



Assessor's Guidelines for:

- ◆ **SVQ2 Arboriculture**
- ◆ **SVQ3 Arboriculture**
- ◆ **SVQ2 General Woodland and Forestry Treework**
- ◆ **SVQ3 General Woodland and Forestry Treework**

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Contents

About this guide.....	1
Introduction.....	2
About SVQs and the SCQF	2
How are standards defined in SVQs?	4
Who is involved in SVQs?.....	4
The steps involved in assessing a candidate for an SVQ	5
1 The SVQs in Forestry, Arboriculture and Treework.....	6
Structure of the SVQs	6
An Assessment Strategy for the SVQ	13
Why would people be interested in the SVQ?	15
How do candidates begin?.....	16
Choosing the SVQ.....	16
2 Preparing to assess the SVQ	18
Your role and your candidate's role	18
Planning.....	19
Assessment plan	20
Selecting methods of assessment	21
Methods of assessment	22
Observation	22
Product evidence.....	22
Questioning	23
Other methods of assessment	24
Personal statements.....	24
Witness testimony	24
Simulation.....	25
Other sources of evidence	26
3 Generating evidence	27
Observation.....	28
Questions and candidate responses	30
Candidate's personal statement.....	32
Witness testimony	34
Filling the gaps.....	36
Guidance and support to candidates	36
Judging candidate evidence and making an assessment decision.....	36
Insufficient evidence.....	37
Authenticating candidates' evidence.....	37
4 Recording achievement.....	38
Completing the Unit progress record.....	39
Unit progress record	40
Using the index of evidence	41
Index of evidence	42
Completing the Element achievement record.....	43
Element achievement record.....	44
5 Further information	46
What else should I read?	46
Appendix 1: Blank recording forms.....	47

About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ2 Arboriculture**, **SVQ3 Arboriculture**, **SVQ2 General Woodland and Forestry Treework** and **SVQ3 General Woodland and Forestry Treework**. 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, learners 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

SVQ1 (SCQF level 4)	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.
SVQ2 (SCQF level 5)	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.
SVQ3 (either SCQF level 6 or 7)	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.
SVQ4 (either SCQF level 8 or 9)	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.
SVQ5 (SCQF level 11)	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.

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 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 Arboriculture and General Woodland and Forestry Treework

The SVQs in Arboriculture and General Woodland and Forestry Treework have been developed by Lantra and are intended for people in Forestry, Arboriculture and Treework.

These people may be working as:

- ◆ Arboriculturalists
- ◆ Tree Surgeons
- ◆ Climbers
- ◆ Chainsaw Operators
- ◆ Forest Machine Operators
- ◆ Harvesting contractors
- ◆ Forest/Woodland Officers
- ◆ Forestry/Arboriculture Consultants
- ◆ Forest Managers

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 in Arboriculture and General Woodland and Forestry Treework at levels 2 and 3 are likely to be delivered include:

- ◆ Forestry Commission Scotland
- ◆ Commercial Forestry Operations
- ◆ Local Authorities
- ◆ Tree Surgeon and Landscape Managements

Structure of the SVQs

This section lists the Units which form the SVQ in Arboriculture.

SVQ2 Arboriculture (GGOT 22)

13 Units required in total

Mandatory Units

SQA ref	SCQF level	SSC ref	Title
H2RE 04	6	LANTW1	Identify Tree Species and Their Properties
H2PR 04	5	LANTW2	Control Pollution Incidents

H2S0 04	4	LANTW15	Process Arisings from Tree Operations
H2NP 04	5	LANTW19	Carry Out Routine Maintenance of Chainsaw and Cutting Systems
H2R9 04	5	LANTW20	Fell Trees Using a Chainsaw
H2S9 04	5	LANTW21	Remove Branches from Felled Trees Using a Chainsaw
H2R0 04	5	LANTW22	Cross-Cut Timber Using a Chainsaw
H2RN 04	5	LANCS2	Monitor and Maintain Health and Safety

Optional Units

Optional Group 1 — from 1 to 5 Units required

SQA ref	SCQF level	SSC ref	Title
H2PH 04	6	LANTW3	Clear Sites for Planting
H2RY 04	5	LANTW4	Prepare Sites for Planting
H2RW 04	4	LANTW8	Plant Trees
H2PS 04	4	LANTW11	Control Unwanted Vegetation
H2SE 04	6	LANTW12	Soil Amelioration for Tree Health
H2SL 04	5	LANTW13	Take Delivery of and Store Plants and Materials
H2SN 04	5	LANTW16	Treat and Dispose of Stumps
H2SP 04	5	LANTW26	Use a Pole Mounted Pruner
H2SH 04	4	LANTW27	Support Colleagues Undertaking Off-Ground Tree Related Operations
H2NH 04	5	LANTW28	Carry Out Aerial Rescue Operations
H2NG 04	5	LANTW29	Carry Out Aerial Pruning of a Tree
H2NF 04	5	LANTW30	Carry Out Aerial Cutting of Trees Using Free-Fall Techniques
H2NS 04	6	LANTW34	Carry Out Vegetation Management in Proximity to Above Ground Utilities
H2NT 04	5	LANTW37	Carry Out Vegetation Management in Proximity to Underground Utilities
H2SR 04	5	LANTW42	Use Mechanically Powered Winches in Timber Work
H2R7 04	6	LANTW43	Extract Wood and Wood Products Using Small Motorised Equipment
H2NV 04	5	LANTW44	Choker Timber in Wire Rope Work
H2RP 04	5	LANTW47	Operate Grapple Loader
H2SD 04	4	LANTW54	Sharpen and Maintain Edged Hand Tools
H2S6 04	6	LANTW59	Produce Wood Fuel in a Woodland or Forest
H2PN 04	6	LANEnC2	Consult and Work with the Local Community
H2NM 04	-	LANH20	Carry Out Management of Planted Areas
H2PM 04	-	LANCS16	Construct Paths or Surfaces
H2RJ 04	-	LANCS17	Maintain and Repair Paths and Surfaces

H2PL 04	-	LANCS20	Construct Boundaries or Access Points
H2RK 04	-	LANCS21	Maintain and Repair Boundaries or Access Points
H2RD 04	-	LANCS29	Identify the Presence of Pests, Diseases and Disorders
H2NC 04	-	LANCS54	Assist with the Control of Pests, Diseases and Disorders
FM5F 04	8	CFAMLE8	Manage Physical Resources
H0CD 04	7	CFAMLD6	Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility

SVQ3 Arboriculture (GG0R 23)

10 Units required in total

Mandatory Units

SQA Ref	SCQF level	SSC Ref	Title
H2NH 04	5	LANTW28	Carry Out Aerial Rescue Operations
H2NG 04	5	LANTW29	Carry Out Aerial Pruning of a Tree
H2S8 04	6	LANCS3	Promote, Monitor and Maintain Health, Safety and Security
H0CD 04	7	CFAMLD6	Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility

Optional Units

Optional Group 1 — from 1 to 6 Units required

SQA Ref	SCQF level	SSC Ref	Title
H2SM 04	6	LANTW9	Transplant Large Root-Balled Trees
H2NN 04	5	LANTW10	Carry Out Post Planting Tree Protection and Maintenance
H2RX 04	6	LANTW17	Prepare for and Agree Emergency Treework Operations
H2NL 04	6	LANTW18	Carry Out Emergency Treework Operations
H2R9 04	5	LANTW20	Fell Trees Using a Chainsaw
H2SC 04	6	LANTW24	Sever Uprooted or Windblown Trees Using a Chainsaw
H2NK 04	4	LANTW25	Carry Out Assisted Fell Operations
H2NF 04	5	LANTW30	Carry Out Aerial Cutting of Trees Using Free-Fall Techniques
H2NJ 04	5	LANTW31	Carry Out Aerial Tree Rigging
H2NA 04	5	LANTW32	Aerial Cutting of Trees Using a Crane
H2RF 04	6	LANTW33	Install and Maintain Structural Supports for Trees

H2SG 04	6	LANTW35	Supervise Utility Arboriculture Operations in Proximity to Above Ground Utilities
H2SK 04	7	LANTW36	Survey Vegetation Adjacent to Above Ground Utilities to Identify Required Maintenance
H2S3 04	5	LANTW41	Process Timber Using Large Loader-fed Machinery
H2SR 04	5	LANTW42	Use Mechanically Powered Winches in Timber Work
H2R7 04	6	LANTW43	Extract Wood and Wood Products Using Small Motorised Equipment
H2RP 04	5	LANTW47	Operate Grapple Loader
H2RG 04	6	LANTW61	Lay a Hedge
H2R3 04	6	LANTW63	Develop a Woodland Management Plan
H2NR 04	6	LANTW64	Carry Out Site Surveys and Communicate on Your Findings
H2SJ 04	8	LANTW65	Survey and Inspect the Condition of Trees
H2S7 04	6	LANEnC1	Promote Responsible Public use of Outdoor Sites
H2PN 04	6	LANEnC2	Consult and Work with the Local Community
H2SA 04	7	LANEnC29	Research and Prepare Environmental Interpretive Activities
H2RD 04	-	LANCS29	Identify the Presence of Pests, Diseases and Disorders
H2PX 04	7	LANCS30	Co-ordinate the Control of Pests, Diseases and Disorders
H2RS 04	7	LANCS37	Plan and Oversee Habitat Management Work
FE19 04	8	CFABAA152	Plan, Run and Evaluate Projects
H2RV 04	-	CFABD3	Plan Where Your Business is Going
H0D9 04	7	CFAMLE1	Manage a Budget
DR5T 04	8	CFAMLE2	Manage Finance for Your Area of Responsibility
DR67 04	7	CFAMLA2	Manage Your Own Resources and Professional Development

Additional Extras (Optional)

SQA Ref	SCQF level	SSC Ref	Title
H2N9 04			Administer Environmental Legislation

This section lists the Units which form the SVQ in Treework.

SVQ2 General Woodland and Forestry Treework (GG0N 22)

9 Units required in total

Mandatory Units

SQA ref	SCQF level	SSC ref	Title
H2RE 04	6	LANTW1	Identify Tree Species and Their Properties
H2PR 04	5	LANTW2	Control Pollution Incidents
H2RN 04	5	LANCS2	Monitor and Maintain Health and Safety

Optional units

Optional Group 1 — from 1 to 6 Units required

SQA Ref	SCQF level	SSC Ref	Title
H2PH 04	6	LANTW3	Clear Sites for Planting
H2RY 04	5	LANTW4	Prepare Sites for Planting
H2PY 04	5	LANTW5	Create an Open Drainage System
H2RH 04	5	LANTW6	Maintain Open Drainage Systems
H2RW 04	4	LANTW8	Plant Trees
H2NN 04	5	LANTW10	Carry Out Post Planting Tree Protection and Maintenance
H2PS 04	4	LANTW11	Control Unwanted Vegetation
H2SE 04	6	LANTW12	Soil Amelioration for Tree Health
H2SL 04	5	LANTW13	Take Delivery of and Store Plants and Materials
H2S0 04	4	LANTW15	Process Arisings from Tree Operations
H2SN 04	5	LANTW16	Treat and Dispose of Stumps
H2NP 04	5	LANTW19	Carry Out Routine Maintenance of Chainsaw and Cutting System
H2R9 04	5	LANTW20	Fell Trees Using a Chainsaw
H2S9 04	5	LANTW21	Remove Branches from Felled Trees Using a Chainsaw
H2R0 04	5	LANTW22	Cross-Cut Timber Using a Chainsaw
H2SC 04	6	LANTW24	Sever Uprooted or Windblown Trees Using a Chainsaw
H2SP 04	5	LANTW26	Use a Pole Mounted Pruner
H2RA 04	5	LANTW38	Fell Trees Mechanically
H2S4 04	5	LANTW39	Process Trees Mechanically
H2S2 04	4	LANTW40	Process Timber Using Hand-Fed Machinery
H2SR 04	5	LANTW42	Use Mechanically Powered Winches in Timber Work
H2R6 04	6	LANTW43	Extract Wood and Wood Products Using a Horse
H2NV 04	5	LANTW44	Choker Timber in Wire Rope Work

H2ND 04	5	LANTW46	Attach and Detach Timber onto a Skidder
H2RP 04	5	LANTW47	Operate Grapple Loader
H2RC 04	5	LANTW48	Handle, Transport and Prepare a Horse for Timber Work
H2R7 04	5	LANTW49	Extract Wood and Wood Products Using Small Motorised Equipment
H2RL 04	6	LANTW52	Maintain Coppice Health and Productivity
H2R1 04	5	LANTW53	Cut, Process and Extract Coppice
H2SD 04	4	LANTW54	Sharpen and Maintain Edged Hand Tools
H2NE 04	5	LANTW55	Build and Maintain Tools and Devices Used to Process Coppice and Green Wood Products
H2S1 04	5	LANTW55	Process Coppice Materials and Green Wood Products
H2PK 04	6	LANTW58	Construct a Green Wood Product to Client Specification
H2S6 04	6	LANTW59	Produce Wood Fuel in a Woodland or Forest
H2RG 04	6	LANTW61	Lay a Hedge
H2NR 04	6	LANTW64	Carry Out Site Surveys and Communicate on Your Findings
H2NB 04	4	LANTW74	Assist with Forest and Moorland Fire Fighting
H2PN 04	6	LANEnC2	Consult and Work with the Local Community
H2NM 04	-	LANH20	Carry Out Management of Planted Areas
H2PM 04	-	LANCS16	Construct Paths or Surfaces
H2RJ 04	-	LANCS17	Maintain and Repair Paths and Surfaces
H2PL 04	-	LANCS20	Construct Boundaries or Access Points
H2RK 04	-	LANCS21	Maintain and Repair Boundaries or Access Points
H2RD 04	-	LANCS29	Identify the Presence of Pests, Diseases and Disorders
H2PW 04	6	LANCU46	Control Vertebrate Pests and Predators Using Traps
H2PT 04	5	LANCU47	Control Vertebrate Pests and Predators by Shooting
H2PV 04	5	LANCU48	Control Vertebrate Pests and Predators Using Chemical Means
H2NC 04	-	LANCS54	Assist with the Control of Pests, Diseases and Disorders
FM5F 04	8	CFAMLE8	Manage Physical Resources
H0CD 04	7	CFAMLD6	Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility

Additional Extras (Optional)

SQA Ref	SCQF level	SSC Ref	Title
H2S5 04	6	LANTW60	Produce Charcoal in a Woodland

SVQ3 General Woodland and Forestry Treework (GG0P 23)

10 Units required in total

Mandatory Units

SQA ref	SCQF level	SSC ref	Title
H2NR 04	5	LANTW64	Carry Out Site surveys and Communicate on Your Findings
H2S8 04	6	LANCS3	Promote, Monitor and Maintain Health, Safety and Security
H0CD 04	7	CFAMLD6	Allocate and Monitor the Progress and Quality of Work in your Area of Responsibility

Optional units

Optional Group 1 — from 1 to 7 Units required

SQA Ref	SCQF level	SSC Ref	Title
H2SM 04	6	LANTW9	Transplant Large Root-Balled Trees
H2NN 04	5	LANTW10	Carry Out Post Planting Tree Protection and Maintenance
H2RX 04	6	LANTW17	Prepare for and Agree Emergency Treework Operations
H2NL 04	6	LANTW18	Carry Out Emergency Treework Operations
H2R9 04	5	LANTW20	Fell Trees Using a Chainsaw
H2SC 04	6	LANTW24	Sever Uprooted or Windblown Trees Using a Chainsaw
H2S3 04	5	LANTW41	Process Timber Using Large Loader-fed Machinery
H2R8 04	5	LANTW45	Extract Wood Products by Cable Crane
H2R6 04	5	LANTW49	Extract Wood and Wood Products Using a Horse
H2RR 04	6	LANTW51	Plan and Evaluate for Coppice Management
H2RL 04	6	LANTW52	Maintain Coppice Health and Productivity
H2PK 04	6	LANTW58	Construct a Green Wood Product to Client Specification
H2RG 04	6	LANTW61	Lay a Hedge
H2R5 04	6	LANTW62	Evaluate Markets for the Sale of Forest and Woodland Products and Services
H2R3 04	6	LANTW63	Develop a Woodland Management Plan
H2SJ 04	8	LANTW65	Survey and Inspect the Condition of Trees
H2SB 04	5	LANTW66	Select, Mark and Assess Volume of Standing Trees
H2RM 04	5	LANTW67	Measure and Assess Felled Timber Volume and Quality
H2PJ 04	6	LANTW68	Compile and Maintain a Forest or Woodland Inventory
H2RB 04	6	LANTW69	Forecast Production of Forest and Woodland Products and Make Recommendations
H2PP 04	5	LANTW75	Contribute to the Management of Forests and Moorlands Fire Fighting
H2S7 04	6	LANEnC1	Promote Responsible Public Use of Outdoor Sites
H2PN 04	6	LANEnC2	Consult and Work with the Local Community
H2SA 04	7	LANEnC29	Research and Prepare Environmental Interpretive Activities
H2RD 04	-	LANCS29	Identify the Presence of Pests, Diseases and Disorders
H2PX 04	7	LANCS30	Co-ordinate the Control of Pests, Diseases and Disorders
H2RS 04	7	LANCS37	Plan and Oversee Habitat Management Work
H2SF 04	6	LANCU49	Stalk and Cull Deers

FE19 04	8	CFABAA152	Plan, Run and Evaluate Projects
H2RV 04	8	CFABD3	Plan Where Your Business is Going
H0D9 04	7	CFAMLE1	Manage a Budget
DR5T 04	8	CFAMLE2	Manage Finance for Your Area of Responsibility
DR67 04	7	CFAMLA2	Manage your own Resources and Professional Development
H2R4 04	9	CFAMLD2	Develop Productive Working Relationships with Colleagues and Stakeholders
H2RT 04	7	CFAMLWB3	Plan How You Will Sell Your Products or Services
H2R2 04	6	LANEnC30	Deliver Environmental Interpretive Activities

Additional Extras (Optional)

SQA Ref	SCQF level	SSC Ref	Title
H2N9 04	-	LANTW73	Administer Environmental Legislation

An Assessment Strategy for the SVQ

As part of their/its review of the SVQ(s), 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

SVQ3 General Woodland and Forestry Treework — Case Study

Sean works for the Forestry Commission as a Forest Craftsman (Forest Worker) and has been employed with the Commission for more than 10 years. Sean was interested in gaining a formal qualification which recognised the varied work he undertook. He discussed this with his manager and it was agreed he should consider the SVQ in General Woodland and Forestry Treework at level 3. Sean and his manager then discussed this with the Training Manager and together they considered what was required to achieve the SVQ and how this matched with Sean's duties.

The SVQ in General Woodland and Forestry Treework at level 3 contains 3 mandatory Units:

- ◆ Promote, Monitor, and Maintain Health, Safety and Security
- ◆ Allocate and Monitor the Progress and Quality of Work in your Area of Responsibility
- ◆ Carry Out Site Surveys

As Sean headed a small team and was responsible for Health and Safety within that team he and his manager felt that he should be able to generate sufficient evidence in his normal duties for the first two Units. Sean also occasionally surveyed areas in which he worked and was confident he could generate evidence for the remaining Mandatory Unit.

They then considered the remaining seven Optional Units required to achieve the SVQ. It was agreed that Sean should be able to generate evidence for the following Optional Units while carrying out his normal duties:

- ◆ Select, Mark and Assess Volume of Standing Trees
- ◆ Fell Trees Using a Chainsaw
- ◆ Survey and Inspect the Condition of Trees
- ◆ Sever Uprooted or Windblown Trees Using a Chainsaw
- ◆ Measure and Assess Felled Timber Volume and Quality
- ◆ Carry Out Post Planting Tree Protection and Maintenance

The Units above reflected the work Sean carried out on a day to day basis but he was also interested in Unit Forecast Production of Forest and Woodland Products and Make Recommendations. This was not an area Sean had a lot of experience in but was becoming more important to his role and following discussion with his manager it was agreed that he would undertake this Unit. This would ensure he completed enough Units to achieve the SVQ.

It was agreed that the Training Manager, who was a qualified assessor would act as Sean's assessor and an assessment plan was drawn up which identified a range of approaches to generating the evidence required for the SVQ.

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your 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 LANTW6 *Select, Mark and Assess Volume of Standing Trees* (H2SB 04).

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	LANTW66				
Elements	TW9.1, TW9.2				
Activities	Performance Criteria (PC)	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Identify area to be assessed and marked	P1	Work based observation	10/03/11		
Establish basal areas of trees as an aid to selection	P2	Work based observation and calculations	10/03/11		
Select, mark, measure and record trees in line with the given specification and appropriate tariff	P3	Work based observation	10/03/11		
Complete appropriate tariffing field checks to ensure elimination of error	P4	Work based observation	11/03/11		
Check thinning intensity using sample plots	P5	Work based observation and calculations (product evidence)	11/03/11		
Maintain the health and safety of yourself and others at all times in accordance with current legislation	P6	Work based observation	11/03/11		
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review	K5, K10, K12	Oral questioning	23/03/11		

Assessor's signature	<u>Gary Payton</u>	1st review due	<u>25/03/11</u>
Candidate's signature	<u>Sean Kemp</u>	2nd review due	<u>2/04/11</u>
Date of agreement	<u>25/02/11</u>	Date of completion	<u>5/04/11</u>

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 of 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:

- ◆ In a forestry company the candidate may be working with the assessor on a regular basis and, therefore, may feel well supported
- ◆ Good guidance from the assessor will put candidate at ease in terms of the pace of the assessment schedule and the fact that assessment progress can be reviewed on a regular basis
- ◆ Assessors in regular contact with candidates can advise candidates as to types of evidence that are acceptable for portfolio such as product evidence and risk assessments that the candidate has carried out

The challenges might be:

- ◆ *Some candidates may feel ill at ease being assessed by their peers*
- ◆ *Candidates are likely to be working in remote areas where access can be challenging making it more difficult for assessors to observe their practice*
- ◆ *Some evidence may be difficult to generate where it relates to emergency procedures and other infrequently occurring tasks*

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:

- ◆ Risk Assessments and Associated Paperwork
- ◆ Calculations of Basal Area and Thinning Intensity
- ◆ Photographic evidence of stacks of timber

Questioning

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

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

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

SVQ3 General Woodland and Forestry Treework

Unit LANTW64 Carry Out Site Surveys and Communicate on your Findings H2NR 04

Supplementary Evidence/Knowledge and Understanding

- Q** What is the difference between primary and secondary data?
- A** Primary data is information you have collected yourself but secondary data is information you have got from other sources, for example, I used Ordnance Survey maps as a source of secondary data.
- Q** What is the difference between quantitative and qualitative data?
- A** Quantitative data relates to the number of things, for example the number of trees or species of wild animals in a particular area is quantitative data while qualitative data means it is related to the qualities of things for example soil quality in a particular area or the condition or health of trees in an area.

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.


Example SVQ3 General Woodland and Forestry Treework

A personal statement could be completed by the candidate to support other evidence produced for Unit LANCS3 *Promote, Monitor, and Maintain Health, Safety and Security* (H2S8 04). For example a personal statement could be useful in evidencing 'Encourage and support others with whom you are working to maintain their own health and safety during work' as opportunities may not be present during observation by the assessor.

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 A/V Units or 'D-Units'.
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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

Witness Testimonies in SVQ3 General Woodland and Forestry Treework

Witness Testimonies could be used throughout the SVQs, for example a witness testimony from the candidate's line manager or colleagues could contribute valuable evidence for 'Communicate any health and safety precautions that are being applied in the workplace to others entering the area' in Unit LANCSS *Promote, monitor and maintain health, safety and security* (H2S8 04). The witness testimony could provide valuable evidence of the information given by candidate to colleagues in relation to Health and Safety precautions.

When considering the validity of a witness testimony the assessor needs to take into account factors such as:

- ◆ whether or not the witness has been logged as a formal witness in the candidate's portfolio
- ◆ how familiar the witness is with the work and performance of the candidate
- ◆ the skills and experience of the witness and his/her ability to adequately present the evidence
- ◆ whether or not the witness has simply copied certain performance criteria and signed them off mechanically out of context, ie is it simply a paper exercise

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

In Unit Control Pollution Incidents (H2PR 04)

Opportunities to generate evidence for this Unit may be limited as it covers an important but infrequently occurring incident, therefore simulation may be acceptable for this Unit, centres should seek guidance from their External Verifier and ensure that any simulation mirrors as closely as possible real working practices, for example a non-hazardous liquid that will not damage the environment could be used to simulate an oil spill which would allow the candidate to demonstrate the skills and knowledge required in a real working environment.

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) LANTW66 Select, Mark and Assess Volume of Standing
Candidate Trees
Evidence index number Sean Kemp
Date of observation 1

Skills/activities observed	Performance Criteria covered
Sean was able to show that he could: Calculate the basal area of trees	P2
Select appropriate trees	P3
Mark trees to be felled	P3
Comply with all relevant Health and Safety regulations and guidelines	P6

Knowledge and understanding apparent from this observation

- (a) How to identify hazards and comply with the control measures of risk assessments
- (e) How to measure thinning yield, thinning intensity and basal area
- (f) When it is appropriate to fell volume sample trees

Other Units/Elements to which this evidence may contribute

LANCS3 Promote, Monitor and Maintain Health, Safety and Security

Assessor's comments and feedback to candidate

Sean worked safely and effectively to firstly establish the basal areas of a number of trees and then to select and clearly mark the trees which he decided should be felled.

I can confirm the candidate's performance was satisfactory.

Assessor's signature _____ **Date** 03/03/11

Candidate's signature _____ **Date** 03/03/11

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	LANTW19 Carry Out Routine Maintenance of Chainsaw and Cutting System
Element(s)	
Evidence index number	1
Circumstances of assessment	
List of questions and candidate's responses	
Q	What checks would you make of the surrounding area before carrying out Chainsaw Maintenance?
A	I would check that the area is clear of tree felling and arisings, moving logs, ropes and machinery and free of other workers.
Q	
A	
Q	
A	
Q	
A	
Q	
A	

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____

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.

Example Personal Statement — SVQ3 General Woodland and Forestry Treework

LANCS3 Promote, Monitor, and Maintain Health, Safety and Security

The team started harvesting in an area of the forest we had not previously worked in before so I undertook a risk assessment using an existing risk assessment of a similar area we had worked in last year as the starting point. The new risk assessment identified similar risks to the assessment for the other area and I agreed with my line manager that existing control measures were in place which would reduce the risks as far as possible. However I identified that as the area of forest we would be working in was remoter than other locations that there was an increased risk relating to the length of time it would take to respond in the event of an accident or emergency. In addition I identified that there was little or no mobile phone signal which would make it difficult to communicate with colleagues. I suggested to my line manager that we could use walkie-talkies to ensure communication was possible during the harvesting which was agreed and I ensured they were available to the whole team and that they had been trained in how to use them.

Once the risk assessment was completed I made sure the team was aware of the various risks, how they could help manage the risks and the other measures we had put in place to reduce them. The risk assessment was filed following the normal procedure at the office.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
	5	New Risk Assessment	3	LANCS3 1, 2, 3, 4, 5, 10

Candidate's signature _____ **Date** _____

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	SVQ3 Treework
Candidate's name	Sean Kemp
Evidence index no	11
Index no of other evidence which this testimony relates to (if any)	5, 6, 7, 8, 9, 10
Element(s)	See personal statements sector in portfolio
Date of evidence	5 June 2011
Name of witness	Mr George Karl
Designation/relationship to candidate	Line Manager
Details of testimony I observed Sean undertake a risk assessment for a new area of the forest where harvesting was due to start. His risk assessment was thorough and identified two risks which were specific to the site and identified control measures to help manage the risk. Sean communicated with the rest of the team effectively on the new measures in place and made sure that each member of the team understood what was required of them. His risk assessment was filed in the correct place following company procedures.	

I can confirm the candidate's performance was satisfactory.

Witness's signature _____ **Date** _____

Witness (please select 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:

Example — SVQ3 Treework

LANTW2 Control Pollution Incidents

LANCS3 Promote, Monitor and Maintain Health, Safety and Security

Both of the above mandatory Units cover areas that are unlikely to be frequently occurring, dealing with a pollution incident in LANTW2 and accident and emergency procedures in LANCS3. Where opportunities to gather evidence for these Units do not occur naturally while the candidate is undertaking the SVQ the use of an appropriately planned simulation could be used to develop the required evidence.

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.

4 Recording achievement

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

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

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

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

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

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

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

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

These forms are also used in SQA's portfolio.

Completing the Unit progress record

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

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

Unit progress record

Qualification and level SVQ3 General Woodland and Forestry Treework

Candidate Sean Kemp

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

Unit Checklist

Mandatory	LANTW64	LANCS3	CFAMLD6				
Optional	LANTW10	LANTW20	LANTW24	LANTW65	LANTW66	LANTW67	LANTW69

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
LANTW64	Carry Out Site Surveys and Communicate on Your Findings		02/05/11
CFAMLD6	Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility		04/05/11

Optional Units achieved

Unit number	Title	Assessor's signature	Date
LANTW65	Survey and Inspect the Condition of Trees		06/07/11

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.

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 LANTW10

Element —

Evidence Index No	Description of Evidence	PC/performance statements						Areas of knowledge and understanding/scope									
		P1	P2	P3	P4	P5	P6	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10
5	Assessor Observation	x	x	x				x	x	x					x		
7	Product Evidence			x	x										x		
8	Personal Statement					x		x	x		x					x	x
10	Witness Testimony	x				x	x										

Unit LANTW10

Element

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** _____

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

Mandatory									
Optional									

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

Optional Units achieved

Unit number	Title	Assessor's signature	Date

Unit

Element

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					
Elements					
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, Elements, Performance Criteria, Performance statements, scope covered

Candidate's signature _____ Date _____

Observation record

Unit/Element(s) _____
Candidate _____
Evidence index number _____
Date of observation _____

Skills/activities observed	Performance Criteria 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 performance was satisfactory.

Witness's signature _____ **Date** _____

Witness (please select the appropriate box):

- Holds 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

Unit	
Element(s)	
Evidence index number	
Circumstances of assessment	
List of questions and candidate's responses	
Q	
A	
Q	
A	
Q	
A	
Q	
A	
Q	
A	

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____