



## **Assessor's guidelines for the SVQs in:**

- ◆ **SVQ 2 Agriculture at SCQF level 5  
(GH5A 22)**
- ◆ **SVQ 3 Agriculture Crops at SCQF level 6  
(GH59 23)**
- ◆ **SVQ 3 Agriculture Livestock at SCQF  
level 6 (GH5C 23)**
- ◆ **SVQ 3 Mixed Farming at SCQF level 6  
(GH5D 23)**
- ◆ **SVQ 3 Poultry Production at SCQF level 6  
(GH5E 23)**

Publication date: December 2013  
Publication code: DB5388/3

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Published by the Scottish Qualifications Authority  
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# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ 2 in Agriculture at SCQF level 5, and the SVQ 3's in Agriculture Crops, Agriculture Livestock, Mixed Farming and Poultry Production at SCQF level 6.** 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 and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. 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.

There are SVQs for nearly all occupations in Scotland and they are available at SVQ levels 1–5. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, candidates must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

## **Explanation of levels**

<b>SVQ1 (SCQF level 4)</b>	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
<b>SVQ2 (SCQF level 5)</b>	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.
<b>SVQ3 (either SCQF level 6 or 7)</b>	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.
<b>SVQ4 (either SCQF level 8 or 9)</b>	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.
<b>SVQ5 (SCQF level 11)</b>	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

For further information on SCQF go to **[www.scqf.org.uk](http://www.scqf.org.uk)**.

## How are standards defined in SVQs?

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

The quality of performance in what people must be able to do — how well they have to perform — is described by **Performance Criteria**. These may also be called **statements of competence** or **what candidates should do**.

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

You may also come across standards containing statements on **scope**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

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

## Who is involved in SVQs?

There are several roles:

- ◆ **the candidate** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor\*** the person who assesses the candidates and decides if they are competent (eg 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(s) — 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 Learning and Development 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 achieve an SVQ, you will go through these stages:

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

# 1 The SVQs in Agriculture, Agriculture Crops, Agriculture Livestock, Mixed Farming and Poultry Production

The SVQs in Agriculture have been developed by Lantra and are intended for people working in land-based industries.

These people may be working as general farm workers, stock workers or tractor operators. They will require skills and knowledge in working safely with others, personal health and safety, machinery operation and maintenance, livestock handling and care, growing crops, and controlling pests and diseases.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace, for example, on the farm, in the field, workshop or stockyard and possibly in a formal training environment such as the local land-based college.

## Structure of the SVQs

This section lists the Units which form the SVQ 2 in Agriculture, and the SVQ 3's in Agriculture Crops, Agriculture Livestock, Mixed Farming and Poultry Production.

### SVQ 2 Agriculture at SCQF level 5 (GH5A 22)

Candidates must achieve 12 Units in total, comprising three mandatory Units plus nine optional Units from Groups A and B.

#### Mandatory Units

SQA ref	SCQF level	SCQF credits	SSC code	Title
H595 04	5	10	CS2	Monitor and Maintain Health, Safety and Security
H59Y 04	6	5	EM15	Develop an Awareness of Environmental Good Practice
H58S 04	5	4	CFABAA 625	Agree How to Manage and Improve Own Performance in a Business Environment



**Optional Units — candidates must complete nine Units**

**Group A — two Units required (learners can only complete one Tractor Unit and one Powered Vehicle Unit within Group A)**

SQA ref	SCQF level	SCQF credits	SSC code	Title
H59J 04	4	3	CS57	Prepare and Operate a Tractor
H59V 04	5	11	CS7	Prepare and Operate a Tractor with Attachments
H59X 04	5	2	CS9	Prepare and Operate a Powered Vehicle
H59K 04	6	4	CS59	Prepare and Operate a Powered Vehicle with Attachments
H5AF 04	5	8	LP17	Maintain the Health and Well-Being of Livestock
H58A 04	6	6	AgC3	Monitor and Maintain the Healthy Growth of Crops

**Group B — seven Units required**

SQA ref	SCQF level	SCQF credits	SSC code	Title
H5A8 04	5	3	LP1	Prepare Feed and Water Supplies for Livestock
H5AB 04	7	7	LP12	Prepare, Monitor and Maintain Mechanically Controlled Production Environment
H5B9 04	5	3	LP4	Monitor and Maintain Livestock During Pregnancy
H5BD 04	6	6	LP5	Monitor and Maintain the Care of Livestock During and After Parturition
H5BE 04	4	3	LP6	Prepare Indoor Accommodation for Livestock
H5BF 04	5	4	LP7	Establish, Monitor and Maintain Livestock Within Indoor Accommodation
H5BG 04	4	3	LP8	Prepare Outdoor Sites for Livestock
H5BH 04	4	4	LP9	Establish, Monitor and Maintain Livestock on Outdoor Sites
H5A9 04	5	6	LP10	Prepare for, Carry Out and Complete the Milking of Livestock
H5AC 04	4	3	LP13	Prepare to Shear Livestock
H5AD 04	5	7	LP14	Carry Out and Complete the Shearing of Livestock
H5AN 04	5	6	LP23	Prepare Birds for Reproduction and Enable Fertilisation
H5AP 04	5	5	LP24	Maintain Egg Production
H5AR 04	5	6	LP25	Collect, Grade and Prepare Eggs for Transport

## Group B (cont)

SQA ref	SCQF level	SCQF credits	SSC code	Title
H5AS 04	5	6	LP26	Receive and Select Eggs for Hatching
H5AT 04	5	5	LP27	Prepare, Load and Incubate Eggs
H5AV 04	5	6	LP28	Hatch Eggs and Despatch Poultry
H5AW 04	5	6	LP29	Brood and Grow Young Birds
H5BA 04	5	5	LP40	Establish a Honey Bee Hive
H5BB 04	5	7	LP41	Monitor and Maintain a Honey Bee Hive
H5BC 04	5	2	LP42	Collect Products from Honey Bees
H588 04	6	6	AgC1	Prepare and Cultivate Sites for Planting
H589 04	6	6	AgC2	Prepare Planting Equipment and Plant Crops
H58A 04	6	6	AgC3	Monitor and Maintain the Healthy Growth of Crops
H58D 04	5	5	AGC6	Store and Maintain Harvested Crops
H58E 04	4	4	AgC7	Transport Harvested Crops
H5A4 04	4	7	H52	Carry Out Post Harvest Operations
H59L 04	4	3	CS6	Transport Physical Resources within the Work Area
H58Y 04	4	4	CS14	Assist with Maintaining Structures and Surfaces
H590 04	4	2	CS15	Assist with the Maintenance of Equipment
H592 04	5	6	CS17	Maintain and Repair Paths or Surfaces
H594 04	5	7	CS19	Maintain and Repair Structures
H596 04	5	6	CS21	Maintain and Repair Boundaries or Access Points
H598 04	6	5	CS25	Carry Out Maintenance and Repair of Equipment and Machinery
H59E 04	5	4	CS36	Establish and Manage Habitats
H59M 04	4	4	SC61	Maintain Site Hygiene and Bio-Security
H59P 04	5	2	CS63	Select and Move Animals from One Location to Another
H59R 04	5	3	CS64	Prepare for the Transportation of Animals
H59S 04	5	2	CS65	Load and Unload Animals for Transportation
H59T 04	5	2	CS66	Maintain the Health and Welfare of Animals During Transportation
H5BJ 04	5	3	WSW10 1	Receive Goods from Deliveries
H5A5 04	5	5	ICSA4	Give Customers a Positive Impression of Yourself and Your Organisation

### SVQ 3 Agriculture Crops at SCQF level 6 (GH59 23)

Candidates must achieve 14 Units in total, comprising three mandatory Units plus 11 optional Units (two Units from Group A and nine Units from Group B).

#### Mandatory Units

SQA ref	SCQF level	SCQF credits	SSC code	Title
H59B 04	6	11	CS3	Promote, Monitor and Maintain Health, Safety and Security
H58R 04	6	3	CfABAA 615	Communicate in a Business Environment
H59H 04	6	3	CS5	Maintain and Store Records within the Workplace

#### Optional Units — candidates must complete eleven Units

##### Group A — two Units required

SQA ref	SCQF level	SCQF credits	SSC code	Title
H588 04	6	6	AgC1	Prepare and Cultivate Sites for Planting
H58B 04	7	8	AgC4	Monitor and Maintain the Provision of Nutrients to Crops
H58C 04	4	5	AgC5	Harvest Crops by Mechanical Means
H59W 04	7	7	CS8	Manage the Selection, Preparation and Operation of Land-Based Machinery and Attachments

##### Group B — nine Units required

SQA ref	SCQF level	SCQF credits	SSC code	Title
H588 04	6	6	AgC1	Prepare and Cultivate Sites for Planting
H589 04	6	6	AgC2	Prepare Planting Equipment and Plant Crops
H58B 04	7	8	AgC4	Monitor and Maintain the Provision of Nutrients to Crops
H58C 04	4	5	AgC5	Harvest Crops by Mechanical means
H58F 04	8	6	AgC8	Manage the Production of Novel Crops
H5A2 04	6	6	H14	Co-ordinate the Provision of Water for Crops or Plants
H5A3 04	6	6	H32	Maintain Land Drainage Systems
H58G 04	7	5	AgM1	Develop and Implement Plans for the Storage and Utilisation of Organic By-Products
H58L 04	5	2	AgM3	Plan and Monitor the Movement of Animals
H5BK 04	7	5	AgM4	Plan and Manage Grassland and Forage Crops for Livestock Grazing and Conservation

## Group B (cont)

SQA ref	SCQF level	SCQF credits	SSC code	Title
H58N 04	8	5	AgM5	Plan and Manage Grass and Forage Harvesting and Storage
H58P 04	8	5	AgM6	Monitor and Manage Grassland and Forage Grazing Plans
H58H 04	7	7	AgM11	Plan and Manage the Health and Welfare of Livestock
H58J 04	8	5	AgM25	Plan and Manage the Harvesting of Crops and Post Harvest Operations
H58K 04	8	5	AgM26	Plan and Manage the Storage of Harvested Crops
H5AJ 04	6	6	LP2	Provide, Monitor and Maintain the Supply of Feed and Water to Livestock
H5AX 04	5	3	LP3	Establish and Confirm Pregnancy in Livestock
H5B9 04	5	3	LP4	Monitor and Maintain Livestock During Pregnancy
H5BD 04	6	6	LP5	Monitor and Maintain the Care of Livestock During and After Parturition
H5A9 04	5	6	LP10	Prepare for, Carry Out and Complete the Milking of Livestock
H5AA 04	6	6	LP11	Monitor and Maintain Mechanically Controlled Systems Used in Livestock Production
H5AB 04	7	7	LP12	Prepare, Monitor and Maintain Mechanically Controlled Livestock Production Environments
H5AD 04	5	7	LP14	Carry Out and Complete the Shearing of Livestock
H5AE 04	6	4	LP15	Plan and Evaluate Livestock Accommodation
H5AG 04	6	5	LP18	Deliver Basic Treatments to Livestock
H5AH 04	6	5	LP19	Deliver Non-Surgical Procedures to Livestock
H5AK 04	7	9	LP20	Identify and Maintain Soil Nutrients for Grassland and Forage Crops
H5AL 04	6	5	LP21	Monitor and Maintain Grassland and Forage Crops to Support Livestock Grazing
H5AM 04	6	5	LP22	Monitor and Maintain Feed Stuff and the Mixing of Diets
H5AY 04	7	7	LP30	Monitor and Maintain the Preparation of Birds for Fertilisation
H5B0 04	6	6	LP31	Monitor and Maintain Egg Production
H5B1 04	6	6	LP32	Monitor and Maintain the Collection and Grading of Eggs
H5B2 04	6	7	LP33	Monitor and Maintain the Receipt and Selection of Eggs for Incubation and Hatching

## Group B (cont)

SQA ref	SCQF level	SCQF credits	SSC code	Title
H5B3 04	6	6	LP34	Monitor and Maintain the Incubation of Eggs
H5B4 04	6	7	LP35	Monitor and Maintain the Hatching and Despatch of Poultry
H5B5 04	7	8	LP36	Monitor and Maintain the Brooding and Growth of Young Birds
H5B6 04	6	9	LP37	Collect, Prepare and Store Semen for Future Use on Livestock
H5B7 04	6	9	LP38	Deliver Artificial Insemination to Livestock
H5B8 04	6	3	LP39	Introduce New Animals to a Holding
H59W 04	7	7	CS8	Manage the Selection, Preparation and Operation of Land-Based Machinery and Attachments
H591 04	5	6	CS16	Construct Paths or Surfaces
H592 04	5	6	CS17	Maintain and Repair Paths or Surfaces
H593 04	6	12	CS18	Construct Structures
H594 04	5	7	CS19	Maintain and Repair Structures
H596 04	5	6	CS21	Maintain and Repair Boundaries or Access Points
H597 04	7	8	CS22	Co-ordinate the Construction and Maintenance of Landbased Site Infrastructure
H599 04	6	10	CS26	Co-ordinate the Maintenance and Repair of Equipment and Machinery
H59A 04	8	7	CS27	Develop and Implement Plans to Reduce and Manage Waste
H59C 04	6	10	CS31	Prepare and Apply Chemicals to Control Pests and Diseases
H59D 04	8	8	CS32	Plan and Manage the Control of Weeds, Pests, Diseases and Disorders
H59N 04	7	8	CS62	Implement and Monitor Site Hygiene and Bio-Security
H59R 04	5	3	CS64	Prepare for the Transportation of Animals
H59S 04	5	2	CS65	Load and Unload Animals for Transportation
H5A0 04	5	4	ENC1	Promote Responsible Public Use of Outdoor Sites
H5A1 04	5	5	ENC3	Survey and Report on the Condition of the Environment
H58T 04	7	6	CFAM&L AA2	Develop your Knowledge, Skills and Competence
H58W 04	8	5	CFAM&L EB3	Manage Physical Resources
H5BN 04	6	7	ICSB11	Improve the Customer Relationship
H5A7 04	5	6	ICSC3	Resolve Customer Service Problems
H58X 04	7	14	CFAM&L EB4	Manage Peoples Performance at Work
H58V 04	9	12	CFAM&L DD2	Develop and Sustain Productive Working Relationships with Stakeholders

### Additional Units

SQA ref	SCQF level	SCQF credits	SSC code	Title
H59F 04	9	7	CS46	Develop Plans to Improve your Marketing and Sales for the Land-Based Business
H59G 04	9	6	CS47	Develop, Negotiate and Agree Proposals to Offer Land-Based Services and Products
H59T 04	5	2	CS66	Maintain the Health and Welfare of Animals During Transportation

### SVQ 3 Agriculture Livestock at SCQF level 6 (GH5C 23)

Candidates must achieve 14 Units in total, comprising five mandatory Units plus nine optional Units.

#### Mandatory Units

SQA ref	SCQF level	SCQF credits	SSC code	Title
H59B 04	6	11	CS3	Promote, Monitor and Maintain Health, Safety and Security
H58R 04	6	3	CfEBAA 615	Communicate in a Business Environment
H59H 04	6	3	CS5	Maintain and Store Records Within the Workplace
H59N 04	7	8	CS62	Implement and Monitor Site Hygiene and Bio-Security
H58H 04	7	7	AgM11	Plan and Manage the Health and Welfare of Livestock

#### Optional Units — candidates must complete nine Units

SQA ref	SCQF level	SCQF credits	SSC code	Title
H588 04	6	6	AgC1	Prepare and Cultivate Sites for Planting
H589 04	7	8	AgC2	Prepare Planting Equipment and Plant Crops
H58B 04	7	8	AgC4	Monitor and Maintain the Provision of Nutrients to Crops
H58F 04	8	6	AgC8	Manage the Production of Novel Crops
H5A2 04	6	6	H14	Co-ordinate the Provision of Water for Crops or Plants
H5A3 04	6	6	H32	Maintain Land Drainage Systems
H58G 04	7	5	AgM1	Develop and Implement Plans for the Storage and Utilisation of Organic By-Products
H58L 04	5	2	AGm3	Plan and Monitor the Movement of Animals

### Optional Units (cont)

SQA ref	SCQF level	SCQF credits	SSC code	Title
H5BK 04	7	5	AgM4	Plan and Manage Grassland and Forage Crops for Livestock Grazing and Conservation
H58N 04	8	5	AgM5	Plan and Manage Grass and Forage Harvesting and Storage
H58P 04	8	5	AgM6	Monitor and Manage Grassland and Forage Grazing Plans
H58H 04	7	7	AgM11	Plan and Manage the Health and Welfare of Livestock
H58J 04	8	5	AgM25	Plan and Manage the Harvesting of Crops and Post Harvest Operations
H58K 04	8	5	AgM26	Plan and Manage the Storage of Harvested Crops
H5AJ 04	6	6	LP2	Provide, Monitor and Maintain the Supply of Feed and Water to Livestock
H5AX 04	5	3	LP3	Establish and Confirm Pregnancy in Livestock
H5B9 04	5	3	LP4	Monitor and Maintain Livestock During Pregnancy
H5BD 04	6	6	LP5	Monitor and Maintain the Care of Livestock During and After Parturition
H5A9 04	5	6	LP10	Prepare for, Carry Out and Complete the Milking of Livestock
H5AA 04	6	6	LP11	Monitor and Maintain Mechanically Controlled Systems Used in Livestock Production
H5AB 04	7	7	LP12	Prepare, Monitor and Maintain Mechanically Controlled Livestock Production Environments
H5AD 04	5	7	LP14	Carry Out and Complete the Shearing of Livestock
H5AE 04	6	4	LP15	Plan and Evaluate Livestock Accommodation
H5AG 04	6	5	LP18	Deliver Basic Treatments to Livestock
H5AH 04	6	5	LP19	Deliver Non-Surgical Procedures to Livestock
H5AK 04	7	9	LP20	Identify and Maintain Soil Nutrients for Grassland and Forage Crops
H5AL 04	6	5	LP21	Monitor and Maintain Grassland and Forage Crops to Support Livestock Grazing
H5AM 04	6	5	LP22	Monitor and Maintain Feed Stuff and the Mixing of Diets
H5AY 04	7	7	LP30	Monitor and Maintain the Preparation of Birds for Fertilisation
H5B0 04	6	6	LP31	Monitor and Maintain Egg Production
H5B1 04	6	6	LP32	Monitor and Maintain the Collection and Grading of Eggs

### Optional Units (cont)

SQA ref	SCQF level	SCQF credits	SSC code	Title
H5B2 04	6	7	LP33	Monitor and Maintain the Receipt and Selection of Eggs for Incubation and Hatching
H5B3 04	6	6	LP34	Monitor and Maintain the Incubation of Eggs
H5B4 04	6	7	LP35	Monitor and Maintain the Hatching and Despatch of Poultry
H5B5 04	7	8	LP36	Monitor and Maintain the Brooding and Growth of Young Birds
H5B6 04	6	9	LP37	Collect, Prepare and Store Semen for Future Use on Livestock
H5B7 04	6	9	LP38	Deliver Artificial Insemination to Livestock
H5B8 04	6	3	LP39	Introduce New Animals to a Holding
H59W 04	7	7	CS8	Manage the Selection, Preparation and Operation of Land-Based Machinery and Attachments
H591 04	5	6	CS16	Construct Paths or Surfaces
H592 04	5	6	CS17	Maintain and Repair Paths or Surfaces
H593 04	6	12	CS18	Construct Structures
H594 04	5	7	CS19	Maintain and Repair Structures
H596 04	5	6	CS21	Maintain and Repair Boundaries or Access Points
H597 04	7	8	CS22	Co-ordinate the Construction and Maintenance of Landbased Site Infrastructure
H599 04	6	10	CS26	Co-ordinate the Maintenance and Repair of Equipment and Machinery
H59A 04	8	7	CS27	Develop and Implement Plans to Reduce and Manage Waste
H59C 04	6	10	CS31	Prepare and Apply Chemicals to Control Pests and Diseases
H59D 04	8	8	CS32	Plan and Manage the Control of Weeds, Pests, Diseases and Disorders
H59N 04	8	8	CS32	Implement and Monitor Site Hygiene and Bio-Security
H59R 04	7	8	CS62	Prepare for the Transportation of Animals
H59S 04	5	2	CS65	Load and Unload Animals for Transportation
H5A0 04	5	4	ENC1	Promote Responsible Public Use of Outdoor Sites
H5A1 04	5	5	ENC3	Survey and Report on the Condition of the Environment
H58T 04	7	6	CFAM&L AA2	Develop Your Knowledge, Skills and Competence
H58W 04	8	5	CFAM&L EB3	Manage Physical Resources
H5BN 04	6	7	ICSB11	Improve the Customer Relationship



### Optional Units (cont)

SQA ref	SCQF level	SCQF credits	SSC code	Title
H5A7 04	5	6	ICSC3	Resolve Customer Service Problems
H58X 04	7	14	CFAM&L EB4	Manage Peoples Performance at Work
H58V 04	9	12	CFAM&L DD2	Develop and Sustain Productive Working Relationships with Stakeholders

### Additional Units

SQA ref	SCQF level	SCQF credits	SSC code	Title
H59F 04	9	7	CS46	Develop Plans to Improve Your Marketing and Sales for the Land-Based Business
H59G 04	9	6	CS47	Develop, Negotiate and Agree Proposals to Offer Land-Based Services and Products
H59T 04	5	2	CS66	Maintain the Health and Welfare of Animals During Transportation

### SVQ 3 Mixed Farming at SCQF level 6 (GH5D 23)

Candidates must achieve 14 Units in total, comprising three mandatory Units plus 11 optional Units (one from Group A, one from Group B and 9 from Group C).

### Mandatory Units

SQA code	SCQF level	SCQF credits	SSC code	Title
H59B 04	6	11	CS3	Promote, Monitor and Maintain Health, Safety and Security
H58R 04	6	3	CfABAA 615	Communicate in a Business Environment
H59H 04	6	3	CS5	Maintain and Store Records Within the Workplace

### Optional Units — candidates must complete 11 Units

#### Group A — one Unit required

SQA code	SCQF level	SCQF credits	SSC code	Title
H588 04	6	6	AgC1	Prepare and Cultivate Sites for Planting
H58B 04	7	8	AgC4	Monitor and Maintain the Provision of Nutrients to Crops
H58C 04	4	5	AgC5	Harvest Crops by Mechanical Means
H59W 04	7	7	CS8	Manage the Selection, Preparation and Operation of Land-Based Machinery and Attachments

**Group B — one Unit required**

SQA code	SCQF level	SCQF credits	SSC code	Title
H5AJ 04	6	6	LP2	Provide, Monitor and Maintain the Supply of Feed and Water to Livestock
H58H 04	7	7	AgM11	Plan and Manage the Health and Welfare of Livestock

**Group C — nine Units required**

SQA code	SCQF level	SCQF credits	SSC code	Title
H588 04	6	6	AgC1	Prepare and Cultivate Sites for Planting
H589 04	6	6	AgC2	Prepare Planting Equipment and Plant Crops
H58B 04	7	8	AgC4	Monitor and Maintain the Provision of Nutrients to Crops
H58F 04	8	6	AgC8	Manage the Production of Novel Crops
H5A2 04	6	6	H14	Co-ordinate the Provision of Water for Crops or Plants
H5A3 04	6	6	H32	Maintain Land Drainage Systems
H58G 04	7	5	AgM1	Develop and Implement Plans for the Storage and Utilisation of Organic By-Products
H58L 04	5	2	AgM3	Plan and monitor the Movement of Animals
H5BK 04	7	5	AgM4	Plan and Manage Grassland and Forage Crops for Livestock Grazing and Conservation
H58N 04	8	5	AgM5	Plan and Manage Grass and Forage Harvesting and Storage
H58P 04	8	5	AgM6	Monitor and Manage Grassland and Forage Grazing Plans
H58H 04	7	7	AgM11	Plan and Manage the Health and Welfare of Livestock
H58J 04	8	5	AgM25	Plan and Manage the Harvesting of Crops and Post Harvest Operations
H58K 04	8	5	AgM26	Plan and Manage the Storage of Harvested Crops
H5AJ 04	6	6	LP2	Provide, Monitor and Maintain the Supply of Feed and Water to Livestock
H5AX 04	5	3	LP3	Establish and Confirm Pregnancy in Livestock
H5B9 04	5	3	LP4	Monitor and Maintain Livestock During Pregnancy
H5BD 04	6	6	LP5	Monitor and Maintain the Care of Livestock During and After Parturition
H5A9 04	5	6	LP10	Prepare for, Carry Out and Complete the Milking of Livestock

### Group C (cont)

SQA code	SCQF level	SCQF credits	SSC code	Title
H5AA 04	6	6	LP11	Monitor and Maintain Mechanically Controlled Systems Used in Livestock Production
H5AB 04	7	7	LP12	Prepare, Monitor and Maintain Mechanically Controlled Livestock Production Environments
H5AD 04	5	7	LP14	Carry Out and Complete the Shearing of Livestock
H5AE 04	6	4	LP15	Plan and Evaluate Livestock Accommodation
H5AG 04	6	5	LP18	Deliver Basic Treatments to Livestock
H5AH 04	6	5	LP19	Deliver Non-Surgical Procedures to Livestock
H5AK 04	7	9	LP20	Identify and Maintain Soil Nutrients for Grassland and Forage Crops
H5AL 04	6	5	LP21	Monitor and Maintain Grassland and Forage Crops to Support Livestock Grazing
H5AM 04	6	5	LP22	Monitor and Maintain Feed Stuff and the Mixing of Diets
H5AY 04	7	7	LP30	Monitor and Maintain the Preparation of Birds for Fertilisation
H5B0 04	6	6	LP31	Monitor and Maintain Egg Production
H5B1 04	6	6	LP32	Monitor and Maintain the Collection and Grading of Eggs
H5B2 04	6	7	LP33	Monitor and Maintain the Receipt and Selection of Eggs for Incubation and Hatching
H5B3 04	6	6	LP34	Monitor and Maintain the Incubation of Eggs
H5B4 04	6	7	LP35	Monitor and Maintain the Hatching and Despatch of Poultry
H5B5 04	7	8	LP36	Monitor and Maintain the Brooding and Growth of Young Birds
H5B6 04	6	9	LP37	Collect, Prepare and Store Semen for Future Use on Livestock
H5B7 04	6	9	LP38	Deliver Artificial Insemination to Livestock
H5B8 04	6	3	LP39	Introduce New Animals to a Holding
H59W 04	7	7	CS8	Manage the Selection, Preparation and Operation of Land-Based Machinery and Attachments
H591 04	5	6	CS16	Construct Paths or Surfaces
H592 04	5	6	CS17	Maintain and Repair Paths or Surfaces
H593 04	6	12	CS18	Construct Structures
H594 04	5	7	CS19	Maintain and Repair Structures
H596 04	5	6	CS21	Maintain and Repair Boundaries or Access Points

**Group C (cont)**

<b>SQA code</b>	<b>SCQF level</b>	<b>SCQF credits</b>	<b>SSC code</b>	<b>Title</b>
H597 04	7	8	CS22	Co-ordinate the Construction and Maintenance of Landbased Site Infrastructure
H599 04	6	10	CS26	Co-ordinate the Maintenance and Repair of Equipment and Machinery
H59A 04	8	7	CS27	Develop and Implement Plans to Reduce and Manage Waste
H59C 04	6	10	CS31	Prepare and Apply Chemicals to Control Pests and Diseases
H59D 04	8	8	CS32	Plan and Manage the Control of Weeds, Pests, Diseases and Disorders
H59N 04	7	8	CS62	Implement and Monitor Site Hygiene and Bio-Security
H59R 04	5	3	CS64	Prepare for the Transportation of Animals
H59S 04	5	2	CS65	Load and Unload Animals for Transportation
H5A0 01	5	4	ENC1	Promote Responsible Public Use of Outdoor Sites
H5A1 04	5	5	ENC3	Survey and Report on the Condition of the Environment
H58T 04	7	6	CFAM&L AA2	Develop your Knowledge, Skills and Competence
H58W 04	8	5	CFAM&L EB3	Manage Physical Resources
H5BN 04	6	7	ICSB11	Improve the Customer Relationship
H5A7 04	5	6	ICSC3	Resolve Customer Service Problems
H58X 04	7	14	CFAM&L EB4	Manage Peoples Performance at Work
H58V 04	9	12	CFAM&L DD2	Develop and Sustain Productive Working Relationships with Stakeholders

**Additional Units**

<b>SQA code</b>	<b>SCQF level</b>	<b>SCQF credits</b>	<b>SSC code</b>	<b>Title</b>
H59F 04	9	7	CS46	Develop Plans to Improve Your Marketing and Sales for the Land-Based Business
H59G 04	9	6	CS47	Develop, Negotiate and Agree Proposals to Offer Land-Based Services and Products
H59T 04	5	2	CS66	Maintain the Health and Welfare of Animals During Transportation

### SVQ 3 Poultry Production at SCQF level 6 (GH5E 23)

Candidates must achieve 13 Units in total, comprising three mandatory Units plus 10 optional Units (one from Group A and nine from Group B).

#### Mandatory Units

SQA code	SCQF level	SCQF credits	SSC code	Title
H59B 04	6	11	CS3	Promote, Monitor and Maintain Health, Safety and Security
H58R 04	6	3	CfABAA 615	Communicate in a Business Environment
H59H 04	6	3	CS5	Maintain and Store Records Within the Workplace

#### Optional Units — candidates must complete 10 Units

##### Group A — one Unit required

SQA code	SCQF level	SCQF credits	SSC code	Title
H5AJ 04	6	6	LP2	Provide, Monitor and Maintain the Supply of Feed and Water to Livestock
H59N 04	7	8	CS62	Implement and Monitor Site Hygiene and Bio-Security
H58H 04	7	7	AgM11	Plan and Manage the Health and Welfare of Livestock

##### Group B — nine Units required

SQA code	SCQF level	SCQF credits	SSC code	Title
H588 04	6	6	AgC1	Prepare and Cultivate Sites for Planting
H589 04	6	6	AgC2	Prepare Planting Equipment and Plant Crops
H58B 04	7	8	AgC4	Monitor and Maintain the Provision of Nutrients to Crops
H58F 04	8	6	AgC8	Manage the Production of Novel Crops
H5A2 04	6	6	H14	Co-ordinate the Provision of Water for Crops or Plants
H5A3 04	6	6	H32	Maintain Land Drainage Systems
H58G 04	7	5	AgM1	Develop and Implement Plans for the Storage and Utilisation of Organic By-products
H58L 04	5	2	AgM3	Plan and Monitor the Movement of Animals
H5BK 04	7	5	AgM4	Plan and Manage Grassland and Forage Crops for Livestock Grazing and Conservation
H58N 04	8	5	AgM5	Plan and Manage Grass and Forage Harvesting and Storage

## Group B (cont)

SQA code	SCQF level	SCQF credits	SSC code	Title
H58P 04	8	5	AgM6	Monitor and Manage Grassland and Forage Grazing Plans
H58H 04	7	7	AgM11	Plan and Manage the Health and Welfare of Livestock
H58J 04	8	5	AgM25	Plan and Manage the Harvesting of Crops and Post Harvest Operations
H58K 04	8	5	AgM26	Plan and Manage the Storage of Harvested Crops
H5AJ 04	6	6	LP2	Provide, Monitor and Maintain the Supply of Feed and Water to Livestock
H5AX 04	5	3	LP3	Establish and Confirm Pregnancy in Livestock
H5B9 04	5	3	LP4	Monitor and Maintain Livestock During Pregnancy
H5BD 04	6	6	LP5	Monitor and Maintain the Care of Livestock During and After Parturition
H5A9 04	5	6	LP10	Prepare for, Carry Out and Complete the Milking of Livestock
H5AA 04	6	6	LP11	Monitor and Maintain Mechanically Controlled Systems Used in Livestock Production
H5AB 04	7	7	LP12	Prepare, Monitor and Maintain Mechanically Controlled Livestock Production Environments
H5AD 04	5	7	LP14	Carry Out and Complete the Shearing of Livestock
H5AE 04	6	4	LP15	Plan and Evaluate Livestock Accommodation
H5AG 04	6	5	LP18	Deliver Basic Treatments to Livestock
H5AH 04	6	5	LP19	Deliver Non-Surgical Procedures to Livestock
H5AK 04	7	9	LP20	Identify and Maintain Soil Nutrients for Grassland and Forage Crops
H5AL 04	6	5	LP21	Monitor and Maintain Grassland and Forage Crops to Support Livestock Grazing
H5AM 04	6	5	LP22	Monitor and Maintain Feed Stuff and the Mixing of Diets
H5AY 04	7	7	LP30	Monitor and Maintain the Preparation of Birds for Fertilisation
H5B0 04	6	6	LP31	Monitor and Maintain Egg Production
H5B1 04	6	6	LP32	Monitor and Maintain the Collection and Grading of Eggs
H5B2 04	6	7	LP33	Monitor and Maintain the Receipt and Selection of Eggs for Incubation and Hatching
H5B3 04	6	6	LP34	Monitor and Maintain the Incubation of Eggs

## Group B (cont)

SQA code	SCQF level	SCQF credits	SSC code	Title
H5B4 04	6	7	LP35	Monitor and Maintain the Hatching and Despatch of Poultry
H5B5 04	7	8	LP36	Monitor and Maintain the Brooding and Growth of Young Birds
H5B6 04	6	9	LP37	Collect, Prepare and Store Semen for Future Use on Livestock
H5B7 04	6	9	LP38	Deliver Artificial Insemination to Livestock
H5B8 04	6	3	LP39	Introduce New Animals to a Holding
H59W 04	7	7	CS8	Manage the Selection, Preparation and Operation of Land-Based Machinery and Attachments
H591 04	5	6	CS16	Construct Paths or Surfaces
H592 04	5	6	CS17	Maintain and Repair Paths or Surfaces
H593 04	6	12	CS18	Construct Structures
H594 04	5	7	CS19	Maintain and Repair Structures
H596 04	5	6	CS21	Maintain and Repair Boundaries or Access Points
H597 04	7	8	CS22	Co-ordinate the Construction and Maintenance of Landbased Site Infrastructure
H599 04	6	10	CS26	Co-ordinate the Maintenance and Repair of Equipment and Machinery
H59A 04	8	7	CS27	Develop and Implement Plans to Reduce and Manage Waste
H59C 04	6	10	CS31	Prepare and Apply Chemicals to Control Pests and Diseases
H59D 04	8	8	CS32	Plan and Manage the Control of Weeds, Pests, Diseases and Disorders
H59N 04	7	8	CS62	Implement and Monitor Site Hygiene and Bio-Security
H59R 04	5	3	CS64	Prepare for the Transportation of Animals
H59S 04	5	2	CS65	Load and Unload Animals for Transportation
H5A0 04	5	4	ENC1	Promote Responsible Public Use of Outdoor Sites
H5A1 04	5	5	ENC3	Survey and Report on the Condition of the Environment
H58T 04	7	6	CFAM&L AA2	Develop Your Knowledge, Skills and Competence
H58W 04	8	5	CFAM&L EB3	Manage Physical Resources
H5BN 04	6	7	ICSB11	Improve the Customer Relationship
H5A7 04	5	6	ICSC3	Resolve Customer Service Problems
H58X 04	7	14	CFAM&L EB4	Manage Peoples Performance at Work
H58V 04	9	12	CFAM&L DD2	Develop and Sustain Productive Working Relationships with Stakeholders

### Additional Units

<b>SQA code</b>	<b>SCQF level</b>	<b>SCQF credits</b>	<b>SSC code</b>	<b>Title</b>
H59F 04	9	7	CS46	Develop Plans to Improve Your Marketing and Sales for the Land-Based Business
H59G 04	9	6	CS47	Develop, Negotiate and Agree Proposals to Offer Land-Based Services and Products
H59T 04	5	2	CS66	Maintain the Health and Welfare of Animals During Transportation



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

As part of its review of the SVQs, the standards-setting body Lantra 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.

### Example

Clare had lived in and around farms all her life and was offered a job on a mixed farm with dairy, sheep and cereals when she left school at 17. The farmer asked if Clare would like to do an SVQ in Agriculture at level 2 which was being offered by the local training provider.

An adviser came to the farm to speak to Clare and her employer and to decide which Units would be useful. Using subject packs, self assessment questions, questioning from the SVQ assessor and witness testimony from her employer, it was agreed that the bulk of the subject material in the mandatory Units and the nine other selected Units could be covered in her workplace.

The selected Units were:

- ◆ Prepare and Operate a Tractor
- ◆ Prepare and Operate a Powered Vehicle
- ◆ Prepare Feed and Water Supplies for Livestock
- ◆ Select and Move Animals from one Location to Another
- ◆ Maintain the Health and Well-being of Livestock
- ◆ Prepare and Cultivate Sites for Planting
- ◆ Prepare Planting Equipment and Plant Crops
- ◆ Store and Maintain Harvested Crops
- ◆ Carry Out Maintenance and Repair of Equipment and Machines

It was agreed that Clare would attend the local further education college so that she could cover some of the more specific parts of the course. The college could offer the necessary health and safety information along with approved courses for tractor operation, and forklifts as well as a short course in communications and numeracy.

All the arrangements were agreed by everyone involved and then written up in a training and assessment plan for Clare.

## 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. It can be a practical and cost-effective way of assessing your candidate's competence.

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

To help you plan for assessment, we have produced an assessment plan which covers Unit LP1 Provide Feed and Water Supplies for Livestock in the SVQ Agriculture at level 2 course.

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: LP1 Prepare Feed and Water Supplies for Livestock					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Feeding and maintaining livestock	1	Observation and questioning	12/10/12	Proven knowledge of standard operating procedures	LP17 CS2 CS6
	2	Observation and questioning	14/12/12		
	3	Observation and questioning			
	4	Observation and evidence of recording completed Observation and questioning	24/01/13	Proven knowledge of health and safety policies	
	5	Observation and questioning			
	6	Observation, questioning and direct evidence of following company procedures			
	7	Evidence of recording completed	8	Observation and questioning	
	8	Observation and questioning			
	9				
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature

*Salma Ali*

1st review due

**Candidate's signature** Clare Shanks

**2nd review due** \_\_\_\_\_

**Date of agreement** 12/10/12

**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:

- ◆ assessments can be made to suit the candidate
- ◆ familiarity with the environment
- ◆ familiarity with equipment
- ◆ good relationship between candidate and assessor may help put candidate at ease
- ◆ opportunities to integrate assessments

The challenges might be:

- ◆ pressures of work
- ◆ familiarity with candidate
- ◆ interruptions and delays

### Example

You might agree with a candidate working on a farm, who has to demonstrate how to maintain an item of equipment, that this will be carried out by **observation** as and when such situations arise. If you are an assessor who is working alongside the candidate you should be well placed to observe the candidate's performance,

perhaps using a prepared checklist, and to question the candidate about the situation afterwards. If this is not the case some tasks might have to be co-ordinated when the visiting assessor is due.

## **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.

Observation could be used to demonstrate a candidate's competence in a variety of tasks and over a sustained period of time. This would give the assessor the opportunity to see how the candidate carries out tasks and performs his/her duties. Questions could be prepared for general situations, and others could be asked as and when the opportunity arises to supplement what has been observed and to demonstrate underpinning knowledge.



## **Product evidence**

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

- ◆ an area of field that has been sown by the candidate
- ◆ a beef animal which has been prepared by the candidate for sale
- ◆ a machine/implement which has been built/repared by the candidate

## **Questioning**

Candidates have to show that they can meet the knowledge specifications for the SVQs. 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.

Questioning could be used in Unit AGC6 Store and Maintain Crops, to confirm a candidate's knowledge of the effects of rodents and pests on the harvested crops in a store, and what problems may result if a pest problem is not dealt with.

**Sample question: What would happen to a stored crop of barley if an infestation of grain weevil took hold?**

## 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.

A personal statement could be used in Unit LP17: *Maintain the Health and Well-Being of Livestock*, to allow a candidate to demonstrate their knowledge and understanding of animal behaviour and activity in reference to the five freedoms and general welfare standards during a handling event.

### 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	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 L and D Units, 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.
	Weakest	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
		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.

Witness testimony can be used where activities or specific operations cannot be easily observed during assessment. For example Unit AgC5, *Prepare for Planting and Plant Extensive Crops*, where the candidate has not been observed by the assessor carrying out a sowing operation, it might be appropriate for the farmer/employer to give a written testimony.

## **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.

Lantra 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 the Assessment Strategy on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

Simulations might be appropriate if:

- ◆ the candidate has to demonstrate handling and mixing of pesticides when there is no real need to do so
- ◆ if during a basic first aid course the candidate must demonstrate the act of resuscitation

## **Other sources of evidence**

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

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

### 3 Generating evidence

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

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

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony

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

## **Observation**

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

# Observation record

**Unit** AgC5 Harvest Crops by Mechanical Means

**Candidate** Clare Shanks

**Evidence index number** 10

**Date of observation** 26/07/12

<b>Skills/activities observed:</b>	<b>PCs covered:</b>
<p>Greasing and general maintenance of forage baler.</p> <p>Operating the forage baler in a field situation and demonstrating the ability to adjust the machine when required.</p> <p>Operating the forage baler through an area of uneven rows and adjusting the operation of the machine accordingly.</p>	<p>Maintain equipment in a safe and effective condition as instructed.</p> <p>Harvest crops in accordance with instructions and report problems as they arise.</p> <p>Harvest crops in a way which minimises damage and make adjustments to improve the process.</p>

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

The candidate was well aware of the importance of adjusting her operating technique to suit the crop conditions. Maintenance of the machine was carried out thoroughly and the candidate demonstrated a strong awareness of Health and Safety requirements when working in and around the machine. The candidate quickly and clearly reported problems at harvesting as they arose to her employer.

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

AgC6 Store and Maintain Harvested Crops  
CS2 'Monitor and maintain health, safety and security'

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

The assessment/observation was performed well with all the Performance Criteria being covered as per the assessment plan. The candidate proved herself to be a capable operator. Good work.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** Salma Ali **Date** 26/07/12

**Candidate's signature** Clare Shanks **Date** 26/07/12

## **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</b>	CS7 Prepare and Operate a Tractor with Attachments
<b>Evidence index number</b>	11
<b>Circumstances of assessment</b>	
During an observation of the candidate demonstrating her ability to hitch an implement (a detachable front loader and trailer) and operate them safely, there was an opportunity to question her underpinning knowledge of some of the safety and maintenance requirements related to these tasks.	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	When travelling across a field with round bales on the front loader, how should the loader be positioned?
<b>A</b>	The loader should be as low as possible, for visibility but mainly for good stability. Raising the bale too high makes the whole load more likely to tip over.
<b>Q</b>	On a trailer with a 'pick-up hitch', why is it important to regularly check the tractor and trailer hitch mechanism?
<b>A</b>	It is important to make sure that the tractor pick-up mechanism has 'latched' when the trailer is picked up but it is also important to check for wear on both the hook and the towing eye as there is a risk that the eye may jump out.

**Assessor's signature** Salma Ali **Date** 19/06/12

**Candidate's signature** Clare Shanks **Date** 19/06/12



## **Candidate's personal statement**

If a personal statement 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 and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, PCs, Performance statements, scope covered
04/05/12	14	<p>In my role as general farm worker I am expected to assist milk cows and look after the dairy herd every third weekend. Last weekend I was in the dairy and I had to deal with two cows which were calving. I had been warned to expect these animals to possibly start calving so I kept an eye on them both. The first cow started on Saturday afternoon and everything went well. By teatime the calf was born and I treated its navel and made sure that it had suckled before I finished for the night.</p> <p>I checked the cows later in the evening and, although the second cow was on its own, it seemed okay and did not look like it was trying to calve.</p> <p>When I came out at 0430hrs to start milking, the cow was lying down and looked to be in some distress. She was trying to 'push' out the calf but nothing was happening. I put on a sterile glove so I could feel for the calf but there seemed to be feet but no head. I tried to see if I could get the head round but I quickly realised that I would need some help. I contacted the boss who came and had a look and then went to call the vet. I started the milking but had to stop for half an hour to give the vet a hand to pull the calf out. Its head had been bent back but the vet had managed to sort the problem. The calf was okay, if a little weak, but after I had done the milking I took some colostrum off the cow and fed the calf with a bottle. The calf was soon up and suckling by itself.</p> <p>I came back later and checked that it and the mother were okay.</p>		LP4 LP5

Candidate's signature Clare Shanks

Date 04/05/12

## **Witness testimony**

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

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

## Witness testimony

<b>SVQ title and level</b>	Agriculture at level 2
<b>Candidate's name</b>	Clare Shanks
<b>Evidence index no</b>	5
<b>Index no of other evidence which this testimony relates to (if any)</b>	
<b>Unit(s)</b>	CS25
<b>Date of evidence</b>	16/04/12
<b>Name of witness</b>	Alun Taylor
<b>Designation/relationship to candidate</b>	Employer
<p><b>Details of testimony</b></p> <p>I have observed Clare Shanks perform all the tasks as defined in Unit CS25 <i>Carry Out Maintenance and Repair of Equipment and Machines</i>, while maintaining a plough.</p> <p>She assisted me in replacing some of the worn metal on the plough and she safely and competently removed and refitted some of the worn nuts and bolts holding on the metal. Clare proved to be quite capable of using a spanner and seemed to display a lot of common sense when it came to lifting and turning over the plough to work on the other side. She recognised the obvious risk of not working on the machine if it was lifted off the ground.</p> <p>Clare is a tidy worker and quickly moved tools and equipment away from around our feet in case we tripped up on them. At the end of the job she collected up the old parts of the plough and put them in the scrap pile.</p>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature**   *A Taylor*                        **Date**   16/04/13  

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

- Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

## **Filling the gaps**

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

In this SVQ, such gaps are likely to occur in generating evidence for emergency situations.

You may be able to overcome these by questioning or simulation.

## **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. **Any photographs used should always be authenticated.**

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

The candidate could not be observed carrying out a crop sowing operation due to the assessor not being able to attend at the time. It was necessary to seek witness testimonies to confirm the candidate's ability to do all the tasks associated with this operation.

The employer of the candidate provided the testimony to satisfy the assessor that the candidate had indeed completed this task safely and competently. The witness testimony was signed and validated as authentic.

## 4 Recording achievement

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

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

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

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

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

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

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

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

- ◆ Completing the Unit progress record
- ◆ Using the evidence index. This should be a simple system, for example a sequential evidence number from 1 to 100, which allows candidates to maintain and update their portfolio.
- ◆ Completing the Unit 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 Agriculture at level 2

**Candidate** Clare Shanks

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

## Unit Checklist

<b>Mandatory</b>	CS2	EM15	CFAB AA62 5						
<b>Optional</b>	LP7	AgC5	CU27	AgC7	LP19	LP47	CS57	CS9	LP1
	CS63	LP17	AgC1	AgC2	AgC6	CS25			

## Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
CS2	Monitor and Maintain Health, Safety and Security		
EM15	Develop an Awareness of Environmental Good	<i>Salma Ali</i>	06/07/12
CFABAA625	Agree How to Manage and Improve Own Performance in a Business Environment	<i>Salma Ali</i>	18/03/13

## Optional Units achieved

LP7	Provide Feed and water to Livestock	<i>Salma Ali</i>	28/11/12
AgC5	Prepare for Planting and Plant Extensive Crops		
CU27	Maintain Equipment and Machines	<i>Salma Ali</i>	09/08/12
AgC7	Preparation and Harvesting of Crops by Mechanical Means		
LP19	Select and Transfer Livestock		
LP47	Assist with Maintaining the Healthy Performance of Livestock		
CS57	Prepare and Operate a Tractor	<i>Salma Ali</i>	28/11/12
CS9	Prepare and Operate a Powered Vehicle		
LP1	Prepare Feed and Water Supplies for Livestock	<i>Salma Ali</i>	09/08/12
CS63	Select and Move Animals from One Location to Another		
LP17	Maintain the Health and Well-being of Livestock		
AgC1	Prepare and Cultivate Sites for Planting		
AgC2	Prepare Planting Equipment and Plant Crops		
AgC6	Store and Maintain Harvested Crops		
CS25	Carry Out Maintenance and Repair of Equipment and Machines		

## 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:** Agriculture at level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
17  14  16	Observation records of candidate's ability to assist in delivering basic treatment to livestock  Records of level of treatments applied to livestock by candidate  Record of oral questioning in relation to identification of animal for culling	YES  NO (Kept in farm office with other livestock records)  YES	BG 06/01/13  BG 06/01/13  BG 06/01/13
5  5	Observation records of the candidate's ability to prepare a mechanical machine for maintenance  Observation records of the candidate's ability to select appropriate tools whilst carrying out a maintenance activity	YES  YES	BG 06/01/13  BG 06/01/13

## **Completing the Unit 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 Unit. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ 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 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.

# Unit achievement record

Unit: LP1 Prepare Feed and Water Supplies for Livestock

Evidence Index No	Description of Evidence	PCs/performance statements									Areas of knowledge and understanding/scope													
		P1	P2	P3	P4	P5	P6	P7	P8	P9	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	
6	Personal statement and observation	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓								
16	Oral questioning on reasons for selection of feed						✓										✓							
27	Oral questions on disposal of waste							✓	✓	✓										✓	✓	✓		
16	Written evidence of assisting with record keeping								✓									✓	✓					
23	Oral questioning on health and safety requirements and welfare codes								✓		✓	✓									✓	✓		

**Unit: LP1 Prepare Feed and Water Supplies for Livestock**

**Notes/Comments**

The candidate has been observed working competently with the livestock during handling, feeding and selection tasks. Her personal statement of a situation that occurred during a time when she was on milking duties and a witness testimony from her employer are enough to confirm that she has achieved this Unit.

The records of evidence stated above have been placed in the candidate's portfolio of evidence.

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

<b>Candidate's signature</b>	<u>Clare Shanks</u>	<b>Date</b>	<u>25/10/12</u>
<b>Assessor's signature</b>	<u>Salma Ali</u>	<b>Date</b>	<u>25/10/12</u>
<b>Internal verifier's signature</b>	<u>Bob Goodman</u>	<b>Date</b>	<u>16/11/12</u>

# 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 Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Verification: A Guide for Centres*

*Guide to Assessment*

*Introduction to Assessment Arrangements for Schools and Colleges*

*SQA's Quality Framework: a guide for centres*

*Operational Help Centre*

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



# Appendix 1: Blank recording forms

## Unit progress record

Qualification and level \_\_\_\_\_

Candidate \_\_\_\_\_

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

### Unit checklist

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

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

### Optional Units achieved

Unit number	Title	Assessor's signature	Date





**Unit**

**Notes/comments**

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

**Candidate's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Assessor's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Internal verifier's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Assessment plan**

Units					
Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (Performance Criteria and Range)
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review					

Assessor's signature \_\_\_\_\_

1st review due \_\_\_\_\_

Candidate's signature \_\_\_\_\_

2nd review due \_\_\_\_\_

Date of agreement \_\_\_\_\_

Date of completion \_\_\_\_\_

**Personal statement**

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Performance Criteria, Performance statements, scope covered

**Candidate's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Observation record**

**Unit** \_\_\_\_\_

**Candidate** \_\_\_\_\_

**Evidence index number** \_\_\_\_\_

**Date of observation** \_\_\_\_\_

Skills/activities observed	Performance Criteria covered

**Knowledge and Understanding apparent from this observation**

**Other Units to which this evidence may contribute**

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

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## Witness testimony

SVQ title and level	
Candidate's name	
Evidence index no	
Index no of other evidence which this testimony relates to (if any)	
Date of evidence	
Name of witness	
Designation/relationship to candidate	
Details of testimony	

I can confirm the candidate's performance was satisfactory.

**Witness signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

- Holds L and D Unit 9D/9D1, A1/A2 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>Evidence index number</b>	
<b>Circumstances of assessment</b>	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	

**Assessor's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_

**Date** \_\_\_\_\_