



# **Assessor's Guidelines for the SVQ in Hospitality Supervision and Leadership at level 3 (G9HH 23)**

Publication date: December 2009  
Publication code: DB5169

Published by the Scottish Qualifications Authority  
The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ, and  
Ironmills Road, Dalkeith, Midlothian, EH22 1LE

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# About this guide

This guide provides some practical examples of how to assess your candidates for the SVQ in Hospitality Supervision and Leadership at level 3. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

# Introduction

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

## About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

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

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience, which employees should have as they progress in their industry.

### Explanation of levels

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

## How are standards defined in SVQs?

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

**Units** define the broad functions carried out in the sector, and describe the activities which employees have to perform, and will require candidates to demonstrate certain skills and knowledge and understanding.

The quality of performance in what people must be able to do — how well they have to perform — is described by **What you have to do**.

The section on **What you have to know** states what candidates must know and understand, and how this knowledge applies to their jobs.

**Behaviours** are demonstrated by a candidate when performing **what candidates have to do**. Behaviours will normally be inherent to competent performance of 'What you have to do', whilst others will be in addition to 'What you have to do'.

### For example

Behaviour (F) 'You model behaviour that shows respect, helpfulness and co-operation' is found within HSL2 *Develop Productive Working Relationships with Colleagues*, and is a behaviour which should naturally be displayed when demonstrating competence for this Unit.

### For example

In Unit HSL11 *Supervise Drink Service*, the candidate has to achieve 'Monitor drink service areas and take prompt effective action to deal with any problems'. The behaviour which is demonstrated as part of competent performance requires that the candidate 'recognise recurring problems and promote changes to structures, systems and processes to resolve these'.

## Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor\*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier\*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)

- ◆ **the external verifier\***: an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

\*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ — see the SVQ Hospitality subject page on SQA’s website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

## **The steps involved in assessing a candidate for an SVQ**

In deciding whether a candidate should get an SVQ, you will go through these stages:

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

# 1: The SVQ in Hospitality Supervision and Leadership

The SVQ in Hospitality Supervision and Leadership is intended for people working in all areas of hospitality and catering.

They may be working as team leaders, supervisors, assistant managers, trainee managers, shift leaders, or co-ordinators within the hospitality and catering industry. They will require skills and knowledge in the professional competencies related to their job roles; various areas of legislation, eg health and safety, food hygiene regulations, licensing laws, COSHH; and general skills such as communication, customer service, problem solving, and team leading.

The SVQ is designed to be assessed in the workplace, or in conditions of the workplace within any aspect of the industry or as part of a realistic working environment (RWE) within a centre. Criteria for RWE are set out in the assessment strategy developed by the Sector Skills Council, People 1st. The assessment strategy is available on the SVQ Hospitality subject page of SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## Structure of the SVQ

This section lists the Units which form the SVQ in Hospitality Supervision and Leadership at level 3.

To attain the qualification candidates must complete eight Units in total. They must complete all the mandatory Units plus at least one Unit from Section B. The remaining two Units can come from either Section B or C.

### Section A Mandatory Units

DR73 04	HSL1	Provide Leadership for Your Team (MSC B5)
DR4A 04	HSL2	Develop Productive Working Relationships with Colleagues (MSC D1)
F7RA 04	HSL3	Contribute to the Control of Resources
F7RD 04	HSL4	Maintain the Health, Hygiene, Safety and Security of the Working Environment
F04F 04	HSL5	Lead a Team to Improve Customer Service (ICS 42)

### Section B Optional Units

F7RE 04	HSL7	Supervise Food Production Operations
F7RG 04	HSL8	Supervise Functions
F7RJ 04	HSL10	Supervise Food Services
F7RK 04	HSL11	Supervise Drink Services

## Section B Optional Units (cont)

F7RM 04	HSL17	Supervise Housekeeping Services
F7RN 04	HSL20	Supervise Porter and Concierge Services
F7RP 04	HSL21	Supervise Reception Services
F7RR 04	HSL22	Supervise Reservation and Booking Services

Candidates who select any of the following Units: HSL7, HSL10, or HSL11 from Section B are strongly recommended to also take Unit HSL30 (food safety Unit).

Section C Optional Units		
F7RS 04	HSL6	Contribute to Promoting Hospitality Services and Products
F7RT 04	HSL9	Contribute to the Development of Recipes and Menus
F7RW 04	HSL12	Supervise Off-Site Food Delivery Services
F7RX 04	HSL13	Supervise Cellar and Drink Storage Operations
F34T 04	HSL14	Manage the Receipt, Storage or Dispatch of Goods (Sfl WS20)
F7RY 04	HSL15	Supervise the Wine Store/Cellar and Dispense Counter
F7S0 04	HSL16	Supervise Vending Services
F7S1 04	HSL18	Supervise Linen Services
F04M 04	HSL19	Monitor and Solve Customer Service Problems (ICS 32)
F04D 04	HSL23	Improve the Customer Relationship (ICS 26)
DR7C 04	HSL24	Provide Learning Opportunities for Colleagues (MSC D7)
F7S2 04	HSL25	Supervise the Use of Technological Equipment in Hospitality Services
F7S4 04	HSL26	Supervise Practices for Handling Payments
F7S6 04	HSL27	Contribute to the Development of a Wine List
F2H3 04	HSL28	Manage the Environmental Impact of Your Work (MSC E9)
F7S8 04	HSL29	Contribute to the Selection of Staff for Activities
F7S9 04	HSL30	Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink
F2H2 04	HSL31	Lead Meetings (MSC D11)

## An assessment strategy for the SVQ

As part of their review of the standards the Sector Skills Council, People 1st, has developed an assessment strategy which defines a range of requirements covering the following:

- ◆ the occupational expertise of assessors and verifiers and guidance on continuing professional development
- ◆ appropriate use of simulation
- ◆ definition of the workplace and what qualifies as a RWE
- ◆ overarching assessment principles



The relevant parts of the assessment strategy are published on SQA's website and both SQA and centres must comply with these requirements. The assessment strategy is available on the SVQ Hospitality subject page of SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk)

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

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

## **How do candidates begin?**

### **Choosing the SVQ**

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

### **An example**

Raymond has been working in the food and beverage sector for the past three years. He started working in the restaurant and then in the conference and banqueting section. He was promoted and has worked as a supervisor for the last year; however he does not have any formal qualifications. He wanted to do a qualification which would give him national recognition for the competences he already has, and which would allow him to develop other skills including leadership. As he had a lot of practical experience in running functions, the Training & Development Manager in his company advised him to consider an SVQ in Hospitality Supervision and Leadership at level 3.

When the T&D Manager matched Raymond's job remit and existing skills and experience with the SVQ, it emerged that Raymond should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

- ◆ Develop Productive Working Relationships with Colleagues
- ◆ Supervise Functions

- ◆ Supervise Practices for Handling Payments
- ◆ Maintain the Health, Hygiene, Safety and Security of the Working Environment
- ◆ Contribute to the Control of Resources
- ◆ The T&D Manager arranged for an assessor within the company to provide Raymond with guidance on how to collect evidence and construct a portfolio to achieve these Units.

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

The Units were:

- ◆ Provide Leadership for Your Team
- ◆ Lead a Team to Improve Customer Service

The T&D Manager arranged for the assessor to accompany Raymond to observe and assess him for these Units. Plans were made to allow Raymond to undertake training in setting objectives, motivating, and leading a team, so that he could undertake related tasks and demonstrate competence.

- ◆ Raymond had no experience of the area covered by the final Unit *Provide Learning Opportunities for Colleagues*, but was very interested in developing skills within this area. The T&D Manager agreed that it would be a natural progression from the previous two Units chosen and would help Raymond progress his career into management.

Since Raymond's job remit would not cover all the areas of the SVQ, the T&D Manager arranged for him to attend a local further education college and to shadow a senior member of staff for observation and practice in relation to the company.

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

## 2: Preparing to assess the SVQ

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

### Your role and your candidate's role

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

#### Your role

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify, gather and record 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, record and present evidence
- ◆ receive and act on feedback from the assessor

## Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers Unit HSL8 *Supervise Functions* with related links to:

- ◆ HSL2 Develop Productive Working Relationships with Colleagues
- ◆ HSL3 Contribute to the Control of Resources
- ◆ HSL5 Lead a Team to Improve Customer Service
- ◆ HSL26 Supervise Practices for Handling Payments

You will notice that we have included a space to enter a date when the assessment plan has been reviewed. Any gaps identified during this review should be discussed with your candidates and noted for action on the next assessment plan, thereby providing your candidate with an agreed ongoing record of what assessment has been planned, carried out, and reviewed.

## Assessment plan

<b>Unit:</b> HSL8 Supervise Functions		<b>Related Units:</b> HSL2, HSL3, HSL5, HSL26				
<b>Activities</b>	<b>WYHD</b>	<b>Behaviours</b>	<b>WYMK</b>	<b>Method of assessment/Sources of evidence</b>	<b>Date of assessment</b>	<b>Evidence already available</b>
Set up and supervise wedding breakfast for 60 people and 100 evening guests	P1 -10	B1 - 6	K1, K3-K14,K16, K20, K22-K24	Observation and Questioning	24/08/09	Function Sheet for Wedding Raymond's Briefing Notes
<b>Links to Other Units</b>						
HSL2	P1-4,9	B1,2,5,6 B2,4	K1,K2,K3K4	Observation and Questioning	24/08/09	
HSL3	P1,2,4,5,7,8	B1,2,3,4 B-5	K1,K2,K5,K6,K8,K9,K13,K15,K16,K19,K24			
HSL5	P1-7		K1-K5, K7			
HSL26	P1-5	K1-K3,K6-K9, K12, K15, K17				
<b>Questioning for knowledge and understanding not apparent</b>						
HSL8			K2, K15, K17 – K19	Questions	03/09/09	

Assessor's signature:

*Amir Shah*

Review of Assessment Plan :

*03/09/09*

Candidate's signature:

*Raymond Smith*

Date Of Completion of Assessment Plan:

*30/09/09*

Date of agreement:

17/08/09

## 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

There must be sufficient evidence for you to judge that the candidate can demonstrate competence against the national occupational standards on a consistent basis.

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:

- ◆ Performance and product evidence will be valid and can be authenticated
- ◆ Resources to be used are readily available
- ◆ Familiarity of the work area and equipment, so the candidate is comfortable during assessment
- ◆ Familiarity with the assessor
- ◆ Support/guidance can be obtained from work colleagues
- ◆ Candidate can progress at his/her own pace

The challenges might be:

- ◆ Work pressures for both candidate and assessor
- ◆ Shift patterns
- ◆ Lack of support from supervisor/colleagues
- ◆ Customer needs and time constraints
- ◆ The location of the workplace

### **Example**

You might agree with a candidate working in front office, who has to demonstrate how to deal with difficult customers, 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.

## Methods of assessment

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

### Observation

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

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

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, asking oral questions of candidates at an appropriate time as they carry out naturally occurring activities. For example:

- ◆ Observation of a candidate producing a dish from a new recipe they have created as evidence for HSL9. The product evidence would be the final dish. Observation could be supplemented with questions regarding ingredients and why chosen, cost effectiveness, nutritional value, information on seasonality, and allergies.
- ◆ Observation of a candidate dealing with customers during a busy check in, establishing the guest's wishes and providing them with additional information for HSL21.
- ◆ Observation of the checking of bar stock and the setting up of the bar area in preparation before service, supplemented by questions on company stock procedures, control measures and most common types of drinks sold for HSL11.

Observation by the assessor can be used to generate evidence for several Units and can provide excellent opportunities to integrate evidence.



## Product evidence

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

- ◆ A completed product such as a dish devised from a new recipe the candidate has created. This would normally require authentication.
- ◆ Written evidence, such as a briefing session which the candidate then uses to inform staff or a promotional brochure or advertisement the candidate has created, complete with all drafts and background research.
- ◆ Staff rota, which will usually require some form of authentication, such as witness testimony.
- ◆ Documents completed by the candidate in the workplace, such as order forms, entries into accident books, requests for maintenance, the receipt of goods, the checking in of guests.
- ◆ Photographic or video evidence of a task, which will usually require authentication such as the set-up for a function.
- ◆ Written evidence in the form of a project set by the assessor or candidate's organisation, such as a customer satisfaction poll, or other written evidence in the candidate's portfolio.
- ◆ Certification of previously achieved competence can be submitted as accreditation of prior learning (APL).

## Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case, and questioning can be a useful way of confirming what candidates know and understand.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. Some candidates will feel more comfortable with oral questions than written, for example.

- Q.** Why is it important to exchange information and resources with colleagues?
- A.** So that each member of the team knows what is required of them and has the resources to carry out their part of the operation.

- Q.** What could happen if your organisation failed to continue to improve customer service?
- A.** Customers would complain, team members would become stressed and morale would lower, eventually the customers would go elsewhere resulting in loss of reputation and business.

## **Other methods of assessment**

The following methods of assessment can support and help expand performance evidence but they cannot be used in isolation.

### **Personal statements**

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

### **Example**

A candidate has created a staff rota. By using the personal statement the candidate can illustrate all of the things they checked when compiling the rota, eg levels of business, personal requests, experience of the staff involved.

### **Example**

A candidate has handled a customer complaint. By using the personal statement the candidate could give a fuller explanation of the nature of the problem, eg how they judged the customer's reaction and adapted their communication accordingly, what solutions they placed before the customer before resolving the complaint, what were the levels of their authority.

### **Witness testimony**

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be able to provide a statement on what your candidates have been doing or producing as part of their work. Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the person providing the witness testimony. You will have to take these factors into account as you make your judgement.

Strongest ↑ ↓ Weakest	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the A/V Units or 'D-Units'.
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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

### **Professional Discussion**

A professional discussion between a candidate and an assessor focuses on evidence already provided by the candidate.

The assessor starts by asking the candidate questions about the evidence and discussion ensues. The assessor must record the discussion. The assessor is responsible for ensuring that the points that need to be covered are brought into the discussion by the candidate.

The professional discussion is not a substitute for knowing or doing something, however, the candidate needs to be able to show the assessor how what he or she says in the discussion is backed up in other ways. This could be, for example, by product evidence, witness testimonies, workplace documents or other material either developed through work or in other assessments.

More wide ranging and intensive than questioning this assessment instrument is used to support existing evidence of a candidate's knowledge and understanding, performance abilities and higher order analytical and decision making skills, and to integrate assessment across a range of Units

It can also be used to provide evidence when gaps have been identified in a portfolio. It can be an excellent way for the candidate to demonstrate the authenticity of his or her evidence and for assessors to confirm the reliability and validity.

Where a written record is maintained it does not need to detail every word, but it must be in sufficient detail to be of use to the Internal Verifier and the External Verifier.

The assessor must ensure that the record shows evidence of what has been asked and the answers given. These can be listed as bullet points, providing that all of the key points are covered. The record must clearly state the name of the assessor and the candidate and must be signed and dated by both parties. Video and audio evidence must also include a statement on the video/audio tape which identifies the participants. This should be supported by a signed statement of authenticity.

The record (whichever form it takes), should be clearly referenced throughout, to show what part(s) of the national standards it is endeavoring to cover through professional discussion. This should be referenced throughout the record of the Professional Discussion, not just at the top of the written record, or at the beginning of the statement.

## **Simulation**

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

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

People 1st has defined what it regards as simulation, and has specified in the standards when simulation is and is not acceptable.

Under the conditions of the governing assessment strategy, there are no People 1st Units that may be achieved solely by the use of simulation. However, partial simulation is permissible in the following 'What you have to do' statements in the Unit *Maintain the Health, Hygiene, Safety and Security of the Working Environment* (F7RD 04/HSL4):

- ◆ Deal with risks and accidents promptly, following organisational procedures and legal requirements for safeguarding customers and staff.
- ◆ Record or report risks and any health, hygiene, safety or security action that you have taken according to your organisational procedures.

### **Example**

Completing a simulated fire drill to demonstrate performance for WYHD 6.

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy on the SVQ Hospitality subject page on SQA's website: **[www.sqa.org.uk](http://www.sqa.org.uk)**.

### 3: Generating evidence

How frequently a candidate must be assessed for each Unit or how much evidence is acceptable is not stipulated. Assessors and verifiers should use their professional skills and experience to determine how much evidence over what period of time is sufficient to make a reliable judgment of consistent competent performance. This is likely to vary according to the individual candidate and their working situation.

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

In section 4 you will find examples of how evidence for each Unit and the whole SVQ may be recorded.

Blank forms are provided in the appendix.

## **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.

Remember that one observation record could provide evidence for several Units.

NB: For consistency we have used the following to reference the National Standards in our examples of recording documents:

- ◆ What you have to do: P1, 2, 3
- ◆ Behaviours: B1, 2, 3
- ◆ What you have to know: K1, 2, 3

# Observation record

**Unit:** HSL8 Supervise Functions

**Candidate:** Raymond Smith

**Date of observation:** 24/08/09

**Evidence index number:** 1

Skills/activities observed:	'What you have to do' covered:
<p>Raymond checked the function sheet for details and instructed his team on set up including a function bar. He liaised with housekeeping, cloakroom, reception, and kitchen, checked final details, ie numbers and special requirements with the conference office, and collected float for cash bar from finance. He checked fire exits were clear and boxes and cables were removed/tied down. He then briefed team and allocated tables and job roles, negotiating changes where necessary, eg manning of the bar after a certain time when a member of staff would have to leave early.</p> <p>On arrival of guests he liaised with the best man, going over the order of running and checking on any changes. Raymond supervised the drink reception, the line up, and the seating of guests ensuring all guests were happy. A high chair was obtained where one had not been requested.</p> <p>Throughout the meal Raymond supervised service liaising with the kitchen and ensuring smooth efficient service. He was on hand to answer any queries and encouraged staff to maintain fluency of service throughout. He noted exact numbers attending so that maximum numbers were not exceeded and adapted timings as required, when photos took longer than expected.</p> <p>Raymond supervised the turnaround in preparation for dancing, directing staff quickly and efficiently and liaising with outside contractors who were providing the entertainment. He monitored the bar and ensured all cash and payments were kept secure and organising more change when it was required.</p> <p>Throughout the event Raymond maintained control of circumstances and kept his team focused and the customers happy.</p>	<p>P1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Behaviours demonstrated: B1, 2, 3, 4, 5</p>



<p>At the end of the event, all was cleared safely and efficiently, stock was returned to the cage and all payments entered onto organisation paperwork and submitted to reception.</p>	
<p><b>Knowledge and understanding apparent from this observation:</b> K3, 8, 9,11,12,14, 15, 20, 22, 23, 24</p>	
<p><b>Other Units to which this evidence may contribute:</b>  HSL2 – WYHD – P1,2,3,4,6,9 B1-7, 10 WYHK – K1, K4, K6, K8, K11-K13, K15, K17, K18 – K22  HSL3 – WYHD – P1, 2, 4, 5, 7, 8,10 B2, 4 WYMK – K1, K2, K8, K13, K15, K16, K17, K19  HSL5 – WYDD – P1,2,3,4,5,6 B1,3,4 WYMK – K1, K4, K5, K7  HSL26 – WYHD – P 1,2,3,4,5,7,8,9 B1,3,4,5 WYMK – K1 – K4, K6-K8, K10, K11, K15, K17, K20, K21- K24, K26</p>	

<p><b>Assessor's comments and feedback to candidate:</b></p> <p>You organised and controlled this event well, ensuring that minor problems were dealt with efficiently and that the smoothness of service was maintained. You communicated effectively with members of your team, guests and other departments and supported them as required. Well done.</p>
---

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Amir Shah* Date: *24/08/09*

Candidate's signature: *Raymond Smith* Date: *24/08/09*

## **Questions and candidate responses**

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

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

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

NB: The individual Unit records that we have produced contain a list of all the knowledge statements for each Unit, indicating where knowledge can be inferred through performance evidence and where questioning will be required.

There is also space to record questions.

## Record of questions and candidate's answers

<b>Unit:</b> HSL8 Supervise Functions	
<b>Evidence index number:</b> 4	
<b>Circumstances of assessment:</b> Following observation on Raymond setting up and supervising a function, I wanted to expand on performance observed, ie allocation of duties and cover some 'What you must know' questions which were not observed.	
<b>List of questions and candidate's responses:</b>	
K2	
Q:	How can you limit the amount of disruption a late night event may cause to other guests or neighbours to the hotel?
A:	We can inform other guests that we have a function, we can limit the number of people attending, control the volume of music and ensure functions don't finish too late. We can also ask people to be quiet when they leave and help organise taxis so that people can go with the minimum amount of fuss.
K15	
Q:	Give three examples of the types of problems that can go wrong during a function and what you would do to prevent them or minimise their impact?
A:	There is a shortage of staff for the event – I have numbers for all staff and can call them to see if they could provide cover at short notice, I also have the name of an agency which can provide staff at short notice, I can also contact HR who have a listing of all personnel who can carry out food/drink service functions and use this to organise other staff to help from within the hotel. The band is late — explain to the customer contact and apologise, follow up with the band contact number to see when arrival due, use the internal PA system to play music in the interim, I could also offer to fill in with a bingo or quiz session if the customer felt this was appropriate as we have access to these within the conference office, I also have a contact for a local entertainment company who might be able to organise an alternative at short notice. Power failure — stay calm and apologise to guests, light gangways, toilets and function suite with emergency lighting, eg candles. Limit staff and customer movement where possible, check with Hotel Management as to how long problem will continue and keep guest informed.
K15	
Q:	Why is it important to anticipate problems?
A:	So that the function goes smoothly and guests are happy, this will build the reputation of the hotel and protect the business
WYHD – P1,2,6	
Q:	When you were allocating tasks to your team for the wedding function, what type of things did you consider?
A:	I first considered which areas/tasks I needed covered, checking against timings as to when I would need who, where and when. I then looked at what experience my team had, thinking about any preferences I know they have, what times they are available to work, any interpersonal issues and matched them to the tasks.
Assessor's signature:	<i>Amir Shah</i> <span style="float: right;">Date: 03/09/09</span>
Candidate's signature:	<i>Raymond Smith</i> <span style="float: right;">Date: 03/09/09</span>

## **Candidate's personal statement**

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

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence	Unit
28/08/09	2	<p>There was a private dance party in one of the larger function suites with cash bar. The evening had gone well but I noticed that the bar was becoming extremely busy so asked Emma if she would go behind to help out for a while. Emma is experienced behind the bar so I knew that with her skill she would be effective in reducing waiting times. After around 20 minutes she called me over to say that a customer was complaining that she had short changed him by giving change for a tenner and not a twenty. The man was at the bar so I went to speak to him, he explained what he thought had happened — I apologised and said that I would have to check and that if he would like to resume his seat in the meantime I would do so. He kept repeating that it had been a twenty and wasn't really listening to me, and had begun to raise his voice and move closer towards me. I made sure that I had eye contact with the man, so that I had his attention, apologised for the inconvenience and asked him firmly to return to his table and I would look into it for him, this time he went. I then went behind the bar, spoke to the staff, and pulled off a report on total ring ups from the till, counted the cash, took away the float and we weren't over. By this time the man had come back so I again pulled him to one side and explained that it looked like the till was accurate but that I would do a more thorough check this evening and if he would like to leave me with his name and address I would contact him. The man seemed uncertain as to my suggestion so I repeated it again in a friendly tone keeping good eye contact. A lady then came up and said this would be fine and took the man back to his table.</p>	<p>Witness Testimony 3</p>	<p>HSL26 WYHD P2, 3, 4 5, 6, 8, 9 B1,3,4,6 K1, K2, K3, K6, K13, K17, K21, K25</p> <p>HSL8 WYHD P6,7,8 B1,2,3,4,5,6 K1, K8, K20</p>

Signed (candidate): *Raymond Smith*

Date: *28/08/09*

## **Witness testimony**

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

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

## Witness testimony

<b>SVQ title and level:</b>	Hospitality Supervision and Leadership at level 3
<b>Candidate's name:</b>	Raymond Smith
<b>Evidence index no:</b>	3
<b>Index no of other evidence which this testimony relates to (if any):</b>	2 Testimony in support of Personal Statement handling a customer complaint
<b>Unit(s)</b>	HSL8
<b>Date of evidence:</b>	30/08/09
<b>Name of witness:</b>	Emma Wilson
<b>Designation/relationship to candidate:</b>	Server/My Shift Supervisor
<b>Details of testimony:</b>	
<p>The function bar was really busy so Raymond asked me if I could go behind and help clear the backlog which was building up. I served a man who asked for two pints of lager, I said the price was £6, the man gave me £10 and I gave him £4 change before serving another customer. The bar was busy and I had served a number of other people before the man came back and said I had given him the wrong change and that he had given me a £20 note. He said that he hadn't noticed immediately as he had been speaking to people and it was only when he had returned to his table that he had noticed. I said that I was sorry and checked in the till, there were £20 notes there but I wasn't sure if these were part of the original float. I called for Raymond who came over and spoke with the man, he apologised to him and said that we would have to verify the till amount, and if the man would like to go back to his table Raymond would do this and come and find him. The man didn't want to leave the bar and was beginning to make a fuss, but Raymond was calm and repeated that he would check for the man, that if we had made a mistake then we would return the correct change. The man agreed then and Raymond came behind the bar and ran a report and we weren't over. Raymond had to apologise to other customers for the hold up and we had to note what drinks we sold on a piece of paper while he did this so we could enter it into the till afterwards. The man had come back to the bar before Raymond had a chance to go back to him, so Raymond took him aside and said that at present it didn't look like we were over. The man was annoyed and still sure that he had given me £20, but a lady now joined him and said that what Raymond had suggested would be fine and gave the man's details and took him back to the table.</p>	
<p>Hotel Grand 0510 652 389          Signed by witness: <i>Emma Wilson</i> <span style="float: right;">Date: 30/08/09</span></p>	

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

- Holds A1 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

## Filling the gaps

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

In this SVQ, such gaps are likely to occur in generating evidence for 'What you have to do' statements 6 and 7 in the Unit *Maintain the Health, Hygiene, Safety and Security of the Working Environment* (F7RD 04/HSL4):

- 6 Deal with risks and accidents promptly, following organisational procedures and legal requirements for safeguarding customers and staff.
- 7 Record or report risks and any health, hygiene, safety or security action that you have taken according to your organisational procedures.

You may be able to overcome these by using simulation or project work.

## Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications. Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for re-assessment.

## Judging candidate evidence and making an assessment decision

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.



Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate's competence

### **Insufficient evidence**

You have to judge whether the candidate has produced enough evidence required by the standards for you to reach a decision about their evidence.

Where there is insufficient evidence, you should say this to your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

### **Authenticating candidates' evidence**

Authentication is required where you have not observed candidates' performance at first hand.

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them or, if appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

### **Example**

Authentication could be needed if a candidate has produced evidence of a finished product, such as a new dish, or they may have taken a photograph of a function set up. This could be authenticated by asking the candidate about how it was produced, and also questioning other work colleagues. The same could apply to other products of work such as booking forms, work rotas, maintenance or supply requests.

## 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*. The documents referred to in section 3 along with individual Unit records can 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.

Unit Records can be downloaded from the SVQ Hospitality subject page of SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

An example of a Unit record is provided at the end of this guide. Should you choose to use your own recording material, then you must ensure that the national standards have been replicated correctly and that it allows evidence to be recorded and assessment decisions to be clearly identified.

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 to present evidence and record your assessment decisions, we have provided example of some forms you might use to compile the portfolio:

- ◆ SVQ progress record
- ◆ Evidence index
- ◆ Unit record

### **SVQ 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.

# SVQ progress record

Qualification and level: Hospitality Supervision and Leadership at level 3

Candidate: Raymond Smith

To achieve the whole qualification, you must prove competence in 5 **mandatory** and 3 **optional** Units.

## Unit Checklist

<b>Mandatory</b>	HSL1	HSL2	HSL3	HSL4	HSL5							
<b>Optional</b>	HSL8	HSL24	HSL26									

## Mandatory Units achieved

Unit No	Title	Completion Date	Assessor's Signature
HSL1	Provide Leadership for Your Team		
HSL2	Develop Productive Working Relationships with Colleagues		
HSL3	Contribute to the Control of Resources		
HSL4	Maintain the Health, Hygiene, Safety and Security of the Working Environment		
HSL5	Lead a Team to Improve Customer Service		

## Optional Units achieved

Unit No	Title	Completion Date	Assessor's Signature
HSL8	Supervise Functions	20/10/09	<i>Amir Shah</i>
HSL24	Provide Learning Opportunities for Colleagues		
HSL26	Supervise the Handling of Payments	14/11/09	<i>Amir Shah</i>

## 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 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, e.g. observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

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

## Index of evidence

**SVQ title and level: Hospitality Supervision and Leadership at level 3**

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Observation — Wedding Function	Y	
2	Personal Statement	y	WC 22/10/09
3	Witness Testimony	Y	WC 22/10/09
4	Questions	Y	
5	Observation — Stockbroker lunches	Y	
6	POW Completed Risk Assessment for Function Suite	N Held in File — HR Office	

## Completing the Unit record

To help you and your candidates cross-reference the evidence to the standards, we have provided individual Unit records, these can be downloaded from the SVQ Hospitality subject page of SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

One Unit record should be used for each Unit. 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
- ◆ Entering the date the evidence has been assessed in the third column
- ◆ Ticking the relevant boxes for the 'What you Have to Do' criteria which the evidence covers
- ◆ Ticking the relevant boxes for 'What You Must Know' which the evidence covers
- ◆ Behaviours are recorded on the second grid by stating how the behaviour was met in the first column
- ◆ Entering the relevant evidence index number in the second column
- ◆ Supplementary evidence and questions should be noted by entering the question in the first column
- ◆ Candidate entering the candidate response in the second column
- ◆ Entering Evidence index number

If integrated assessment is used (linking 'What you Must Know' across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided an example to show how to use the record.

### HSL8 Supervise Functions

This Unit is about supervising a function such as banquet, corporate entertainment event, reception, or conference. The Unit covers the preparation, running and closing of the event. As such it includes activities such as briefing, monitoring, clearing up, and debriefing staff beyond the close of the function.

This Unit is a sector specific Unit and has particular links with the following Units in the Hospitality Supervision and Leadership suite of standards:

HSL1 – 6, HSL11, HSL19, HSL27 & HSL28

### Assessor feedback on completion of Unit

I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the Occupational standards

Candidate Signature: Raymond Smith

Date: 09/09/09

I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the Occupational standards.

Assessor Signature: Amir Shah

Date: 09/09/09

Counter signing Assessor Signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate's sampled work meets the standards specified for this Unit and may be presented for external verification.

Internal Verifier Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counter signing Internal Verifier Signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

External Verifier  
initial & date if  
sampled:



What you have to do	Behaviours
P1 Obtain all the necessary information about the function, customer requirements and your responsibilities	B1 You prioritise objectives and plan work to make the best use of time and resources
P2 Plan procedures to ensure that requirements are met and contingencies are developed	B2 You accurately calculate risks and make provision so that unexpected events do not impede the achievement of objectives
P3 Make sure that the equipment and materials needed for the function are on site in good time and are available to the staff that will need to use them	B3 You take personal responsibility for making things happen
P4 Inspect the function venue to make sure that it has been prepared as agreed	B4 You display a good understanding of how different factors in the work context relate to each other
P5 Familiarise yourself with all the necessary health and safety and other legal requirements and communicate these clearly to customers	B5 You identify the implications or consequences of a situation
P6 Ensure staff have the skills, knowledge and resources to carry out their responsibilities	B6 You work to develop an atmosphere of professionalism and mutual support
P7 Liaise with relevant people throughout the function to make sure that the arrangements meet customer requirements	
P8 Monitor the function to make sure that it is running to plan and deal with any problems that threaten to disrupt operations	
P9 Make sure the function and all associated activities comply with relevant legislation and your organisation's standards	
P10 Record all relevant information in a suitable format and make this information available to the relevant people	

			What you have to do										Behaviours					
Evidence Number	Evidence Reference	Date	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	B1	B2	B3	B4	B5	B6
1	Observation record	24/08/09	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	Questions and answers	03/09/09	✓	✓				✓										
2	Personal Statements	28/08/09						✓	✓	✓			✓	✓	✓	✓	✓	✓

What you have to know — Question must be asked for the knowledge statements in bold, it is possible to infer the competence for all other statements	Completed date or reference
<b>K1 What your organisation's customer care policy is</b>	Evidence ref 2
K2 How and why it is important to assess the impact that the function is likely to have on others (e.g. customers, residents, local business etc) and action that can be taken to minimise disturbance	Evidence ref 4
K3 The variety of information required to plan different types of functions including: customers' specific requirements, staffing, equipment, budget, venue capacity and other specifications	24/08/09
<b>K4 How to deal with special requirements for different client groups including: children, older people and people with disabilities</b>	
<b>K5 The types of specific requirements your customers may have, for example, for food, drinks, marketing or table planning</b>	
<b>K6 Sources of reliable information and how to ensure the effective, efficient and safe organisation of appropriate products and services to support a variety of functions</b>	
<b>K7 How to ensure appropriate appointment and how to manage the types of contractors likely to be employed in your area of responsibility</b>	
K8 How to ensure that staff (including contractors) has the required skills knowledge and resources to carry out their responsibilities	24/08/09
K9 Factors that need to be considered in arranging food and beverages for the function	24/08/09
<b>K10 Food safety measures that need to be employed for different types of functions, arrangements and environments</b>	
K11 How to manage the available resources for the event	24/08/09
K12 How to ensure effective management of staff for the event including: allocation of responsibilities, briefing and supervision	24/08/09

What you have to know — Question must be asked for the knowledge statements in bold, it is possible to infer the competence for all other statements (cont)	Completed date or reference
<b>K13 Factors that can be used to adjust the atmosphere for functions</b>	
K14 How to inspect the venue to ensure preparations are in order	24/08/09
K15 Why it is important to anticipate problems, the types of problems that may occur during functions and how you should deal with these	Evidence ref 4
K16 The health and safety and other legal requirements that affect the function and those that need to be communicated to customers	
K17 How to carry out a risk assessment of the premises and what to do with the information	
K18 How to evacuate the premises effectively and safely in the event of an emergency	
<b>K19 What legal requirements cover the clearing of the venue</b>	
K20 How to monitor the function and who you should liaise with during the function to make sure things are going as planned	24/08/09
<b>K21 How to carry out an inspection of equipment used during functions</b>	
K22 The types of records that should be maintained for functions and your organisation's procedures in relation to this	24/08/09
K23 How information about the function should be communicated to customers	24/08/09
K24 Why it is important to communicate with the organiser of the function and how you should do this	24/08/09
<b>K25 Who is responsible for storing equipment and reporting loss or damage</b>	
<b>K26 The types of problems that may occur when a function has finished, how to identify and report these</b>	
K27 How to respond to requests or complaints	Evidence 3

## Supplementary evidence

Evidence/Question	Answer	Date
S1.		
S2.		
S3.		
S4.		

Example of evidence may include:

- i. Observation
- ii. Witness testimony
- iii. Professional discussion
- iv. Candidate statement
- v. Oral questioning
- vi. Written questioning
- vii. Project
- viii. Products of work
- a. Notes of meetings with client/line manager
- b. Staff rotas
- c. Team briefing notes
- d. Plans for functions
- e. Records of functions planned by the candidate

There must be sufficient evidence for the Assessor to judge that the candidate can achieve the learning outcomes and assessment criteria on a consistent basis.

# 5: Further information

## What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

*Assessment Arrangements Resource Pack — Draft Version*  
(Home>Services for Centres>Assessment Arrangements)

*Customer Charter*  
(Home>Policies>Customer Charter)

*Candidate Malpractice in External Assessments (BA3143)*  
(Home>Services for Centres>Publications Sales and Downloads>Information for Centres)

*E-assessment: Guide to Effective Practice*  
(Home>Services for Centres>E-assessment> E-assessment: Guide to Effective Practice)

*Guide to Assessment (AA4147)*

*Guide to Approval for Training Providers and Employers (A0961/6)*

*Guide to Internal Moderation for SQA Centres (AA1453)*  
(Home>Services for centres>Induction Guide for SQA Co-ordinators>Quality Assurance)

*Support Strategies for Candidates Who Use Sign in SQA Examinations*  
(Home>Services for Centres>Assessment Arrangements>Downloads)

*The Appeals Process: A Handbook for Centres (AA0690/4)*  
(NQ>NQ News>Archived NQ News>The Appeals Process: A Handbook for Centres)

*The Operational Guide for Centres* has been replaced by the online Operational Help Centre on SQA's website. **www.sqa.org.uk**. The direct link is:  
**<http://pubweb1.sqa.org.uk>**.

# Observation record

Unit:

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	'What you have to do' covered:
	Behaviours demonstrated:
Knowledge and understanding apparent from this observation:	

Other Units 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:





# Personal Statement

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

Signed (candidate):

Date:

## Witness testimony

<b>SVQ title and level:</b>	
<b>Candidate's name:</b>	
<b>Evidence index no:</b>	
<b>Index no of other evidence which this testimony relates to (if any):</b>	
<b>Unit(s)</b>	
<b>Date of evidence:</b>	
<b>Name of witness:</b>	
<b>Designation/relationship to candidate:</b>	
<b>Details of testimony:</b>	
<b>Telephone no. for witness:</b>	
<b>Signed by witness:</b>	<b>Date:</b>

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

- Holds A1 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

# SVQ progress record

Qualification and level:

Candidate:

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

## Unit Checklist

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

## Mandatory Units achieved

Unit No	Title	Completion Date	Assessor's Signature

## Optional Units achieved

Unit No	Title	Completion Date	Assessor's Signature

