within the centre and agreed with her manager that the most appropriate optional Unit was *Enable advice and guidance clients to access referral opportunities* and that she should concentrate on achieving this after she had had her first four Units assessed. Having achieved the first four Units, she and her Assessor could then plan her next Unit with the knowledge that some of the evidence she had already collected might well be able to be relevant to the remaining Unit. Lisa had her annual appraisal interview with

her manager and they produced a personal development plan (PDP) to help her achieve the SVQ units. She would be able to draw evidence from her portfolio to illustrate how she met the aims of the PDP and how her practice had improved by working towards the SVQ units and this would form part of her evidence for the mandatory Unit *Develop personal performance through delivering customer service*. It was felt by all concerned that this was a logical sequence for Lisa to follow.

All these arrangements were agreed by everyone involved and then written up in an assessment plan for Lisa.

## **Example 2**

David has been working with an organisation providing services and specialist advice to blind and partially sighted people for three years. The organisation is a part of a consortium formed one year before to deliver the SVQs in Advice and Guidance to staff. David's line manager is an assessor for the consortium.

David is a graduate teacher and had some experience of careers guidance before taking up his current post. His work involves assessing client needs and advising them on potential job opportunities and finding work. He is also involved in coaching clients and developing training materials. However, although he is a qualified teacher, he lacks a specialist qualification in advice and guidance. He has discussed this with his line manager and feels that his practice would be enhanced if he were to gain a nationally recognised specialist qualification. He would like support to register for the SVQ in Advice and Guidance at level 3.

Having considered his job role and current experience in some detail, his manager feels that David's job is more closely related to the competencies defined in the SVQ at level 4. David's line manager has the agreement of his director that he can act as David's assessor should he decide to go ahead with the SVQ. David should be able to generate sufficient evidence from his current case load to meet the requirements of two mandatory Units and two option Units:

- ◆ *Develop Interactions with Advice and Guidance Clients (mandatory)*
- ◆ *Operate Within Networks (mandatory)*
- ◆ *Assist Advice And Guidance Clients To Decide On A Course Of Action (optional)*
- ◆ *Prepare Clients Through Advice and Guidance for the Implementation of a Course of Action (Optional)*

David's line manager/assessor provided him with guidance on how to collect evidence and construct a portfolio to achieve these Units. This is a new experience for David who is more used to traditional academic assessment procedures. He is a little sceptical about this approach but is impressed when he reviews the standards and the common Evidence Requirements for the revised Units. He feels that this may be quite challenging, particularly as he is doing his normal job whilst working for his qualification.

David is currently managing his own case load of clients, so believes that he will be able to achieve the mandatory Unit *Manage personal case load*, without too much difficulty.

David now has to select three more optional units. Because of his teaching background, David is keen to get involved in the development of a group work approach with other members of staff in the organisation. Accordingly, he selects:

- ◆ *Enable Learning Through Demonstrations and Instruction*
- ◆ *Provide Support for Other Practitioners*

He also expresses interest in becoming a work based assessor and it is agreed that this will be reviewed after he has achieved his SVQ as it will offer him an opportunity to become familiar with the SVQ process. His Personal Development Plan which includes his strategy for achieving both the SVQ and working towards the 'A' Units needed for his ambition to become a work based assessor will give him some evidence for the other mandatory Unit *Evaluate and develop own contribution to the service*.

David has no doubt that he is capable of achieving the qualification and is very motivated. He does recognise that he will need help in building his portfolio and it is agreed that he and his manager will review his progress every Friday at 04.00 pm This review process will also help David to consider his own contribution to the service and how that can be improved and developed giving him another opportunity to collect excellent evidence for his portfolio.

### **Example 3**

Jasmeena has been working as a receptionist within an adult guidance organisation and has recently completed her Professional Development Award in *Developing Client Contact*. She is keen to continue her learning and hopes to progress in her career, hoping in time to become an adult guidance advisor.

She has discussed her objectives with her line manager who has encouraged her to continue her learning, building on her PDA. Jasmeena has had experience of collecting evidence and building a portfolio during her PDA but needs to build her confidence and broaden her work experience. She has had a tendency to store too much paper 'just in case'.

Her manager has agreed to support Jasmeena to achieve the SVQ in Advice and Guidance at level 3 and promised to review her work responsibilities, to provide her with the opportunities to achieve the Units she needs. In particular, she is anxious to enhance the quality of service offered to clients on the telephone and would like Jasmeena to select the Unit: *Interact with Clients Using a Range of Media* as one of her optional Units.

Together they have reviewed Jasmeena's portfolio from the PDA and her current work role and responsibility. As her PDA has been a recent activity, they have agreed that Jasmeena should be able to use some of the evidence she has already gathered towards two of the mandatory Units. These are:

- ◆ *Establish Communication with Clients for Advice and Guidance*
- ◆ *Support Clients to Make use of the Advice and Guidance Service*

The discussion about Jasmeena's developing role within the centre can be used as evidence for the third mandatory Unit, *Review Your Own Contribution to the Service*, and more evidence can be gathered as she progresses through the other Units and as she gets a wider job role within the centre. The discussions with her manager have encouraged Jasmeena to recognise how important her role is within the organisation and it is agreed that there will be regular monthly meeting to consider progress.

It is also agreed that Jasmeena will be enrolled on a web-enabled telephone services course to help her with the chosen optional Unit *Interact with Clients Using a Range of Media* and her manager will provide her with opportunities to handle incoming client calls and explain the organisational policy and procedures when dealing with client queries on the telephone.

Jasmeena now needs to select two more optional units. Both Jasmeena and her manager feel that her interests lie in providing information so she selects:

*Provide and Maintain Information Materials for use in the Service*

For her last option, Jasmeena decides to choose:

- ◆ *Enable Advice and Guidance Clients to Access Referral Opportunities.*

She feels that this will give her an opportunity to find out more about the services that are available in her area and the types of organisation which provide them. This will help her to provide an effective service to clients and will help her telephone interactions with clients.

The agreed programme is written up in Jasmeena's assessment plan and it is agreed that this will be reviewed during the monthly meetings with her manager who will also be her assessor for the level 3 SVQ.

## 2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing you candidates for the SVQ in Advice and Guidance levels 2, 3 and 4. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidate's 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 have a current copy of the standards
- ◆
- ◆ 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 should 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' Units (the national standards in assessment) 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 for the SVQ in Advice and Guidance at level 3 and which covers the Unit: *'Establish communications with clients for advice and guidance'*. 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 (example 1)

<b>Units 1 :</b> Establish communications with clients for advice and guidance <b>Elements:1.1</b> Establish communication with clients					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other units
<ul style="list-style-type: none"> <li>◆ Greet a new client entering the office for the first time and establish their expectations and needs</li> <li>◆ Explain the nature of the service available to the client</li> <li>◆ Select appropriate information leaflets and brochures to meet the client's needs</li> <li>◆ Check that the client is satisfied with the information and ensure that they do not require further advice. If they do, give clear information of other services available</li> <li>◆ Ensure that the information provided is in a format suitable for the client</li> <li>◆ Record details of the client contact using your organisational system</li> </ul>	1.1 Introduce clients to the service in a suitable way 1.2 Provide clients with the appropriate time and assistance to address their requirements 1.3 Assure clients of the confidentiality of the information being obtained from them 1.4 Take appropriate action to minimise the effect of any difficulties in communication 1.5 Identify any situations where immediate action is required to assist clients and take the appropriate action	<ul style="list-style-type: none"> <li>◆ Observation by Assessor of client contact on two separate occasions</li> <li>◆ Observation of client contact by manager: witness testimony</li> <li>◆ Record of contact in organisational system</li> </ul>	05.09.06	<ul style="list-style-type: none"> <li>◆ Records of earlier client contacts</li> </ul>	Element 2.1 — PCs 2.1.1, 2.1.2, 2.1.4, Element 2.2 — PCs 2.2.1,2.2.4, Element 13.1 — PCs 13.1.1,

<p>Questioning for knowledge and understanding not apparent from performance to be identified at 2<sup>nd</sup> review</p>	<ul style="list-style-type: none"> <li>b) health and safety issues relating to working with clients</li> <li>e) communication requirements of different clients</li> <li>f) methods of communicating with different clients</li> <li>g) types of communication difficulty that might occur</li> <li>h) own limitation in communicating with others</li> </ul>				
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**Assessor's signature:** John Smith

**1<sup>st</sup> review due:** 08.09.06

**Candidate's signature:** David Black

**2<sup>nd</sup> review due:** 15.09.06

**Date of agreement:** \_\_\_\_\_

**Date of completion:** \_\_\_\_\_

# 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:

- assessment can take place at a time and location suitable to the candidate
- assessment can accommodate the candidate's pace of learning

The challenges might be:

- finding suitable times for assessment to take place, especially if the assessor is based at a different site from the candidate
- meeting the needs of candidates for assessment whilst maintaining client confidentiality
- identifying appropriate witness testimony where evidence from assessor observation is not available

## An example

You might agree with a candidate working in a Careers Centre, who has to demonstrate how to deal with difficult client that this will be carried out by observation as and when such situations arise. If you are an assessor who is working alongside the candidate you should be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate about the situation afterwards. If you are not working in the same Careers Centre as the candidate, a witness testimony from the candidate's line manager or an experienced colleague might be appropriate. You could follow up any gaps in the testimony with questioning or with professional discussion.

In the context of providing advice and guidance, confidentiality is a major issue to be considered and cannot be under-estimated. If you are observing a client interview, permission must be obtained from the client and assurances given that all information will remain confidential. It may be that a taped interview would be appropriate.

## **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.

In the advice and guidance SVQs, observation could be used in a number of situations. Examples include:

- Initial contact with the client and establishing client needs (Unit 1: *Establish Communication with Clients for Advice and Guidance*)
- Giving a presentation on behalf of clients (Unit 10: *Present Cases for Advice and Guidance Clients in Formal Proceedings*)

### **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, but examples of product evidence may include:

- ◆ Records of client contact recorded in the organisational system (Unit 2: *Support Clients to Make use of the Advice and Guidance Service*)
- ◆ Client action plans (Unit 6: *Prepare Clients Through Advice and Guidance for the Implementation of a Course of action*)
- ◆ Formal presentations prepared on behalf of clients (Unit 10: *Present Cases for Advice and Guidance Clients in Formal Proceedings*)
- ◆ Designs and text prepared for organisational information materials and resources (Unit 20: *Design Information Materials for use in the Service*)

## **Questioning**

Candidates must show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit. Much of the knowledge and understanding will be apparent from what candidates do or produce as part of their work. However, 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 takes account of the candidates abilities and 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 of questions:

- Q. What are your personal responsibilities for ensuring the safety of your client?
- A. I must make sure that the environment is safe eg there are no training computer cables that could trip the client up. I also need to ensure that all exits are clearly marked and accessible and that access to the building meets requirements.
- Q. Can you describe three situations where there might be communication difficulty between you and a client?
- A. There may be a language difficulty if English is not the first language of the client, the client may have a physical disability such as a visual or hearing impairment or the client may have a disability which affects speech.

## **Other methods of assessment**

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

### **Professional Discussion**

Professional discussion is a structured and recorded talk between the candidate and the assessor. The objective of the discussion is to allow the candidate to present evidence of competence to the assessor and to demonstrate skills, knowledge and understanding by discussing the evidence they have presented and showing how it relates to the standards. It is seen as a more holistic approach than straight question and answer.

The role of the assessor is to guide the discussion by using open questioning, active listening and knowledge of the standards in order that the discussion stays focused on the competencies being explored.

This is not an easy alternative to questioning as it requires careful planning to stay focused. It can be successful only when both assessor and candidate have a good knowledge of the standards. It is most appropriate when the level and scope of the

work activities are complex and when the underpinning knowledge required to do the range of activities competently are interrelated.

As a method of assessment it lends itself to audio or video recording but can be recorded by paper-based methods.

### **Personal statements**

As an assessor, you may 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.

### **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 often referred to as *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 a qualified assessor or internal verifier.
	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.



If you, the assessor, are not working within the candidate's workplace, it may be possible to obtain a witness statement from the candidate's supervisor or line manager.

## **Simulation**

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

For some qualifications, 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 a candidate's job role does not cover all aspects of the qualification.

The ENTO (Employment National Training Organisation) and has specified in the standards when simulation is and is not acceptable. 'Candidates should provide performance evidence that is generated in the real workplace. This principle will apply to all Units. Simulations are not appropriate for those Units within these Qualifications which relate specifically to providing advice and guidance to clients.'

For more details on simulation and what constitutes performance in the workplace, please refer to the assessment strategy on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk).

## **Other sources of evidence**

Other sources of evidence may come from previous experience or learning, case studies or assignments.

The guides to assessment and quality assurance 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.

Knowledge requirements and performance criteria are closely linked. Often knowledge can be implied by performance, particularly when backed up by assessor questioning after an observation.

## Observation record

**Unit/element(s):** Support Clients to Make use of the Advice and Guidance Service

**Candidate:** Lisa Grey

**Date of observation:** \_

<b>Skills/activities observed:</b>	<b>PCs covered:</b>
<p>Observed discussion with client X, who had not used the service before. As client X was very shy, J had to spend a lot of time putting him at ease. She explained the services on offer at the centre and why she was asking him for information about himself. She covered the confidentiality of the information gathered and checked X's understanding at each stage of the interview. Having agreed with client X that he required information about starting a further education course, she gave him appropriate information about the course he was interested in. She checked he could understand the levels of service that were available to him and having agreed he was happy to use the self service method of information retrieval, she showed him how to use internet access to get more detailed information and checked he felt confident enough to proceed with contacting the college. After he left she updated the computer based record system with appropriate information about the interview.</p>	<p><b>2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6</b></p> <p><b>2.2.1, 2.2.2, 2.2.3, 2.2.4,</b></p> <p><b>2.3.1, 2.3.2, 2.3.3, 2.3.5, 2.3.6, 2.3.8, 2.3.10</b></p> <p><b>3.1.1, 3.1.2, 3.1.3, 3.3.3, 3.3.9</b></p>

### **Knowledge and understanding apparent from this observation:**

How to Encourage Clients to Express Themselves 2.1.a, 2.1.c,  
 What Type of Information is Sought 2.1.d, 2.1.e, 2.2.a, 2.2.b, 2.2.e, 2.2.g, 2.2.j, 2.3.d, 2.3.f, 2.3.h, 2.3.n, 3.1.d, 3.1.f, 3.2.e, 3.2.h, 3.2.n, 3.3.f, 3.3.j

### **Other Units/elements to which this evidence may contribute:**

Unit 3: Develop Interactions with Advice and Guidance Clients

### **Assessor's comments and feedback to candidate:**

You managed to put X at ease and get a lot of information from him although he was very shy. Your use of open questions and body language showed that you had good knowledge of the techniques for getting clients to open up and talk.

We have now got three interview observations recorded and when we meet next Friday I shall be able to cover the rest of the knowledge requirements through questioning and so bring your other evidence with you and I shall hopefully be able to sign this Unit off.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: Anthony Brown Date: 01/09/06

Candidate's signature:

Lisa Grey \_\_\_\_\_

Date:

01/09/06

## **Questions and candidate responses**

Questions should only be used to check the knowledge specified in the standards that cannot be deduced from direct observation or to supplement product evidence.

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

<b>Unit 13:</b> Enable Advice and Guidance Clients to Access Referral Opportunities	<b>Element(s):</b> 13.1 and 13.2
<b>Date:</b>	<b>Place:</b>
<p><b>Circumstances of assessment:</b>          Oral questions to supplement product evidence. Questioning was used to check the knowledge specified in the standards which could not be deduced from direct observation.</p>	
<p><b>List of questions and candidate's responses:</b></p> <p>Q. I see that you have used e mail to inform your local college that one of your client's is looking for training in customer services. Can you tell me why you used e mail and what other methods could be used? I want you to think of your communication with the college, not other communications you may have had with other services.</p> <p>A. Our service has an agreement with the college that initial contact should be by e mail. It is quick and it allows them to alert the appropriate Department, who can then prepare the appropriate information. I would then follow the email up with a telephone call to ensure that the Department is aware of the client's needs and has prepared for them. If there was an urgent situation, if it was close to a closing date for a course for instance I would either phone the department directly or ask my colleague who has more contact with the college departments to advise me who to call. Of course, all communications are then recorded in my record of client contacts so that if someone else was on duty when the client returned, or when the college contacted us about the client, they could deal with the situation. We have to give the college statistics on the number of clients we refer to them so it is doubly important to record the details.</p> <p style="margin-top: 20px;">Element 13.2.n, 13.2.r, 13.2.s</p>	
Assessor's signature:	Date:
Candidate's signature:	Date:

## **Candidate's personal statement**

If used, a personal statement should always 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.

This form of evidence can be used effectively for the SVQs in Advice and Guidance. It can be a useful place for a candidate to reflect on their practice. However, a candidate may include such a statement in their portfolio to support product evidence. An example is provided.



## Personal statement:

Name:

Date:

	<b>Details of statement</b>	<b>Links to other evidence</b>	<b>Unit, elements, pcs covered</b>
	<p>This statement is produced to provide authentication for the examples of information leaflets which I have included in my portfolio of evidence.</p> <p>As the information officer for the service, it is part of my job to ensure that we have adequate resources to market the range of services we can offer to different client groups. These were to augment the information that is available on our website and to target local groups. We currently make sure that the leaflets are widely available in the community. We send them out to all libraries, all community centres and Business Gateway Centres and we have copies of them to all our local schools.</p> <p>I felt that the old ones had out of date information about the services we can offer as well as being rather dull and boring. I first agreed a budget with my manager and looked at different ways to proceed. I decided to give a questionnaire to clients actually coming in to the office then organised a number of focus groups with a range of clients who might use our service. I also ran an informal focus group with our staff at a staff meeting to gather their opinions. I analysed the results from all the groups and felt I had got some useful feedback, although the questionnaires had had been less useful than the focus groups. People often forgot to hand them back. Overall I had enough information to give me some suggestions about how to ‘jazz up’ certain of the leaflets, to encourage young people to read them. I think the new ones have a much ‘younger’ feel to them and the bright colours attract attention. I also designed new leaflets for our adult clients the were not quite so ‘jazzy’ but were much clearer and written in more straight forward English than our old ones.</p>	<p><b>Ev.no. 26</b></p> <p><b>Ev.no. 27</b></p> <p><b>Ev. no. 29</b></p> <p><b>Ev. no. 30</b></p> <p><b>Ev.no.31</b></p>	<p><b>Unit 20</b> <b>20.1.1</b></p> <p><b>20.1.2</b> <b>20.1c</b> <b>20.1.i</b></p> <p><b>20.1.3</b> <b>20.3.d</b></p> <p><b>20.5.1</b></p> <p><b>20.1.h</b> <b>20.2.1</b></p> <p><b>20.2.6</b> <b>20.3.3</b> <b>20.3.e</b></p> <p><b>20.4.3</b> <b>20.4.e</b></p>

Signed (candidate): Lisa Grey

Date: 02/11/06

## **Witness testimony**

Remember that in choosing 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. This may be evidenced by having the testimony completed on the organisation's letter-headed paper or other paper bearing the organisation's crest or logo.

In addition, to ensure 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.

All statements should be in ink or typeface and all signatures in ink.

## Witness testimony

<b>SVQ title and level:</b>	SVQ in Advice and Guidance Support at level 2
<b>Candidate's name:</b>	Lisa Grey
<b>Index no of other evidence which this testimony relates to (if any):</b>	Record of client contact held in organisational system
<b>Elements(s):</b>	1.1
<b>Date of evidence:</b>	15/08/06
<b>Name of witness:</b>	Robert Horry
<b>Designation/relationship to candidate:</b>	Supervisor
<b>Details of testimony:</b>	

I work alongside Lisa in the same office. As such, I am able to observe the way she greets clients, finds out what they need from us and provides for their needs. We get new clients coming to the service regularly and Lisa is particularly good at making them feel welcome. She will come round from behind the desk and sit down with them before trying to find out their needs. She seems to have a particular talent at spotting the shy ones, who don't like to tell you what they want, and draws them out.

She is always careful to check, in a thoughtful way, if they can read English or whether they would like the information to be provided orally. When she feels that she does not have the expertise to advise the client, she will explain the other services that we can offer and help the client to decide which would be best for them.

Although it took her a little time to become familiar with the office record keeping system, she is now fully conversant with it and her records are clear and accurate.

I can confirm the candidate's evidence is authentic and accurate.

Signed by witness:        *Robert Horry*

Date:                        *16/108/06*

Please tick the appropriate box:

**Witness:**

Holds A1 or D32/D33 qualifications

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

## Filling the gaps

It may be that your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find in assessing the candidate that certain situations have not arisen during assessment, such as handling contingencies. Often such contingencies 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. In the SVQs in Advice and Guidance, at all levels, it may be difficult for candidates to demonstrate that they have met and handled a range of clients with different communication needs, eg

- ◆ English is not their first language
- ◆ They have a physical disability such as a hearing impairment
- ◆ They have a disability or injury which affects their speech

It may be that a candidate's knowledge of how to handle such situations can be checked through 'what if' questions eg what would you do if your client was deaf and could only communicate using British Sign Language?

In some Units where client confidentiality is an issue, it is important to make sure that the confidentiality of a client is preserved. Records can be kept in files and assessors and verifiers can check them there. Client's names and identifying details can be removed from copies of product evidence that are being copied into a portfolio. Clients should always be asked if they agree to an assessor or verifier being present at an interview.

It is important to remember that simulation is not allowable for those Units within the Advice and Guidance suite which relate specifically to providing advice and guidance to clients, such as *Establish Communication with Clients for Advice and Guidance: Support Clients to Make use of the Advice and Guidance Service* etc.

## **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 how to evidence 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. You should use the techniques of good feedback by being as positive about their current evidence as possible but specific about what is required from them next. It is always good to reflect on your original assessment planning with them to see if it was as clear as it could have been. You should always record the assessment decisions that you have made.

Your feedback to your candidates must support them to 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**

In the SVQ in Advice and Guidance at level 4, the optional Unit *Design Information Materials for use in the Service*, requires candidates to produce text or graphic material which will be used within the organisation. If these are produced as part of a candidate's evidence for achievement of the Unit, you must be sure it is the candidate's own work.

Witness testimony from the supervisor or line manager would authenticate the work.

## 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.

There are a few SVQs where you are strongly recommended to use the nationally-devised recording documents. Should you choose to use your own material, this has to be approved by us or by the awarding partner (where this is a requirement). For all other SVQs, you can use your own recording documents so long as they meet with our quality assurance requirements.

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 evidence grids

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 Advice and Guidance at level 3

**Candidate:** Jane Smith

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

## Unit Checklist

<b>Mandatory</b>	1	2	15									
<b>Optional</b>	3	4	21									

## Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
1	Establish communication with clients for advice and guidance	<i>E Jones</i>	01-10-06

## Optional Units achieved

Unit Number	Title	Assessor's Signature	Date
4	Interact with clients using a range of media	<i>E Jones</i>	01-10-06

## 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

<b>SVQ Advice and Guidance and Support at level 2</b>
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<b>Evidence number</b>	<b>Description of evidence</b>	<b>Included in portfolio (Yes/No) If no, state location</b>	<b>Sampled by the IV (initials and date)</b>
001	Witness testimony of client contact	Yes	ES 20-10-06
002	Records client contact	No In Organisation Record System	ES 26-10-06

## **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.

## Element achievement record

Unit: AG1 Establish communications with clients for advice and guidance

Element: 1.1 - Establish communication with clients

Evidence Index No	Description of Evidence	You must be able to					You must know														
		1	2	3	4	5	a	b	c	d	e	f	g	h	i	j	k	l	m	n	
001	Witness testimony	✓	✓	✓	✓	✓	✓	✓			✓	✓									
002	Records of client contact					✓															
003	Assessor observation	✓	✓	✓	✓	✓				✓			✓		✓	✓					
<b>004</b>	Assessor oral questions											✓		✓			✓	✓	✓	✓	

**Unit: 1 Establish Communication with Clients for Advice and Guidance**

**Element: 1.1** Establish communication with clients

Notes/Comments

Lisa has provided evidence for all of the pcs in this element and can use the observations for evidence for Unit 2. It is difficult for her to provide evidence for pc 4: *Take appropriate action to minimise the effect of any difficulties with communication* ie all the range of difficulties in communication that might occur in the workplace. As we cannot use simulation in this Unit we will ask a colleague who has worked on reception beside Lisa to give a witness testimony to support the evidence gathered by questioning. This will be built into Lisa's assessment plan.

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

Candidate: Lisa Grey Date: 03/10/06

Assessor: Anthony Brown Date: 03/10/06

Internal Verifier: Christopher Paul Date: 05/10/06

# 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](http://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](http://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 \_\_\_ **mandatory** Units and \_\_\_ **optional** Units.

## Unit Checklist

<b>Mandatory</b>													
<b>Optional</b>													

## Mandatory Units achieved

<b>Unit Number</b>	<b>Title</b>	<b>Assessor's Signature</b>	<b>Date</b>

## Optional Units achieved


# Index of evidence

SVQ title and level:

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

# Element achievement record

Unit:

Element:

Evidence Index No	Description of Evidence	PCs						Areas of knowledge and understanding																	

**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:

<b>Skills/activities observed:</b>	<b>PCs covered:</b>

**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:	
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:	
<b>Details of testimony:</b>	
I can confirm the candidate's evidence is authentic and accurate. Signed by witness: _____ Date: _____	

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

Holds A1 or D32/D33 qualifications

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



# Record of questions and candidate's answers

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