



Assessor's guidelines for the SVQs in Game and Wildlife Management at levels 2 and 3

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Game and Wildlife Management at levels 2 and 3**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

Introduction

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

About SVQs

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

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

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

Explanation of levels

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

How are standards defined in SVQs?

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

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

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

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

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

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

Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor*:** the person who assesses the candidates and decides if they are competent (eg 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

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

The steps involved in assessing a candidate for an SVQ

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

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

1 The SVQ in Game and Wildlife Management at levels 2 and 3

The SVQs in Game and Wildlife Management have been developed by Lantra and are intended for people in the game conservation industry.

These people may be working as Trainee Gamekeeper/Stalker or Ghillie, Assistant Under Keeper/Stalker or Ghillie, a beat Gamekeeper/Single handed Gamekeeper/Stalker or Ghillie They will require skills and knowledge in:

- ◆ game management
- ◆ game habitat management
- ◆ provision of game sporting activities
- ◆ the control of mammalian and avian pest and predators
- ◆ the rearing and releasing of game birds
- ◆ public relations for game sporting activities
- ◆ deer management
- ◆ fisher management

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include:

- ◆ upland/grouse estates
- ◆ lowland estates
- ◆ deer forest
- ◆ game rearing (farm)
- ◆ college (with access to relevant sporting estate pathway)

Structure of the SVQs

This section lists the Units which form the SVQ in Game and Wildlife Management at level 2.

The level 2 SVQ can be achieved by four routes.

Group A — Upland/Grouse

The candidates must achieve all core mandatory Units plus the mandatory and the required amount of optional Units within the Upland/Grouse pathway (minimum of one optional Unit).

Core mandatory

SQA ref	SCQF level	SSC ref	Title
F9PD 04	5	Ga2	Monitor Game Populations and Habitat
F9P1 04	5	Ga5	Assist with the Management of Public Relations and Access to a Sporting Estate
F8E6 04	5	CU2	Monitor and Maintain Health and Safety

Mandatory Units

SQA Ref	SCQF level	SSC Ref	Title
F9NV 04	5	Ga1	Assist in Game Shooting Activities
F9P9 04	5	Ga3	Maintain Game Populations
D9JN 04	5	Ga4	Assist with Heather Burning Activities
D9N6 04	6	CU46	Control Vertebrate Pests and Predators Using Traps
F9P7 04	5	CU47	Control Vertebrate Pests and Predators by Shooting

Optional Units

SQA ref	SCQF level	SSC ref	Title
F9NW 04	5	Ga6	Assist in the Production of Fertile Game Eggs
F9NX 04	5	Ga7	Assist in the Production of Game Chicks
D9K4 04	5	Ga8	Assist in the Care of Game Chicks
F9NY 04	6	Ga9	Assist the Establishment of Reared Gamebirds in the Wild
D9KC 04	5	Ga10	Care for Animals Used in Support of Gamekeeping and Wildlife Management
F9P8 04	5	Ga11	Maintain and Improve Game and Wildlife Habitat
F9P0 04	5	Ga35	Assist with the Catching of Breeding Stock
F9PK 04	6	Ga36	Support Participants on a Shoot Day
F9P3 04	6	Ga37	Assisting with Game Shooting by Loading
F9PG 04	7	Ga38	Prepare and Carry out Shotgun Training
F8DA 04	5	CU18	Construct and Maintain Structures and Surfaces
F7TC 04	5	CU27	Maintain Equipment and Machines
F8HX 04	5	CU41	Handle and Care for Animals to Enable Them to Work Effectively
D9KF 04	5	CU48	Control Vertebrate Pest Populations using Chemical Means
F9PJ 04	6	CU49	Stalk and Cull Deer
F0N3 04	6	CU50	Prepare Deer for Human Consumption
D9HF 04	5	CU57	Manage Fisheries Habitat
D9HM 04	5	CU58	Support Angling on a Fishery
D9HN 04	6	CU59	Implement Procedures to Protect Fisheries

Group B — Lowland

The candidates must achieve all core mandatory Units plus the mandatory and the required amount of optional Units within the Lowland pathway (minimum of three optional Units).

Core mandatory

SQA ref	SCQF level	SSC ref	Title
F9PD 04	5	Ga2	Monitor Game Populations and Habitat
F9P1 04	5	Ga5	Assist with the Management of Public Relations and Access to a Sporting Estate
F8E6 04	5	CU2	Monitor and Maintain Health and Safety

Mandatory Units

SQA ref	SCQF level	SSC ref	Title
F9NV 04	5	Ga1	Assist in Game Shooting Activities
F9P9 04	5	Ga3	Maintain Game Populations
D9N6 04	6	CU46	Control Vertebrate Pests and Predators Using Traps
F9P7 04	5	CU47	Control Vertebrate Pests and Predators by Shooting

Optional Units

SQA ref	SCQF level	SSC ref	Title
D9JN 04	5	Ga4	Assist with Heather Burning Activities
F9NW 04	5	Ga6	Assist in the Production of Fertile Game Eggs
F9NX 04	5	Ga7	Assist in the Production of Game Chicks
D9K4 04	5	Ga8	Assist in the Care of Game Chicks
F9NY 04	6	Ga9	Assist the Establishment of Reared Gamebirds in the Wild
D9KC 04	5	Ga10	Care for Animals Used in Support of Gamekeeping and Wildlife Management
F9P8 04	5	Ga11	Maintain and Improve Game and Wildlife Habitat
F9P0 04	5	Ga35	Assist with the Catching of Breeding Stock
F9PK 04	6	Ga36	Support Participants on a Shoot Day
F9P3 04	6	Ga37	Assisting with Game Shooting by Loading
F9PG 04	7	Ga38	Prepare and Carry Out Shotgun Training
F8DA 04	5	CU18	Construct and Maintain Structures and Surfaces
F7TC 04	5	CU27	Maintain Equipment and Machines
F8HX 04	5	CU41	Handle and Care for Animals to Enable them to Work Effectively
D9KF 04	5	CU48	Control Vertebrate Pest Populations Using Chemical Means
F9PJ 04	6	CU49	Stalk and Cull Deer
F0N3 04	6	CU50	Prepare Deer for Human Consumption
D9HF 04	5	CU57	Manage Fisheries Habitat
D9HM 04	5	CU58	Support Angling on a Fishery
D9HN 04	6	CU59	Implement Procedures to Protect Fisheries

Group C — Deer

The candidates must achieve all core mandatory Units plus the mandatory and the required amount of optional Units within the Deer pathway (minimum of two optional Units).

Core mandatory

SQA ref	SCQF level	SSC ref	Title
F9PD 04	5	Ga2	Monitor Game Populations and Habitat
F9P1 04	5	Ga5	Assist with the Management of Public Relations and Access to a Sporting Estate
F8E6 04	5	CU2	Monitor and Maintain Health and Safety

Mandatory Units

SQA ref	SCQF level	SSC ref	Title
F9P7 04	5	CU47	Control Vertebrate Pest and Predators by Shooting
F9PJ 04	6	CU49	Stalk and Cull Deer
F0N3 04	6	CU50	Prepare Deer for Human Consumption

Optional Units

SQA ref	SCQF level	SSC ref	Title
F9NV 04	5	Ga1	Assist in Game Shooting Activities
F9P9 04	5	Ga3	Maintain Game Populations
D9JN 04	5	Ga4	Assist with Heather Burning Activities
D9KC 09	5	Ga10	Care for Animals used in Support of Gamekeeping and Wildlife Management
F9P8 04	5	Ga11	Maintain and Improve Game and Wildlife Habitat
F9PK 04	6	Ga36	Support Participants on a Shoot Day
F9P3 04	6	Ga37	Assisting with Game Shooting by Loading
F9PG 04	7	Ga38	Prepare and Carry Out Shotgun Training
F8DA 04	5	CU18	Construct and Maintain Structures and Surfaces
F7TC 04	5	CU27	Maintain Equipment and Machines
F8HX 04	5	CU41	Handle and Care for Animals to Enable them to Work Effectively
D9N6 04	6	CU46	Control Vertebrate Pests and Predators Using Traps
D9KF 04	5	CU48	Control Vertebrate Pest Populations Using Chemical Means
D9HF 04	5	CU57	Manage Fisheries Habitat
D9HM 04	5	CU58	Support Angling on a Fishery
D9HN 04	6	CU59	Implement Procedures to Protect Fisheries

Group D — Game Rearing

The candidates must achieve all core mandatory Units plus the mandatory and the required amount of optional Units within the Game Rearing pathway (minimum of two optional Units).

Core mandatory

SQA ref	SCQF level	SSC ref	Title
F9PD 04	5	Ga2	Monitor Game Populations and Habitat
F9P1 04	5	Ga5	Assist with the Management of Public Relations and Access to a Sporting Estate
F8E6 04	5	CU2	Monitor and Maintain Health and Safety

Mandatory Units

SQA ref	SCQF level	SSC ref	Title
F9NW 04	5	Ga6	Assist in the Production of Fertile Game Eggs
F9NX 04	5	Ga7	Assist in the Production of Game Chicks
D9K4 04	5	Ga8	Assist in the Care of Game Chicks
F9P7 04	6	CU46	Control Vertebrate Pests and Predators Using Traps

Optional Units

SQA ref	SCQF level	SSC ref	Title
F9NV 04	5	Ga1	Assist in Game Shooting Activities
F9P9 04	5	Ga3	Maintain Game Populations
D9JN 04	5	Ga4	Assist with Heather Burning Activities
F9NY 04	6	Ga9	Assist the Establishment of Reared Gamebirds in the Wild
D9KC 04	5	Ga10	Care for Animals Used in Support of Gamekeeping and Wildlife Management
F9P8 04	5	Ga11	Maintain and Improve Game and Wildlife Habitat
F9P0 04	5	Ga35	Assist with the Catching of Breeding Stock
F9PK 04	6	Ga36	Support Participants on a Shoot Day
F9P3 04	6	Ga37	Assisting with Game Shooting by Loading
F8DA 04	5	CU18	Construct and Maintain Structures and Surfaces
F7TC 04	5	CU27	Maintain Equipment and Machines
F8HX 04	5	CU41	Handle and Care for Animals to Enable them to Work Effectively
F9P7 04	5	CU47	Control Vertebrate Pest and Predators by Shooting
D9KF 04	5	CU48	Control Vertebrate Pest Populations Using Chemical Means

Structure of the SVQs

This section lists the Units which form the SVQ in Game and Wildlife Management at level 3.

The level 3 SVQ can be achieved by three routes.

Group A — Gamekeeping

The candidates must achieve all core mandatory Units plus the mandatory and the required amount of optional Units within the Gamekeeping pathway (minimum of two optional Units).

Core mandatory

SQA ref	SCQF level	SSC ref	Title
F9P4 04	7	Ga14	Contribute to the Development of Public Relations for a Sporting Estate
D9L9 04	7	Ga22	Control the Production of Game Meat for Human Consumption
F9PH 04	6	CU3	Promote, Monitor and Maintain Health, Safety and Security
F9PF 04	7	CU26	Plan, Monitor and Evaluate the Construction and Maintenance of Structures and Surfaces

Mandatory Units

SQA ref	SCQF level	SSC ref	Title
F9P5 04	7	Ga12	Contribute to the Organisation of game Shooting Activities
D9KX 04	7	Ga13	Manage Wild Game Populations
D9L1 04	7	Ga15	Contribute to the Management of Game Habitat
D9L4 04	7	CU21	Contribute to the Development of a Sporting Estate

Optional Units

SQA ref	SCQF level	SSC ref	Title
F9PA 04	6	Ga16	Manage the Production of Fertile Gamebird Eggs
D9LG 04	7	Ga17	Manage the Incubation of Gamebird Eggs
D9LK 04	7	Ga18	Rear Gamebirds for Release
F9PC 04	7	Ga19	Manage the Release of Gamebirds
F9P6 04	7	Ga20	Contribute to the Prevention of Rural Crime on a Sporting Estate
D9LX 04	8	Ga23	Contribute to Deer Management Planning
D9M1 04	7	Ga24	Contribute to the Management of Heather Burning
F9PG 04	7	Ga38	Prepare and Carry Out Shotgun Training
F9PE 04	8	Ga39	Plan, Manage and Evaluate Shotgun Training
F7TA 04	5	CU20	Maintain and Repair Structures and Surfaces
F8JX 04	7	CU40	Train Animals to Achieve Specific Objectives
F9PJ 04	6	CU49	Stalk and Cull Deer
F0N3 03	6	CU50	Prepare Deer for Human Consumption
D9HX 04	8	CU60	Contribute to the Management of a Fishery
F03Y 04	5	ICSB2	Deliver Reliable Customer Service

Group B — Deer

The candidates must achieve all core mandatory Units plus the mandatory and the required amount of optional Units within the Deer pathway (minimum of three optional Units).

Core mandatory

SQA ref	SCQF level	SSC ref	Title
F9P4 04	7	Ga14	Contribute to the Development of Public Relations for a Sporting Estate
D9L9 04	7	Ga22	Control the Production of Game Meat for Human Consumption
F9PH 04	6	CU3	Promote, Monitor and Maintain Health, Safety and Security
F9PF 04	7	CU26	Plan, Monitor and Evaluate the Construction and Maintenance of Structures and Surfaces

Mandatory Units

SQA ref	SCQF level	SSC ref	Title
D9KX 04	7	Ga13	Manage Wild Game Populations
D9LX 04	8	Ga23	Contribute to Deer Management Planning
F9PJ 04	6	CU49	Stalk and Cull Deer

Optional Units

SQA ref	SCQF level	SSC ref	Title
F9P5 04	7	Ga12	Contribute to the Organisation of Game Shooting Activities
D9L1 04	7	Ga15	Contribute to the Management of Game Habitat
F9P6 04	7	Ga20	Contribute to the Prevention of Rural Crime on a Sporting Estate
D9L4 04	7	Ga21	Contribute to the Development of a Sporting Estate
D9M1 04	7	Ga24	Contribute to the Management of Heather Burning
F9PG 04	7	Ga38	Prepare and Carry Out Shotgun Training
F9PE 04	8	Ga39	Plan, Manage and Evaluate Shotgun Training
F7TA 04	5	CU20	Maintain and Repair Structures and Surfaces
F8JX 04	7	CU40	Train Animals to Achieve Specific Objectives
F03Y 04	5	ICSB2	Deliver Reliable Customer Service

Note for occupational pathways Gamekeeping and Deer

If the candidate has achieved Unit CU49 (Stalk and Cull Deer) as part of SVQ level 2, it is recommended that an alternative optional Unit be selected to complete the SVQ at level 3.

Group C — Rearing

The candidates must achieve all core mandatory Units plus the mandatory and the required amount of optional Units within the Rearing pathway (minimum of one optional Unit).

Core Mandatory

SQA ref	SCQF level	SSC ref	Title
F9P4 04	7	Ga14	Contribute to the Development of Public Relations for a Sporting Estate
D9L9 04	7	Ga22	Control the Production of Game Meat for Human Consumption
F9PH 04	6	CU3	Promote, Monitor and Maintain Health, Safety and Security
F9PF 04	7	CU26	Plan, Monitor and Evaluate the Construction and Maintenance of Structures and Surfaces

Mandatory Units

SQA ref	SCQF level	SSC ref	Title
F9PA 04	6	Ga16	Manage the Production of Fertile Gamebird Eggs
D9LG 04	7	Ga17	Manage the Incubation of Gamebird Eggs
D9LK 04	7	Ga18	Rear Gamebirds for Release
F9PC 04	7	Ga19	Manage the Release of Gamebirds
F03Y 04	5	ICSB2	Deliver Reliable Customer Service

Optional Units

SQA ref	SCQF level	SSC ref	Title
D9L1 04	7	Ga15	Contribute to the Management of Game Habitat
F9P6 04	7	Ga20	Contribute to the Prevention of Rural Crime on a Sporting Estate
D9L4 04	7	Ga21	Contribute to the Development of a Sporting Estate
F7TA 04	5	CU20	Maintain and Repair Structures and Surfaces
F8JX 04	7	CU40	Train Animals to Achieve Specific Objectives

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), 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

Archie has worked as an assistant/underkeeper on an upland/grouse estate for two seasons (two years). He does not possess any formal qualifications. He wants to gain a formal qualification which would recognise the skills he has, and for it to be a nationally recognised qualification.

Archie has experience in assisting with controlling vertebrate pest and predators using shooting and in maintaining game populations as well as looking after both his gun dogs.

The head keeper advised him to consider undertaking an SVQ in Game and Wildlife Management at level 2 on the Upland/Grouse pathway.

When the Training and Development (T&D) manager for the estate matched Archie's job remit and existing skills and experience with the SVQ, it emerged that Archie should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

- ◆ CU47 Control Vertebrate Pest and Predators by Shooting (mandatory)
- ◆ Ga3 Maintain Game Populations (mandatory)
- ◆ CU41 Handle and Care for Animals to Enable them to Work Effectively (optional)

The estate T&D manager arranged for an assessor from the local college to provide Archie with guidance on how to collect evidence and construct a portfolio to achieve these Units/award pathway.

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

The Units were:

- ◆ Ga4 Assist with Heather Burning Activities (mandatory)
- ◆ CU2 Monitor and Maintain Health and Safety (core mandatory)

The estate T&D manager arranged for the assessor to meet Archie Both agreed on an assessment schedule covering the seasonality of the Units within the pathway. On a tour of the estate the assessor observed and assessed Archie for the first of these Units, plans were made to assess the other Unit through a combination of observation, questioning and assessment of work products.

Archie had no experience of the areas covered by the final four Units, which were:

- ◆ Ga2 Monitor Game Populations and Habitat (core mandatory)
- ◆ Ga1 Assist in Game Shooting Activities (mandatory)
- ◆ CU46 Control Vertebrate Pest and Predators using Activities (mandatory)
- ◆ Ga5 Assist with the Management of Public Relations and Access to a Sporting Estate (core mandatory)

Since Archie's job remit would not cover all these areas of the SVQ, the estate T&D manager arranged for him to attend a local FE college as well as shadowing a senior member of staff.

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

2 Preparing to assess the SVQ

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

Your role and your candidate's role

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

Your role

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

Candidates' role

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

Planning

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

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

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

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

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

- ◆ Ga4 Assist with Heather Burning Activities (mandatory)

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: GA4 Assist with Heather Burning Activities (mandatory)					
Elements:					
Activities	Performance Criteria	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Ga4.1 Prepare for Heather Burning	Performance Criteria 1-9	Witness testimony Direct observation Oral questioning		None	CU2.1 Performance Criteria 1, 2, 3, 4, 5, 8, 9, 10 CU2 Performance Criteria 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Ga4.2 Support Heather Burning	Performance Criteria 1-9	Witness testimony Direct observation Oral questioning		None	Ga5.1 Performance Criteria 1, 2, 6 Ga5.2 1, 3 CU27.1 Performance Criteria 1, 2, 3, 4, 5, 6, 7 CU27.2 Performance Criteria 1, 2, 3, 4, 5
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature: *Bruce Field*

1st review due:04/01/11

Candidate's signature: *Archie Russell*

2nd review due:11/02/11

Date of agreement:10/12/10

Date of completion:25/02/11

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:

- ◆ the candidate and assessor know each other
- ◆ the assessment progresses at the candidate's own pace of learning
- ◆ the candidate has little fear of the assessment process

The challenges might be:

- ◆ weather conditions
- ◆ appropriate time of year
- ◆ confidentiality
- ◆ pressure of work on the estate

Example

You might agree with a candidate working in an estate, who has to demonstrate how to construct wildfowl shooting butts, this will be carried out by **observation** as and when such opportunity arose. 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 selection of butt site the candidate has used.

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 widely depending on what the candidate's job entails, but examples of product evidence include:

- ◆ maintaining heather burning equipment
- ◆ setting tunnel traps
- ◆ road/track repair
- ◆ construction of shooting butts

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit or 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.

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.

Q Why must you never wear nylon/synthetic clothing whilst undertaking heather burning?

A Nylon/synthetic clothing would burn and melt, you must use fire proof clothing and correct PPE face shield and gloves.

Q What is the best weather to undertake heather burning?

A Dry weather and with very little wind.

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.

Witness testimony

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

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

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

An example of where witness testimony might be useful is CU47 *Control Vertebrate Pest and Predators by Shooting*, Element 2. When a candidate shoots a pest or predator, it may not always be possible for the assessor to witness the shooting of the target species.

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.

Example of where simulation might be appropriate are:

- ◆ Ga4 Assist with Heather Burning Activities
Element 2.8 Take Appropriate Action in the Event of an Emergency
- ◆ Ga5 Assist with the Management of Public Relations and Access to a Sporting Estate
Element 2.4 Provide Support to Persons Dealing with Incidents in a Courteous, Calm, Firm and Polite Manner

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/Element(s):
**Ga4.1 Prepare for
Heather Burning**

Candidate:

Bruce Field

Evidence index number: 1

Date of observation: 04/01/10

Skills/activities observed:	PCs covered:
Selected the correct area of heather to be burnt, discussed with other staff, identified hazards within area and informed relevant agencies about proposed burning activities. Prepared tools and equipment: fire beaters, heather burners and PPE. Load and secure equipment.	Ga4.1 PC 1.2 — 1.3 — 1.5 — 1.6 — 1.7 — 1.9

Knowledge and understanding apparent from this observation:

(b) The hazards associated with heather burning including hazards to self, others, the environment and wildlife.

(c) The personal protective equipment required for use by those involved in heather burning.

(f) How the tools and equipment extinguish fire and how the tools are used to control heather and peat fires.

Other Units/Elements to which this evidence may contribute:

CU27 Element 1 PC 1, Element 2 PC1, 2, 5

Assessor's comments and feedback to candidate:

You have demonstrated that you are competent in selecting an area of heather to be burnt, preparing tools and equipment for heather burning and loading tools and equipment for burning activities.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Bruce Field*

Date: *04/01/10*

Candidate's signature: *Archie Russell*

Date: *04/01/10*

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

Unit: Ga4 Assist with Heather Burning Activities	Element(s): Ga4.1 4 and 5
Evidence index number: 2	
Circumstances of assessment: supplementary questions relating to knowledge and understanding (a) (c)	
List of questions and candidate's responses: Q: State the legal heather burning dates in Scotland below 450m/1500ft? A: 1st October to 15th April. Q: What personal protective equipment do you need to undertake heather burning ? A: Fire resistant clothing, fire resistant boots, leather gloves and faceshield.	
Assessor's signature: <i>Archie Russell</i>	Date: <i>04/01/10</i>
Candidate's signature: <i>Bruce Field</i>	Date: <i>04/01/10</i>

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

SVQ title and level:	SVQ Game and Wildlife Management level 2
Candidate's name:	Archie Russell
Evidence index no:	3
Index no of other evidence which this testimony relates to (if any):	
Element(s):	Ga4 Assist with Heather Burning Activities, Element 1
Date of evidence:	04/01/10
Name of witness:	David Black
Designation/relationship to candidate:	Head gamekeeper
Details of testimony:	
<p>I confirm that Archie is competent in all aspects of preparing for heather burning. He is able to identify heather that needs to be burnt, and can identify the possible hazards associated with the planned burn, such as, wind strength and direction, dryness of heather plant and peat/soil.</p> <p>I also confirm that Archie works in a safe manner and adheres to all aspects of health and safety.</p> <p>I have worked and observed Archie perform all tasks within Element Ga4 Element 1, he is an effective member of the team and works to standard.</p>	
<p>I can confirm the candidate's evidence is authentic and accurate. Signed by witness: <i>David Black</i> Date: <i>04/01/10</i></p>	

Witness (please tick the appropriate box):

- Holds 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 procedures/Dealing with poachers

You may be able to overcome these by using a simulated emergency situation.

Guidance and support to candidates

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

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

Judging candidate evidence and making an assessment decision

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

Evidence must:

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

Insufficient evidence

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

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

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

Authenticating candidates' evidence

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

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

Example

Authentication would be useful in a case where the candidate follows procedures for contacting emergency services for heather burning that has got out of control if the assessor is absent.

Another example of when authentication is required could be when the candidate deals with unauthorised visitors on an estate when the assessor is not present.

4 Recording achievement

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

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

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

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

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

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

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

4 Recording achievement (cont)

- ◆ completing the Unit progress record
- ◆ using the evidence index
- ◆ completing the Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

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

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

Unit progress record

Qualification and level: SVQ Game and Wildlife Management level 2
 Pathway Upland/Grouse

Candidate: Archie Russell

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

Unit Checklist

Core Mandatory	Ga2	Ga5	CU2		
Mandatory	Ga1	Ga3	Ga4	CU46	CU47
Optional	CU27				

Core mandatory Units achieved

Unit number	Title	Assessor's signature	Date

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
Ga4	Assist with Heather Burning Activities	Bruce Field	25/02/11

Optional Units achieved

Unit Number	Title	Assessor's signature	Date
CU27	Maintain Equipment and Machines	Bruce Field	04/01/10

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: Game and Wildlife Management level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Observation record	Yes	WT 15/05/11
2	Record of questions and candidate's answers	Yes	WT 15/05/11
3	Witness testimony	Yes	WT 15/05/11

Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)
- ◆ entering the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking PCs or Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.

Element achievement record

Unit: Ga4 Assist with Heather Burning Activities

Element: 1 Prepare for Heather Burning

Evidence index no	Description of evidence	Performance Criteria/performance statements						Areas of Knowledge and Understanding/scope															
		1	2	3	4	5	6	a	b	c	d	e	f	g	h	i	j	k	l	m			
1	Observation record		x	x		x	x																
		7	8	9																			
		x		x																			
2	Record of questions and candidate answers							x		x							x	x					

Unit: Ga4 Assist with Heather Burning Activities

Element: 1 Prepare for Heather Burning

Notes/Comments

This evidence also satisfies the assessment requirements for : CU27 Element 1 Performance Criteria 1.1, 1.2, 1.5, 1.6, 1.7
CU27 Element 2 Performance Criteria 1.1, 1.2, 1.5

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

Candidate: *Archie Russell*

Date: *04/01/10*

Assessor: *Bruce Field*

Date: *04/01/10*

Internal Verifier: *Willie Tweed*

Date: *15/05/11*

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

Appendix 1: Blank recording forms

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: