Assessment Guidance for the SVQ in Community Support through Electronic Monitoring at level 3

Contents

1   General Information

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**. These may also be called **statements of competence** or **what candidates should do**.

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

Some standards also contain statements on **scope/range**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

Who is involved in SVQs?

Candidate	**The person who wants to achieve the SVQ, eg an employee**
Assessor*	**The person who assesses the work of the candidate and decides if they are competent (eg supervisor)**
Internal verifier*	**The individual nominated by the centre who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)**
External Verifier*	**The individual appointed by the SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ**

Expert Witnesses may also be involved — Expert Witnesses contribute to the assessment process by testifying to the competence of a candidate in their area of occupational expertise.

*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.**

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

These are the main stages in the assessment process:

♦ planning for assessment

♦ generation and collection of candidate evidence that shows competence in the selected Units

♦ judging the evidence of the candidate's competence and making an assessment decision based on this evidence

♦ recording the assessment decision and the candidate's achievement

2 The SVQ in Community Support through Electronic Monitoring

The new National Occupational Standards (NOS) and Scottish Vocational Qualification (SVQ) in Community Support through Electronic Monitoring have been developed by Skills for Justice, the government recognised Sector Skills Council for the justice sector. These NOS and SVQ are the product of an extensive research project carried out by Skills for Justice. The NOS are designed to act as a benchmark of best practice and describe competent performance in terms of outcomes of individual's work and knowledge and skills they need to perform effectively.

Target audience

The SVQ in Community Support through Electronic Monitoring at level 3 is a nationally recognised award accredited by the Scottish Qualifications Authority (SQA) and is designed for all staff involved in the electronic monitoring of offenders in the community.

Entry requirement

There are no formal entry requirements for individuals wishing to take this SVQ. However, assessors should ensure candidates have the potential and opportunity to provide evidence for the qualification or Unit(s) as applicable.

Structure of the SVQ

This section lists the Units which form the SVQ in Community Support through Electronic Monitoring at level 3.

The SVQ at level 3 comprises **five** mandatory Units and **three** optional Units. At least one of the optional Units must be selected from Group A.

Mandatory Units

There are five mandatory Units.

SQA Ref	SSC Ref	Title
F297 04	AA1	Promote Equality and Value Diversity
F2AT 04	AB1	Communicate Effectively With People
F799 04	AC1	Contribute to the Quality of Team Working
F298 04	AE1	Maintain and Develop Your Own Knowledge, Skills and Competence
F299 04	AF1	Ensure Your Own Actions Reduce Risks to Health and Safety

Optional Units

Three Units to be chosen from the groups below.

Group A — **at least one** Unit must be selected from this group (candidates can select **up to three** Units from this group)

SQA Ref	SSC Ref	Title
D7F0 04	FG1	Contribute to Planning the Installation and Decommissioning of Electronic Monitoring Equipment
D7F3 04	FG2	Install and Decommission Electronic Monitoring Equipment
D7F4 04	FG3	Help People to Comply with Electronic Monitoring Requirements
D7F1 04	FG4	Identify Electronic Monitoring Incidents and Initiate a Response
D7F5 04	FG5	Follow Up Electronic Monitoring Incidents in the Field

Group B — up to two Units can be selected from this group

SQA Ref	SSC Ref	Title
F29C 04	AD1	Develop and Sustain Effective Working with Staff from Other Agencies
DK4L 04	AF2	Protect Yourself from the Risk of Violence at Work
F29F 04	DA1	Provide and Obtain Information at Courts and Formal Hearings
B83X 04	DA2	Represent the Agency in Courts and Formal Hearings
F29Y 04	FE3	Drive Vehicles to Carry Out Custodial Duties
F79A 04	GA7	Communicate and Engage With Children, Young People, and their Families and Carers
F2AK 04	HE8	Support the Efficient Use of Resources
F2AL 04	HF16	Manage Information for Action
B6KL 04	HJ2	Monitor Compliance with Quality Systems
B6T2 04	ZA1	Receive, Transmit, Store and Retrieve Information
D7F7 04	ZA3	Research, Prepare and Present Information from a Variety of Sources
D7F6 04	ZB3	Provide Effective Customer Service
F2AM 04	ZH2	Enter and Find Data Using a Computer

Assessment Strategy

This section is based on, and amplifies, the assessment strategy for the NVQ/SVQs in Community Support through Electronic Monitoring. The Assessment Strategy was produced by Skills for Justice to ensure greater clarity to the assessment of the SVQ/NVQ, to ensure its quality, and promote confidence in those who gain it.

The assessment strategy specifies the general principles for assessment and quality assurance of the qualifications and is essential reading for all assessors and verifiers.

The assessment strategy specifies:

♦   the recommended approach to external quality control of assessment
♦   the type and amount of evidence to be collected for assessment purposes, including mandatory requirements for evidence from performance in the workplace
♦   the extent to which simulated working conditions may be used in assessment, and any required characteristics of the simulations, including definitions of what might constitute realistic working environments
♦   the occupational expertise requirements for assessors and verifiers

The assessment strategy is available on SQA's website: **www.sqa.org.uk.**

External quality control of assessment
The monitoring and standardisation of assessment decisions will be achieved by a robust and strong external verification system.

Skills for Justice require all external verification reports and other data relating to a centre to be evaluated by SQA and any risks relating to quality control to be addressed. External verification, monitoring, support and control will be put in place as appropriate to each centre's level of risk.

The use of workplace performance evidence
Assessments of candidates' performance must take place in a work-based situation, except for those Units for which simulation has been deemed acceptable (see appendix 1).

In order to ensure that the evidence used to assess candidates against the National Occupational Standards is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Skills for Justice believes that direct observation by a competent assessor or testimony from an Expert Witness is always to be preferred. Expert Witness testimony has parity with assessor observation unless otherwise stated in Unit evidence requirements. The assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the Unit.

Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical, eg work products, records, reflective accounts, professional discussion.

The use of simulation for providing evidence
Simulations should only be used where stated in the Units. Appendix 1 details where simulation is permitted in the suite of Community Support through Electronic Monitoring Units.

Assessment in a simulated environment should only be used in the following circumstances:

1. Where evidence in the workplace will not be demonstrated within an acceptable time frame.
2. Where the nature of the work activity presents high risk/danger to the candidate and others.

Simulations must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work situation. A centre's strategy for simulations should be approved by the External Verifier and all simulations must be agreed with the internal verifier prior to use.

All simulations should follow these basic principles:

1. A centre's overall strategy for simulation must be examined and approved by the External Verifier.
2. The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across.
3. Where simulations are used they must reflect the requirements of the National Occupational Standards.
4. The location and environment of simulation must be agreed with the internal verifier prior to taking place and be checked by the External Verifier.
5. All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the National Occupational Standard seeks to assess and all simulations should follow these documented plans.
6. There should be a range of simulations to cover the same aspect of the Unit so that the risk of candidates successfully colluding is reduced.

Occupational expertise and requirements for Assessors, Expert Witnesses and Internal Verifiers

Requirements for Assessors

All assessors must:

1. be occupationally competent in the functions covered by the Units they are assessing.
2. Be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the NOS they are assessing as a practioner, trainer, or manager.
3. be familiar with the National Occupational Standards; and must be able to interpret and make judgements on current working practices and technologies within the area of work.
4. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector.
5. hold, or be working towards, the assessor qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory authorities.

Requirements for Expert Witnesses

All Expert Witnesses must:

1. be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the Units to which they are contributing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector.
2. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector.
3. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the NOS that they are witnessing as a practitioner, trainer, or manager.
4. be familiar with the National Occupational Standards; and must be able to interpret current working practices and technologies within the area of work.
5. have had an appropriate induction to Skills for Justice SVQs, the assessment centre and Awarding Body requirements, and have access to ongoing training and updating on current issues relevant to these SVQs and NOS.

Requirements for Internal Verifiers

All internal verifiers must:

1. be occupationally knowledgeable across the range of Units for which they are responsible prior to commencing the role.
2. understand the content, structure and assessment requirements for the SVQs they are verifying.
3. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector.
4. hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory authorities.
5. occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an internal verifier.
6. have an appropriate induction to Skills for Justice SVQs and the standards that they are verifying provided to them by the centre, and have access to ongoing training and updating on current issues relevant to these SVQs and standards. Information on the induction and continuing professional development of internal verifiers must be made available to the External Verifier.

3 Preparing to assess the SVQ

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

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

Roles in assessment

Candidate
The candidate is at the centre of the assessment process and has a key role in ensuring the process is effective. The candidate should:

♦ familiarise themselves with the standards so they know what is to be assessed
♦ carry out a self-assessment against the standards to identify any learning and development needs
♦ work with their assessor and mentor, if available, to identify opportunities for collecting evidence
♦ gather and present evidence for assessment, and
♦ receive and act on feedback from the assessor

Assessors
Assessors support and assess candidates working towards the SVQ. They make sure that candidates meet the national occupational standards needed to achieve the SVQ.

The assessor's role is to:

♦ ensure candidates understand the assessment process — what is to be assessed and how it is assessed
♦ help candidates to identify and gather evidence
♦ observe candidates carrying out activities in their workplace
♦ examine candidates' evidence
♦ question candidates and record results
♦ judge and authenticate evidence
♦ provide feedback and offer advice if the standards are not met
♦ record achievement

Expert Witnesses

Expert witnesses can be used to address any gaps in the technical and occupational competence of assessors, and for confidential or sensitive activities that are not appropriate for assessor observation.

A qualified assessor will make the final judgement about a candidate's competence based on testimony provided by the expert witness together with any other corroborating evidence.

The assessment process

This section offers practical advice on aspects of the assessment process for the SVQ in Community Support through Electronic Monitoring.

Getting off to a good start

The quality of the advice and guidance received at the beginning of the assessment process is a key factor in ensuring candidates achieve the best results from the SVQ.

SVQs are about competence in the workplace. Effective assessment is facilitated by:

♦ building positive working relationships
♦ working with the candidate and the line manager to identify the appropriate level of SVQ and choice of optional Units
♦ making sure that decisions reflect the needs and expectations of the organisation as well as the candidate
♦ checking the candidate will be engaged in roles that allow them to meet the requirements of the appropriate Units of competence
♦ recognising that using an SVQ to prepare a candidate for a new job role requires more extensive planning of learning, ways of developing practice, and assessment opportunities; and ensuring the candidate and organisation appreciates and will support this

Initial assessment

Initial assessment provides the evidence to determine the starting point of learning and assessment.

In carrying out an initial assessment the assessor should:

♦ find out what the candidate already knows and can do for immediate assessment — identifying opportunities for quick wins motivates candidates as well as familiarising them with the SVQ assessment process
♦ identify where the candidate has sufficient up-to-date knowledge and experience for accreditation of prior learning
♦ identify what they need to learn
♦ use a range of information to inform the initial assessment including:
  — candidate's self-assessment

- line manager appraisal
- previous qualifications and achievements
- prior learning and experience
- learning style preferences
- job role and career aspirations
- potential, aptitude and commitment
- personal circumstances

Agree a learning plan

Each candidate should have clearly identified learning objectives and an individual learning plan which sets out the requirements of the standards and how these will be achieved. The learning objectives and learning plan should be discussed and agreed with the line manager and candidate to ensure they are meeting their needs.

Learning plans should:

♦ be based on the results of the initial assessment
♦ be developed in partnership with the candidate
♦ specify clearly how, where and when learning will take place, taking account of the candidate's needs and circumstances
♦ identify activities that allow the candidate to learn what they need, recognising that courses are not the only option; on-the-job development is often more meaningful and relevant as well as more focused and time-efficient
♦ identify if, and for what, the candidate needs to do different work or work in a different way in order to develop competence and generate evidence — negotiate with the line manager/mentor for this to happen
♦ be flexible — explore and agree ways of learning that are relevant, available and make best use of resources within the organisation
♦ identify any potential or actual barriers to progress — use the line manager, or mentor if available, to address these; keep them informed throughout the programme in case new barriers to learning are identified

Assessment planning

All candidates should have assessment plans that identify when and how assessment will be carried out, taking account of their prior learning and achievements, plans for addressing learning needs, and the assessment opportunities available to them.

Candidates need to have a clear understanding of what they are being assessed on, what methods will be used and what evidence they agree to produce. Proper assessment planning can help candidates to relate their everyday activities to the requirement of the SVQ.

In developing an assessment plan, assessors should:

♦ have a thorough knowledge of the SVQ and its assessment requirements

- get to know the candidate and their organisation
- find out when the candidate is available for assessment, eg what hours/days they work
- take account of the candidate's job role and circumstances, eg shift patterns
- identify opportunities for demonstrating competence
- make good use of the mentor, if available, to facilitate assessment opportunities (but keep them separate from the assessment process)
- ensure assessment planning takes account of the candidate's learning needs and agreed plans for addressing these

When planning assessment, do not be tempted to cover the mandatory Units first. The optional Units are linked to the candidate's specialisms — usually the most important part of their work. Starting from their specialisms means candidates are starting from their area(s) of strength; there will be greater evidence and assessment opportunities; and there will be opportunities for generating evidence for the more generic mandatory Units at the same time.

The agreed assessment plan should:

- be candidate led rather than provider driven — organise and arrange assessment appropriate to each candidate rather than predetermined programmes or plans
- identify activities that will provide evidence towards a number of Units or Elements
- use naturally-occurring evidence wherever possible
- use a range of assessment methods and evidence, driven by candidates' normal activities in the workplace
- make use of expert witnesses where appropriate
- recognise the contribution of learning logs, personal statements, professional discussions, tape, photographic and video evidence to the assessment process
- use questions to supplement, rather than duplicate, performance observation — there is no need to check knowledge that has been clearly demonstrated through practice
- where possible use the same evidence if the same knowledge and understanding is required for different Units
- be consistent with the agreed strategy for the use of simulation if required
- not overwhelm the candidate with evidence demands — use a sufficiency rather than surfeit approach
- avoid duplication of evidence and over assessment
- be consistent with the assessment strategy

Selecting methods of assessment

The methods of assessment used 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 assessing a candidate, assessors must make sure that the methods of assessment chosen, along with any assessment materials (such as questions and sample answers) have been agreed within the 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 assessing SVQs in the workplace, or in conditions in the workplace. When selecting methods of assessment, assessors should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- assessment progresses at candidate's own pace of learning
- evidence arising naturally from the candidate's normal working environment
- observation by the assessor in the workplace removes the need for further authenticity of evidence
- cost effective for organisation as candidate not removed from working environment
- development of a positive and constructive relationship between assessor, candidate and line manager
- evidence from colleagues as witnesses

The challenges might be:

- confidentiality of evidence
- pressure of work
- shift work
- change of line manager
- change of job role
- assessor's presence may affect the behaviour of the candidate being observed and observations should, therefore, be treated sensitively

Methods of assessment

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

Observation

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

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

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

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 depending on what the candidate's job entails.

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For the SVQ in Community Support through Electronic Monitoring, knowledge and understanding is specified for each Element. 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.

The method of questioning chosen must 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.

Other methods of assessment

These methods, like questioning, are often used for authentication. See page 18 for more about authenticating candidates' evidence.

Personal statements

Candidates can be asked 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.* Care should be taken to ensure that by asking candidates to produce such statements, assessors are not asking them to demonstrate competence beyond what is required by the standards. Assessors 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.

Expert Witness testimony

For practical reasons, assessors may not be able to observe all the activities carried out by the candidates, but might feel that other people may be able to provide a statement on what the 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, assessors should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

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.

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.

Skills for Justice has defined what it regards as simulation, and has specified in the standards when simulation is and is not acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, look at section 2. Appendix 1 of this document details those Units for which simulation is acceptable.

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 assessment is valid, reliable and practicable.

Assessing knowledge and understanding

Knowledge and understanding is an integral aspect of competence. Assessment processes that only look at evidence of knowledge in isolation from performance threatens the validity of assessment of competence. Evidence of knowledge and understanding should come from, or be supported by, assessment of performance.

For assessment to be fair and reliable it is important to assess strictly:

♦ to the knowledge specification
♦ within the context of the candidate's job role

Presenting evidence

It is not always necessary to keep copies of all the evidence produced in one place, ie in a portfolio. Assessors and verifiers need to know what evidence is available and where it is located.

This can be achieved by signposting where evidence can be found, rather than gathering it together in a portfolio.

In helping candidates to present evidence assessors should:

♦ focus on assessment against the standards rather than the candidate's ability to manage paperwork
♦ make use of awarding body forms and procedures, adapting these as appropriate to the needs and job role of candidates and the way the centre operates
♦ strive for quality rather than quantity, and simplicity rather than complexity

Evidence containing confidential information should not be included in a candidate's portfolio of evidence unless permission has been given. Confidential information should be made anonymous, eg by erasing names and addresses.

Confidentiality

All workplace evidence submitted as part of the *SVQ in Community Support through Electronic Monitoring* should be treated as confidential by assessors and verifiers. Normally, access to candidate work can be restricted to assessors and verifiers. Where others such as the candidate's own manager may have access, they too should be bound by the requirement of confidentiality.

In some cases, evidence submitted may reveal personal information or commercially sensitive information. In these circumstances, it is acceptable to erase the name and other details of the person so that, although the candidate's contribution to meeting the standards is clear it is not possible to identify any others involved or prejudice any commercial interests. Where information about others is used, it is good practice to seek the permission of those concerned. All

evidence generated from actual work activity should be treated in accordance with the Data Protection Act.

Judging candidate evidence and making an assessment decision

In judging candidate evidence, assessors must be satisfied that the candidates can work consistently to the required standard, and that the evidence they have produced is their own. Assessors must consider whether the 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 the assessor form a decision about the candidate's competence

Insufficient evidence

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

Where there is insufficient evidence, candidates should be told that there is simply not enough evidence on which to make a decision. They should not be told that they are not yet competent as this may be demotivating.
In this situation, the assessor's feedback to the candidates must help them produce more evidence and/or plan for further assessment.

Authenticating candidates' evidence

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

Assessors 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.

Tracking progress

Regular reviews with candidates should be carried out to measure and maintain progress towards achievement of the qualification.

Reviews should take account of:

♦ actions agreed at the last review meeting
♦ progress made in relation to the agreed learning plan
♦ assessments undertaken
♦ any problems or obstacles encountered and how these will be addressed
♦ any changes in candidate or work circumstances, eg changed work role
♦ future learning needs and how they will be addressed
♦ any implications for the assessment plan and revising this as appropriate
♦ progress reviews should also be used to check that the candidate and the line manager:
  — understand and are comfortable with the assessment process
  — know what progress the candidate has made towards achievement of the SVQ
  — are aware of the option of certification for individual Units
  — understand the appeals process

Guidance and support to candidates

At all times during the assessment process — from planning through to making the 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, assessors should discuss these with the candidate and make plans for re-assessment.

4 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**

Appendix 1: Simulation for Units in SVQ Community Support through Electronic Monitoring

Simulation for Units in Community Support through Electronic Monitoring SVQ

Unit Code	Unit Title	Simulation
AA1	Promote Equality and Value Diversity	Yes
AB1	Communicate Effectively With People	No
AC1	Contribute to the Quality Of Team Working	No
AD1	Develop and Sustain Effective Working with Staff from Other Agencies	No
AE1	Maintain and Develop Your Own Knowledge, Skills and Competence	No
AF1	Ensure Your Own Actions Reduce Risks to Health and Safety	No
AF2	Protect Yourself from the Risk Of Violence at Work	No
DA1	Provide and Obtain Information at Courts and Formal Hearings	No
DA2	Represent the Agency in Courts and Formal Hearings	Yes
FE3	Drive Vehicles to Carry Out Custodial Duties	No
FG1	Contribute to Planning the Installation and Decommissioning of Electronic Monitoring Equipment	No
FG2	Install and Decommission Electronic Monitoring Equipment	No
FG3	Help People to Comply With Electronic Monitoring Requirements	No
FG4	Identify Electronic Monitoring Incidents and Initiate a Response	No
FG5	Follow Up Electronic Monitoring Incidents in the Field	No
GA7	Communicate and Engage with Children, Young People and their Families and Carers	No
HJ2	Monitor Compliance with Quality Systems	Yes
HE8	Support the Efficient Use Of Resources	No
HF16	Manage Information for Action	No
ZA1	Receive, Transmit, Store and Retrieve Information	Yes
ZA3	Research, Prepare and Present Information from a Variety of Sources	No
ZB3	Provide Effective Customer Service	No
ZH2	Enter and Find Data Using a Computer	No

Appendix 2: Blank recording forms

Unit progress record

Qualification and level:

Candidate:

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

Unit Checklist

Mandatory										
Optional										

Mandatory Units achieved

Unit	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									Range statements				

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:

Skills/activities observed:	PCs covered:

Knowledge and understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: **Date:**

Candidate's signature: **Date:**

Witness testimony

SVQ title and level:	
Candidate's name:	
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Element(s):	
Date of evidence:	
Name of witness:	
Designation/relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness: **Date:**	

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

☐   Holds A1/A2 Units or D32/D33 Award

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

Record of questions and candidate's answers

Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	

List of questions and candidate's responses:

Assessor's signature:	Date:
Candidate's signature:	Date: