



# **Assessor's guidelines for the SVQ in Playwork at level 2**

Publication date: August 2008  
Publication code: DB4566

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

*The information in this publication may be reproduced in support of SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, then written permission must be obtained from the Support Materials Development Officer at SQA. It must not be reproduced for trade or commercial purposes.*

# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Playwork at level 2**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

# Introduction

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

## About SVQs

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

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

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

### Explanation of levels

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

## How are standards defined in SVQs?

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

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

The quality of performance in what people must be able to do — how well they have to perform — is described by **Performance Criteria**. In this SVQ they are called **what candidates must do**.

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

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

## Who is involved in SVQs?

There are several roles:

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

\*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ — see 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 Playwork

The SVQs in Playwork have been developed by SkillsActive and are intended for people in the field of playwork.

These people may be working as out of school care practitioners or playscheme practitioners. They will require skills and knowledge in children's rights, health and safety, play, working with children and parents, working as a team member, and organisational skills for playwork settings.

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: colleges and training organisations, in partnership with employers and playwork centres such as out-of-school clubs, playschemes and children's groups.

## Structure of the SVQs

This section lists the Units which form the SVQ in Playwork at level 2.

The candidate must complete six Units in total. They must complete all four mandatory Units and any two optional Units

### Mandatory Units

SQA Ref	NTO Ref	Title
F376 04	PW33	Support Relationships in the Play Environment
F377 04	PW34	Work with Children and Young People to Create Play Spaces and Support Freely Chosen, Self Directed Play.
F378 04	PW35	Contribute to the Health, Safety, Security and Welfare of Children and Young People Using the Play Environment
F379 04	PW36	Help to Improve Your Own Practice and the Work of Your Playwork Team

### Optional Units

SQA Ref	NTO Ref	Title
F37A 04	PW25	Contribute to Providing Food and Drink in the Play Environment
F37B 04	PW26	Facilitate a Specific Play Opportunity at Children or Young People's Request
F37C 04	PW27	Support the Development of Playwork Opportunities in the Community
F37D 04	PW28	Contribute to Supporting Disabled Children and Young People in the Play Environment
F37E 04	PW29	Support Work with Parents and Carers in the Play Environment
F37F 04	PW30	Carry Out Playwork in a School Setting
F37G 04	PW31	Contribute to the Administration of the Play Environment
F37H 04	PW32	Support the Travel of Children and Young People Outside the Play Environment

## An assessment strategy for the SVQ

As part of its review of the SVQ, the standards-setting body SkillsActive has developed an assessment strategy which defines a range of requirements:

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

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

## Why would people be interested in the SVQ?

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

## How do candidates begin?

### Choosing the SVQ

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

### An example

Ross has been a playworker in an out-of-school centre for six months and enjoys the work. He now wants to gain a qualification and be registered with SSSC. As he works as a playworker but under supervision, his assessor thinks that his role as a support worker in the setting would best suit the SVQ in Playwork at level 2.

Ross and his assessor have discussed what experience he has in the out-of-school centre. There are some Units which he feels that he is confident in at the moment. These are:

- ◆ PW25 *Contribute to Providing Food and Drink in the Play Environment*
- ◆ PW33 *Support Relationships in the Play Environment*

- ◆ PW32 *Support the Travel of Children and Young People Outside the Play Environment*

Ross and his assessor talked about two of the Units that he felt he required further training to complete, but he was interested to work on:

- ◆ PW34 *Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-directed Play*
- ◆ PW36 *Help to Improve Your Own Practice and the Work of Your Playwork Team*

Ross also discussed with his assessor the fact that he had been asked to carry out a health and safety check and risk assessment. Ross would undertake the Health and Safety check and risk assessment prior to taking children to the local outdoor playground, so that the children would be able to use this each day. Ross said that he wanted to ask some of the children to come with him and the other member of staff who would be accompanying him. The assessor said that this would be a piece of evidence which could be assessed and would link to the following Units:

- ◆ PW35 *Contribute to the Health, Safety, Security and Welfare of the Children and Young People Using the Play Environment*
- ◆ PW34 *Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-directed Play*
- ◆ PW33 *Support Relationships in the Play Environment*



## 2 Preparing to assess the SVQ

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

### Your role and your candidate's role

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

#### Your role

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

#### Candidates' role

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

# Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers Units:

- ◆ PW33 *Support Relationships in the Play Environment*
- ◆ PW34 *Work with Children and Young People to Create Play Spaces and Support Freely Chosen, Self-directed Play*
- ◆ PW35 *Contribute to the Health, Safety, Security and Welfare of Children and Young People Using the Play Environment*

You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

## Assessment plan

Units: PW33.1, PW33.2, PW34.1, PW34.2, PW35 .1, PW36.1					
Elements:					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
<p>I will observe the children's play and respond to any cues or invitations to join them. I will work with them to help them develop play spaces which may be transient or affective depending on the children's needs and preferences. I will have a range of resources at hand for the children to use such as sheets, cardboard boxes, art materials, loose parts, and the resources in the out-of-school care cupboard. I will support their play and encourage the development of their ideas. I will then reflect on my role in the play experience</p> <p>Playwork principles assignment</p>	<p>PW33.1 PC 3, 4            PW33.2 PC 3, 4,            PW34.1 PC 1, 2, 3, 4,            PW34.2 PC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10            PW34 knowledge 4, 5, 6, 7, 8, 12, 13, 14, 15, 26</p> <p>PW35.1 PC 1, 2, 5, 6,            PW36.1 PC 1, 2, 4,</p>	<p>Direct observation by assessor and assessor's report, and candidate's reflective account to include knowledge</p> <p>Written assignment on principles relating to practice</p>		<p>Play observation records, to include types/cues/cycles, must be completed by the candidate</p>	<p>Possible naturally occurring evidence for</p> <ul style="list-style-type: none"> <li>◆ PW33.1 PC 1–10</li> <li>◆ PW33.2 PC 1–7</li> <li>◆ PW35.1 PC 3, 4, 5, 7, 8,</li> </ul>
<p><b>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review</b></p>	<p>Oral questioning possibly on observation of practice</p>				

Assessor's signature: *Anesha Shah*

1st review due: *10 April 2008*

Candidate's signature: *Ross Kindness*

2nd review due: *17 May 2008*

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:

- ◆ Standards require the assessments to be in a real working environment
- ◆ Evidence of naturally-occurring situations can be observed by an assessor
- ◆ Candidate can work at own pace
- ◆ Candidate will have the support of work colleagues

The challenges might be:

- ◆ Planned assessments may not happen due to staffing pressures
- ◆ Children deciding that they do not want to participate in a particular activity
- ◆ Staff are not supportive to the candidate
- ◆ Candidate's hours, eg breakfast clubs

### Example

A candidate is working with a group of children looking at the play experience and discussing with them their views on it and what they want from the play setting. This piece of work can be observed by the assessor and then used as evidence for Units PW33 and PW34. It can also be used by the candidate and assessor as a starting point for planning with the children for Unit PW34. An assessor on site would be there to observe this play experience even if it was unplanned. The candidate could write up the experience in a reflective account and cross reference it to several Units such as PW35 and PW34.

The assessor would write up the observation as part of the holistic observation of the candidates practice. If a peripatetic assessor is used and not available to observe the activity, then the candidate can write the reflective account and obtain a witness testimony from somebody present to validate and authenticate the account, or the candidate and children may agree to set up resources for next week based on their discussions. The peripatetic assessor could then be asked to observe the play experience.

## **Methods of assessment**

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

#### **Example 1**

Abigail is planning to support work by the children and other staff on a creative play space over the first week of the playscheme. The aim is to set out large equipment such as boxes and chicken wire and let the children develop their own art. Abigail discusses this with her assessor and they agree that a planned observation should take place for the first session in the playscheme. The observation should generate evidence for Elements in the Units PW33, PW34 and PW35. The assessor and Abigail set the date and time for the observation.

#### **Example 2**

Bonnie is observing children playing in the play setting. Two of the girls begin to fight over whose turn it is to have the purple glitter pen. Bonnie gives the girls time to try and sort out the issue themselves, but then one of the girls shouts at the other and reduces her to tears. Bonnie intervenes and supports both girls who are now upset. Bonnie's assessor was in the play room also and observed Bonnie dealing with the whole situation. It is agreed that this naturally-occurring situation can generate evidence for PW33.2.

## 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 include:

- ◆ Health and safety checklist or accident report forms for use in Unit PW35.
- ◆ Observation of play activities checklists for use in Unit PW34.

## Questioning

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

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

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

### Example 1

Written question for PW34 knowledge 28

What are the main stages of the Play Cycle?

Sample answer: The child thinks about what she wants to play with — metalude, then cues to another child which is then returned, and a play frame may develop through the cueing and returning process.

### Example 2

Oral question from assessor after observation of candidate intervening in a play activity between three children digging a hole in the garden.

Why did you choose to intervene at that moment?

Sample answer: I felt that one of the children was getting a bit upset with the enthusiasm of the other two aiming to go faster in the digging, so I wanted to remind them I was there as support for the play space but also to ensure everyone was safe.

## Other methods of assessment

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

## **Personal statements**

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

In this SVQ, a personal statement is a narrative written by a candidate to describe how they would deal with a situation that is not easily observed or is outwith the candidate's experience in the work place. This could be working with a conflict with a member of staff or parent, or it could be dealing with a child protection incident.

### **Example**

This personal statement extract could generate evidence for Unit PW35 knowledge 25.

I have not had to deal with a child in our setting who has had an issue with personal hygiene, however if I had, I would deal with it as sensitively as possible and speak to my line manager for guidance before talking to the child.

## **Reflective Accounts**

Reflective accounts are a special assessment tool used in this sector. A reflective account is where the candidate writes about an activity they carried out which was either observed by the assessor or occasionally witnessed. The observed activity is written up by the candidate to explain what she did and why she did it.

A reflective account is the candidate's explanation of events which relates to the performance criteria (what you must do), parts of the range (what you must cover), and the knowledge requirements. In the reflective account, candidates reflect on the activity and include several points from the knowledge and understanding section.

### **Example**

Lewis was observed by his assessor working with a group of children in the outdoor play area. He responded to the children's cues and intervened in the play once, and was asked by the children to build a den with them. After the observation, Lewis wrote up his reflective account of the experience saying what had happened and concentrating on why he intervened when he did, and why he returned the cues in the way he did, and why it was important for the children's play experience for him to take this role.

This reflective account covered evidence for Units PW33, PW34 and PW35 including knowledge from all of these Units.

## 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 questioning candidates.

## Example

A candidate dealt with a child who had an accident while on a trip. The assessor was not present, so the candidate wrote up a reflective account of the incident. The witness wrote a short declaration stating that the events explained in the reflective account was an accurate account of what she saw.

## Simulation

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

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



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

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

Simulation is only allowed for Unit PW35, Element 2 in this qualification.

**Example**

The candidate can be observed assisting with an evacuation of the play setting in a simulation of a fire or gas leak.

**Other sources of evidence**

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

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

# 3 Generating evidence

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

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

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statements or reflective account (produced by the candidate)
- ◆ witness testimony

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

## Observation

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

# Observation record

**Unit(s):** PW33, PW34, PW35

**Candidate:** Ross Kindness

**Date of observation:** 4 February 08

**Evidence index number:**

<b>Skills/activities observed:</b>	<b>PCs covered:</b>
<p>Ross checked the room with the health and safety checklist before the children arrived. He noted a broken chair and reported it to his line manager. He welcomed the children when they got in and chatted to them about their day. Ross had boxes and bags of material and a big roll of bubble wrap. He also had two pop-up tents and the parachute. Ross told the children that it was stuff for them to use as they had discussed with him yesterday. The children were excited, and began to get all the stuff out of the bags. Ross observed the play.</p> <p>One of the children asked him to help put up the tent, which Ross did, then he asked if they needed help with anything else. Two girls asked him to help them make a den and asked him if he had ideas. Ross returned well to the cues and only helped or intervened when the children asked him to.</p> <p>One of the new children who was only 5 looked a bit lost, Ross approached him and asked him if he wanted to help him build a den. The boy said he would. Ross involved the child and as more children came over and asked the boy if it was okay to play in his den, Ross stepped back and let the boy lead, then stepped out of the play frame. The play lead to a game of hide and seek with all the children playing. Ross observed, and intervened when one of the girls slid on the floor and fell over. Ross reassured her and checked she didn't need first aid treatment. Ross reported it to his manager.</p>	<p>PW33.1 PC 1, 2, 3, 4, 7, 8, 10            PW33.2 PC 3            PW34.1 PC 1, 2, 3, 4, 5, 6, a1, 3,            PW34.2 PC 2, 3, 4, 6, 7            PW35.1 PC 1, 3, 4, 8            PW35.2 PC5, 6            PW36.2 PC 1, 2, 3</p>

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

**Other Units/Elements to which this evidence may contribute:**

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

A good piece of playwork Ross. The children enjoyed this and your cue and returns within the play frame were good. Well done.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Aneesha Shah*

Date: *7 February 2008*

Candidate's signature: *Ross Kindness*

Date: *7 February 2008*

## **Questions and candidate responses**

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

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

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

## Record of questions and candidate's answers

<b>Unit: PW34</b>	<b>Element(s):</b>
<b>Evidence index number:</b>	
<b>Circumstances of assessment:</b>	
Questions relating to knowledge in Unit PW34 — K22, K26.	
<b>List of questions and candidate's responses:</b>	
Q: What would you do if you had any concerns about any of the children in the play setting?	
A: I would speak to my line manager about the concern and make sure that I only communicated what I saw or what the children said and not my own view on it. I would also make sure I did not speak to anybody else about my concerns.	
Q: What type of support do you think some children may need to develop the play space?	
A: Some children may have a disability which may mean that physically they might need support to put up dens or pull ropes. Also a child might struggle in cueing or returning to others either because of their age or confidence and so I would need to be sensitive to this and give support if the child wanted me to.	
Assessor's signature: <i>Aneesha Shah</i>	Date: <i>8/6/08</i>
Candidate's signature: <i>Ross Kindness</i>	Date: <i>8/6/08</i>

## **Candidate's reflective account**

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

# Reflective Account

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
7/2/08		<p>I had observed the children playing in the gym hall of the out-of-school care on Tuesday. They were playing hide and seek, but had got a bit frustrated with it as there were not enough places to hide. I chatted to a few of the children afterwards, and asked them what they thought could make the play space better. They said that they wanted stuff to make hiding places, so I asked my manager if I could get this for them for the next time the children were in. I feel it is important to listen to the children and help them get what they want in the playroom if possible. So today I collected lots of resources that hopefully the children could use.</p> <p>Before the children arrived I was asked to do the health and safety checklist in the hall. It is used by other people at night so it is important to check that it is safe and that all the areas are clean and nothing is lying about or entrances blocked. I filled in the health and safety checklist and reported back to my manager that one of the chairs has a break in the leg. She asked me to take it to the janitor which I did. I had brought some large bags of material, sheets, clothes pegs, thin rope, two clothes horses and two pop up tents. I also had a large roll of bubble wrap. I talked to my manager and we decided that it was best to just leave the bags in the hall.</p> <p>When the children arrived in from school with the other staff, I said hello to them and asked if they had a good day. They were all very excited to see the bags and tents. Some of them got into the bags immediately, and seemed to already have the idea to build a den. One of the boys asked me if this was the stuff that they had wanted for hide and seek. I told them it was and he said 'wicked', and started to put up one of the tents. I stood back and observed and encouraged them, it was really hard not to join in and get the tent up. One of the children finally asked me to help them with the den, which I did, but I still tried to get him to think about it himself and take the lead.</p> <p>Tommy is one of the new children from p1 and is only 5, I saw him looking at the others all being busy and he looked like he didn't know what to do or how to cue. I asked him if he wanted to help me put up one of the tents. He smiled and start to help me. I asked him what he thought we should do and tried to encourage him to take the lead and set the play cues. Tommy got involved and then more children came over and asked to help, I put it over to Tommy who looked very pleased with himself and he told the others what he needed them to do. I stepped out of the play frame at this</p>		<p><b>PW 34.1</b> <b>PC 1, K12</b> <b>PW 33.1</b> <b>PC 1, 3</b></p> <p><b>PW 36.2</b> <b>PC 2, 7</b> <b>PW 34K 8</b></p> <p><b>PW 34.1</b> <b>PC 5</b></p> <p><b>PW 35.1</b> <b>PC 1, 3, 8</b> <b>K3, K8</b></p> <p><b>PW 34.1</b> <b>PC 6</b></p> <p><b>PW 33.1</b> <b>PC 1, 2, 3</b></p> <p><b>PW 33.1</b> <b>PC 4</b> <b>K11</b></p> <p><b>PW 34.1</b> <b>PC 1,</b></p> <p><b>PW 34.2</b> <b>PC 5, 6</b> <b>PW 34</b> <b>K10</b> <b>PW 34</b> <b>K26</b> <b>PW 33.2</b> <b>PC 5</b> <b>PW 33.1</b> <b>PC 10</b> <b>PW 34.2</b> <b>PC 8, 9</b></p>

	<p>time and continued to observe. The children after having all the dens and tents set up, decided to play hide and seek. They knew that we as adults were there, and we chatted to them and encouraged them, but didn't get involved or interrupt their play unless they asked us to. It was a really great play session. The game of hide and seek developed into each of the dens becoming planets and so a battle of the planets began.</p> <p>One of the girls asked another member of staff for the dressing up clothes and the house corner equipment. I helped the staff get the equipment out of the cupboard. The children got dressed up and put the house corner stuff into their dens or planets. I asked my line manager if I could put the snack on the big table but let the children take it all into their dens. She said that was fine as long as I was prepared to clear up the mess if it got spilled.</p> <p>One of the girls was running across the room and slid on the floor. I was just beside her and so helped her up and told her she would be okay. I asked her where it hurt and if she wanted to sit down, but she said she was fine. She didn't seem to have bumped her head or have any obvious injury, so I let her go back to play. I told my line manager and asked whether I should fill in an accident form or not. She told me to fill one in even though there seemed to be nothing wrong. I filled the form in and my manager signed it and put it in the log book.</p> <p>In the hall the children were having great fun. They asked if they could keep the dens up till tomorrow, but I explained that we had to clear them all away as other groups used the hall at night. We discussed how they could keep all their stuff together to do tomorrow. One of the other members of staff suggested that they all got a black bag and each little group who had made a den could put all their stuff in it and put a sticker on it for tomorrow. The children liked this and we told them that it would be good to tidy up now before all the parents came. I helped some of the children dismantle their dens and put their material into the bags.</p> <p>I talked to some of the children as we tidied up and asked them what they thought of the play session. They had really enjoyed it and were full of ideas for tomorrow as to how they could make their planets better.</p> <p>My manager also encouraged me at the end of the session, and gave me feedback on how she thought it had gone.</p>		<p><b>PW34.1</b> <b>PC 4, 5</b></p> <p><b>PW34.1</b> <b>PC 6</b></p> <p><b>PW35.1</b> <b>PC 1, 2, 3,</b> <b>5, 7</b></p> <p><b>PW34.2</b> <b>PC 9, 10</b></p> <p><b>PW34.2</b> <b>PC 10</b></p> <p><b>PW36.1</b> <b>PC 1, 3</b></p>
--	---	--	---

Signed (candidate): *Ross Kindness*

Date: *6/2/08*



## **Witness testimony**

Remember when you to use witness testimony that it must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidates' 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>	Playwork at level 2
<b>Candidate's name:</b>	Ross Kindness
<b>Evidence index no:</b>	5
<b>Index no of other evidence which this testimony relates to (if any):</b>	6 (Reflective account of accident)
<b>Element(s):</b>	
<b>Date of evidence:</b>	15 April 08
<b>Name of witness:</b>	Steven Andrews
<b>Designation/relationship to candidate:</b>	Colleague at out-of-school care
<b>Details of testimony:</b>	
<p>I witnessed Ross dealing with a child who had fallen over and banged his head and got a nose bleed. Ross dealt with the situation well, reassuring the child and following the correct procedures. I have read Ross's reflective account of the whole situation, and I agree that this is an accurate account of what happened.</p>	
<p>I can confirm the candidate's evidence is authentic and accurate.          Signed by witness: <i>Steven Andrews</i> Date: <i>15/04/08</i></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.

## **Guidance and support to candidates**

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for re-assessment.

## **Judging candidate evidence and making an assessment decision**

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

Evidence must:

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

### **Insufficient evidence**

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

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

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

## **Authenticating candidates' evidence**

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

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

### **Example**

A candidate who deals with a child and an accident may use a reflective account and an accident form. An authentic method to prove this took place, would be to have a witness testimony from a colleague who saw the candidate dealing with it. The assessor would authenticate the witness testimony.

## 4 Recording achievement

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

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

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

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

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

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

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

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

These forms are also used in SQA's portfolio.

## **Completing the Unit progress record**

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

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

# Unit progress record

Qualification and level: SVQ in Playwork at level 2

Candidate: Ross Kindness

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

## Unit Checklist

Mandatory	<b>PW33</b>	PW34	PW35	<b>PW36</b>						
Optional	<b>PW25</b>	PW26	PW27	PW28	PW29	PW30	PW31	PW32		

## Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
PW33	Support Relationships in the Play Environment	<i>Aneesha Shah</i>	20/2/08
PW34	Work with Children and Young People to Create Play Spaces and Support Freely Chosen, Self-directed Play		
PW35	Contribute to Health, Safety, Security and Welfare of Children and Young People Using the Play Environment		
PW36	Help to Improve Your Own Practice and the Work of Your Playwork Team	<i>Aneesha Shah</i>	5/5/08

## Optional Units achieved

PW25	Contribute to Providing Food and Drink in the Play Environment	<i>Aneesha Shah</i>	26/2/08

## Using the index of evidence

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

The index of evidence should be completed by entering:

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

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

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

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



## Index of evidence

**SVQ title and level: Playwork at level 2**

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Reflective account on play	yes	LS 10/6/08
2	Direct observation	yes	
3	Play observations	yes	
4	Reflective account on accident	yes	
5	Accident report form	No – in office log	
6	Witness testimony of accident		

## **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: PW34 Work with Children and Young People to Create Play Spaces and Support Freely Chosen, Self-directed Play

Element: 1

Evidence Index No	Description of Evidence	PCs						Areas of knowledge and understanding														
		1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Reflective account	✓	✓	✓		✓	✓				✓				✓		✓			✓	✓	
2	Direct observation	✓	✓	✓	✓	✓	✓															
3	Play observation records, to include types/cues/cycles, must be completed by the candidate	✓	✓																✓		✓	

**Unit: PW34 Work with Children and Young People to Create Play Spaces and Support Freely Chosen, Self-directed Play**

**Element: 1**

**Notes/Comments**

Good first assessment for this Unit, next observation and reflective account should cover more evidence.

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

Candidate: *Ross Kindness*

Date: *01/05/08*

Assessor: *Aneesha Shah*

Date: *01/05/08*

Internal Verifier: *Lynne Reid*

Date: *01/06/08*

## 5 Further information

### What else should I read?

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

*Assessor/Verifier Units: assessment guidance*

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

*Guide to Assessment and Quality Assurance for Colleges of Further Education*

*Guide to Assessment and Quality Assurance for Employers and Training Providers*

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

*Quality Assurance Principles, Elements and Criteria*

*Operational Help Centre*

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

# Reflective Account

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

**Signed by candidate:**

**Date:**

# 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

Unit Number	Title	Assessor's Signature	Date

## Optional Units achieved


## Index of evidence

SVQ title and level:

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



# Element achievement record

**Unit:**

**Element:**

Evidence Index No	Description of Evidence	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>

<b>Knowledge and understanding apparent from this observation:</b>
--

<b>Other Units/Elements to which this evidence may contribute:</b>
--

<b>Assessor's comments and feedback to candidate:</b>
---

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

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>Element(s):</b>	
<b>Date of evidence:</b>	
<b>Name of witness:</b>	
<b>Designation/relationship to candidate:</b>	
<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>