



## **Assessor's Guidelines for:**

- ◆ **SVQ2 Community Development Work SCQF level 5**
- ◆ **SVQ3 Community Development Work SCQF level 7**
- ◆ **SVQ4 Community Development Work SCQF level 8**

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# Contents

	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 2, 3 and 4 Community Development Work SCQF levels 5, 7 and 8..	6
	Structure of the SVQs .....	7
	Why would people be interested in the SVQ? .....	11
	How do candidates begin?.....	12
	Choosing the SVQ.....	12
2	Preparing to assess the SVQ .....	16
	Your role and your candidate's role .....	16
	Planning .....	17
	Assessment plan .....	18
	Selecting methods of assessment .....	20
	Effective assessment planning.....	21
	Methods of assessment .....	22
	Observation .....	22
	Product evidence.....	23
	Other methods of assessment .....	24
	Personal statements/reflective accounts .....	24
	Witness testimony .....	24
	Simulation.....	25
	Other sources of evidence .....	26
3	Generating evidence .....	27
	Observation.....	28
	Questions and candidate responses .....	31
	Candidate's personal statement/reflective account .....	34
	Witness testimony .....	37
	Filling the gaps.....	40
	Guidance and support to candidates .....	40
	Judging candidate evidence and making an assessment decision .....	41
	Insufficient evidence.....	41
	Authenticating candidates' evidence.....	41
4	Recording achievement.....	42
	Completing the Unit progress record.....	43
	Unit progress record .....	44
	Using the index of evidence .....	45
	Index of evidence .....	46
	Completing the Element achievement record.....	47
	Element achievement record.....	48
5	Further information .....	50
	What else should I read? .....	50
	Appendix 1: Blank recording forms.....	51

# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQs 2, 3 and 4 Community Development Work SCQF levels 5, 7 and 8**. 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

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

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

## How are standards defined in SVQs?

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

**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](http://www.sqa.org.uk).

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

## **The steps involved in assessing a candidate for an SVQ**

In deciding whether a candidate should 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 2, 3 and 4 Community Development Work SCQF levels 5, 7 and 8

The SVQs in Community Development Work have been developed by Lifelong Learning UK and are intended for people working with and within different types of communities such as:

- ◆ a geographical community, ie an urban area of a city or a rural community
- ◆ a school catchment area or a peripheral housing estate/neighbourhood
- ◆ a group of people with a collective identity, shared interests or needs, eg demographic groups such as women, young people, ethnic minority groups, children or elderly people
- ◆ people with common bonds such as religious or political viewpoints

Community development workers can be:

- ◆ part or full time volunteers
- ◆ casual workers
- ◆ part or full time paid workers

They may be employed by organisations with a remit to work with, support and develop local communities such as:

- ◆ local authorities
- ◆ local health boards
- ◆ community partnerships
- ◆ voluntary sector organisations
- ◆ faith groups



They will require skills and knowledge to carry out best practices in community development work such as:

- ◆ increasing the ability of individuals and groups in communities to influence issues that affect them and their communities
- ◆ supporting local people to take part in individual and group learning activities to achieve the above and/or pursue personal goals
- ◆ recognising that some individuals in communities, some communities of interest, even some geographical communities may need additional support to overcome barriers they face and need to be included as equals in the community development agenda
- ◆ supporting the right of people to make their own choices
- ◆ acknowledging that collaborative working , involving a range of agencies can greatly enhance community development

SVQs are designed to be assessed in the workplace. Examples of the settings or centres in which the SVQs in Community Development Work are likely to be delivered include:

- ◆ community hubs
- ◆ community centres
- ◆ community cafes
- ◆ drop-in centres
- ◆ neighbourhood activity centres
- ◆ adult learning centres
- ◆ specific interest group settings such as healthy eating bases, food cooperatives, family support venues and refuges for homeless people

## Structure of the SVQs

This section lists the Units which form the SVQ in Community Development Work.

### SVQ2 Community Development Work SCQF level 5 (GD67 22)

#### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FX5R 04	5	8	CD1	Get to Know a Community
FX5M 04	6	9	CD2	Facilitate Community Research and Consultations
FD3P 04	8	8	L&D2	Identify Individuals' Learning and Development Needs

### Optional Units — one Unit to be completed

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FX67 04	5	8	CD4	Support Inclusive and Collective Working Through Community Development Practice
FX5X 04	5	8	CD5	Organise Community Events and Activities

### SVQ3 Community Development Work SCQF level 7 (GD68 23)

#### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FX60 04	7	9	CD6	Promote and Develop Opportunities for Learning from Community Development Practice
FX5L 04	8	9	CD7	Facilitate Community Learning for Social and Political Development
FX69 04	7	9	CD8	Use a Community Development Approach to Monitoring and Evaluation
FX66 04	7	9	CD9	Support Communities to Campaign for Change
FX5A 04	7	9	CD10	Demonstrate Competence and Integrity as a Community Development Practitioner

### Optional Units Group 1 — one Unit required

**For Group 1 — Where candidates have already completed the SVQ2 in Community Development Work, credit transfer of one Unit at level 2 will be permitted.**

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FD3P 04	8	8	L&D2	Identify Individuals' Learning and Development Needs
FX5R 04	5	8	CD1	Get to Know a Community
FX5M 04	6	9	CD2	Facilitate Community Research and Consultations

### Optional Units Group 2 — one Unit required

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FX5T 04	7	9	YW10	Identify and Secure Resources for Youth Work
FX64 04	8	9	CD12	Set Up New Approaches and Partnerships Using Community Development Approaches and Practices

### SVQ4 Community Development Work SCQF level 8 (GD69 24)

#### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FX52 04	9	9	CD13	Analyse and Disseminate Findings from Community Research
FX6A 04	8	9	CD14	Use a Community Development Approach to Support Collaborative and Partnership Work
FX61 04	8	9	CD15	Promote and Support Effective Relationships Between Communities and Public Bodies
FX63 04	9	9	CD16	Respond to Community Conflict
FX4W 04	8	9	CD17	Advise on Organisational Structures Using Community Development Perspectives

### Optional Units Group 1 — one Unit required

**For Group 1 — Where candidates have already completed the SVQ3 in Community Development Work, credit transfer of one Unit at Level 3 will be permitted.**

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FX60 04	7	9	CD6	Promote and Develop Opportunities for Learning from Community Development Practice
FX5L 04	8	9	CD7	Facilitate Community Learning for Social and Political Development
FX69 04	7	9	CD8	Use a Community Development Approach to Monitoring and Evaluation
FX66 04	7	9	CD9	Support Communities to Campaign for Change
FX5A 04	7	9	CD10	Demonstrate Competence and Integrity as a Community Development Practitioner

**Optional Units Group 2 — one Unit required**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
DR75 04	8	9	MSC B6	Provide Leadership in Your Area of Responsibility
FX5W 04	7	8	CD19	Maintain Community Development Practice Within Own Organisation
FX65 04	8	9	CD20	Strengthen Groups Using Community Development Approaches and Practice

## **An Assessment Strategy for the SVQ**

As part of their/its review of the SVQ(s), the standards-setting body Lifelong Learning UK has developed an Assessment Strategy which defines a range of requirements:

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

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

## **Why would people be interested in the SVQ?**

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

# How do candidates begin?

## Choosing the SVQ

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

## SVQ2 Community Development Work — Case study

Yee Ling was a newly appointed unqualified community worker based in an inner urban area employed by the Chinese Community Project. Her remit involved liaising with existing local services to make sure that the Chinese community could access a range of local services. One condition of her appointment was that she would undertake an SVQ in Community Development Work. Support and guidance for this was available from the local social work community services team. Yee Ling was allocated an assessor who was a qualified and experienced community worker.

## The selection process

At her interview for the job Yee Ling stated why she wanted to undertake an SVQ, highlighting the benefits for her, the organisation and the community she would be working in.

She explained that the role would allow her to:

- ◆ work competently in a broad range of community development activities, some of which were less routine and predictable
- ◆ work autonomously and responsibly
- ◆ work well as part of a team

Yee Ling and her SVQ assessor agreed that given her job remit she would be able to generate sufficient evidence to meet the requirements of the following mandatory SVQ Community Development Units at level 2:

- ◆ Get to Know a Community
- ◆ Facilitate Community Research and Consultations
- ◆ Identify Individuals' Learning and Development Needs

And the Optional Unit

- ◆ Organise Community Events and Activities

### **SVQ3 Community Development Work — Case Study**

John was a full-time housing support worker with an inner urban housing association. He applied through his employer to undertake the SVQ3 in Community Development Work — in his application he stated that he:

- ◆ had been working full-time for the same organisation for 3 years
- ◆ was currently working with several community action groups carrying out a broad range of Community Development Work activities in a range of settings
- ◆ was managing, overseeing and supporting the work of sessional workers and volunteers
- ◆ had undergone extensive non accredited in service training in community development work
- ◆ had worked in the past as a care assistant and had gained an SVQ2 in this field
- ◆ wanted, at a later date, to gain entry to a degree course in Community Development

In view of the above, it was agreed that John would be able to meet the demands of the SVQ level 3 in Community Development Work as his application demonstrated that he could:

- ◆ carry out competently a broad range of varied work activities, most of which are complex and non-routine
- ◆ work autonomously
- ◆ manage, guide and support volunteers
- ◆ network effectively with colleagues
- ◆ applies skills that allow community members to focus in a more in depth manner on their values and beliefs

John could therefore produce evidence relating to the following units of the SVQ3 Community Development Work.

#### **Mandatory Units**

- ◆ Promote and Develop Opportunities for Learning from Community Development Practice
- ◆ Facilitate Community Learning for Social and Political Development
- ◆ Use a Community Development Approach to Monitoring and Evaluation
- ◆ Support Communities to Campaign for Change
- ◆ Demonstrate Competence and Integrity as a Community Development Practitioner

## Optional Units

### Group 1

Since John had not completed an SVQ2 he had to choose one Unit from Group 1 and opted for:

- ◆ Facilitate Community Research and Consultations

### Group 2

- ◆ Set Up New Approaches and Partnerships Using Community Development Approaches and Practices

John's choice of these optional Units was based on his job remit which involved setting up and working with tenant groups to contribute to proposed plans for neighbourhood environmental changes.

### SVQ4 Community Development Work — Case study

Irene had just been seconded for 2 years from her post as a team leader for a local regeneration agency to manage the local community dimension of the Commonwealth Games event. She already had a local government management qualification but asked if she could undertake an SVQ in Community Development in view of her new role. After consideration of the remit of the seconded role, her employer and the SVQ assessor agreed with her that the SVQ4 would suit her as her new job would involve:

- ◆ complex technical or professional work activities such as the collation and use of data for funders and other interested parties
- ◆ feeding back findings of research and agreed recommendations to all those who needed to know and all those contributing to the project
- ◆ a substantial degree of personal autonomy or responsibility
- ◆ managing staff and other resources

### Progression routes

Candidates also discussed possible progression routes following attainment of their chosen SVQ. As Yee Ling was undertaking the SVQ2 Community Development Work the level 3 was a natural progression route. John was interested in applying for the Community Development degree course on completion of his SVQ3. As Irene was in a short term seconded post she was not considering progression routes at the moment. She was, however, aware that attainment of the SVQ4 would enhance her skills and knowledge base and facilitate access to further job and learning opportunities.



## **Project based assessment — An integrated approach**

As a first step all candidates spoke with their respective line managers and SVQ assessors who provided guidance on how to produce a portfolio of evidence.

They advised that given the nature of community development work, assessment evidence wherever possible should be holistic. Competence should, wherever possible, be demonstrated across elements and Units that naturally link together in terms of whole job operations.

All three candidates were advised to opt for a project based approach to assessment rather than a linear one. This meant that the candidates would focus on gathering naturally occurring evidence from their project work that would span a range of Units.

Lee Ying focused on her 'meals for the elderly' project. John opted for his 'local environment changes project, and Irene, her Commonwealth Games 'community dimension' project.

Initial assessment plans were then drawn up for each candidate based on their projects and a range of assessment approaches for generating evidence was agreed. The initial assessment involved a visit by the assessor to observe each of the candidates whilst they worked on their projects.

## 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 the Unit Get to Know a Community — FX5R 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

<b>Units</b>	Get to Know a Community				
<b>Element</b>	1				
<b>Activities</b>	<b>Performance Criteria (PC)</b>	<b>Method of assessment/ Sources of evidence</b>	<b>Date of assessment</b>	<b>Evidence already available</b>	<b>Links to other Units (PC and range)</b>
Facilitate consultation session with elderly members of local Chinese community re meals project.	1.1, 1.2, 1.3, 1.4, 1.8, 1.10	Work based observation	03/03/11	weekly work diary	FX5M 04, FX5X 04
Discussion of project rationale document.	k1.1, k1.2, k1.3, k1.4, k1.5	Questions and answers	21/03/11	job description	FX5M 04, FX5X 04
Creation of list of local contacts.	1.4, 1.5, 1.7, k1.6, k.1.7, k.1.8	Production of list/ professional discussion	17/04/11		FX5M 04, FX67 04
Door to door research.	1.5, 1.6	Witness statement	30/04/11		FX5M 04
Creation of local community profile.	1.9, 1.10, 1.11, 1.12, 1.13 k.1.9, k.1.10, k1.11 k.1.12	Personal account/ reflective account	15/05/11	weekly evaluation sheets	FX5R 04, FX5M 04, FD3P 04

Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					
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Assessor's signature \_\_\_\_\_ 1st review due 25/03/11

Candidate's signature Yee Ling Wong 2nd review due 17/04/11

Date of agreement 25/02/11 Date of completion 05/05/11

## 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 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 some community work organisations the candidate may be working with their assessor on a regular basis and therefore may feel well supported
- ◆ on going guidance and support 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 who are familiar with candidates' work routine can advise candidates as to types of evidence that are acceptable

The challenges might be:

- ◆ some candidates may feel ill at ease being assessed by, or in the presence of their peers
- ◆ candidates who work part-time may not have access to all the resources required to gather evidence for assessment
- ◆ community work situations can sometimes appear chaotic so candidates may not perform well in the presence of an observer

## **Effective assessment planning**

Initial assessment for each candidate included an assessor observation. This allowed the assessor to gain first hand knowledge at an early stage of each candidate's performance in relation to naturally occurring Community Development Work activities. The observations were supplemented by the use of informal questions and answers which the assessor used as evidence of underpinning knowledge and understanding. During the visit the assessor considered evidence which had already been gathered. This evidence included product evidence and personal statements relating to candidate work projects.

## 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.

### Sample — Supplementary questions and answers SVQ2

Facilitate Community Research and Consultations FX5M 04

**Q** That was a really good turn out, Yee Ling, how did you manage to get so many people to attend?

**A** I got a list of names and addresses from the local Chinese Association and just went round all the doors, explained who I was and what the project was about. I also put mother tongue notices up in the Chinese supermarket and I networked with other local organisations who passed on the message.

**Q** How are you going to get a broad range of views on whether or not local elderly people will buy into the project?

**A** I'll do this as part of a needs analysis. I'll find out as part of my community profile what their overall needs really are and then match these up with the resources and services that are available to them locally.



## 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:

- ◆ completed records of work sheets signed by candidate and line manager containing not only descriptions of work undertaken but also an evaluative element where the candidate has reflected on and identified solutions for improving performance
- ◆ a list of useful contacts and groups that candidates work with and who may contribute to the capacity of the project
- ◆ a project rationale document
- ◆ a community profile document
- ◆ an organisational procedures document with clear reference to the project

Note — minutes of meetings or general reports such as organisational annual reports or policies can only be used in support of performance evidence and included if the candidate's work is directly referenced.

## 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.

## Other methods of assessment

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

### Personal statements/reflective accounts

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.

You might sometimes find it helpful to ask a candidate to give an account of an activity in terms of 'what did you do?' 'why did you do it?' 'how did you do it?' and 'what was the outcome?' For the reflective account the candidate outline: 'what worked well and what did not?' 'what did you learn from the activity?' and 'what, if anything, would you do differently next time?' This is often referred to as a personal statement/reflective account. 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/reflective accounts, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment such as observation.

For example, at an early stage in her project Irene had to create an information dissemination network made up of community representatives and public bodies. This involved her visiting a diverse range of organisations and enlisting their support for her project. As an observation visit would not have been practical for this task. Irene agreed with her line manager/SVQ assessor that a personal statement/reflective accounts from her would be the most appropriate method of assessment. In her statement she highlighted good community development practice in relation to preparation for and participation in this activity. The evidence gained from this statement related to a range of level 4 Units.

### Witness testimony

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

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

Strongest	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.

## 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.

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

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

All performance evidence must come from real workplace practice in Youth Work.

## **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/reflective account (produced by the candidate)
- ◆ witness testimony

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

## **Observation**

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

## Observation record

<b>Unit/Element(s)</b>	CD 1
<b>Candidate</b>	Yee Ling Wong
<b>Evidence index number</b>	2
<b>Date of observation</b>	03/03/11

<b>Skills/activities observed:</b> consultation meeting re meals for elderly	<b>Performance Criteria covered</b>
Yee Ling demonstrated that she could do the following.	
Use of different techniques to make contact with relevant people and groups.	<b>1.1</b>
Clear explanation of her role, areas of responsibility, and those of her organisation.	<b>1.2</b>
Collection of accurate and up-to-date information on the roles and responsibilities of the people and groups contacted.	<b>1.3</b>
Review and evaluate the range of contacts and identify gaps.	<b>1.4</b>
Actively seek contacts and links with excluded communities and marginalised groups.	<b>1.5</b>
Identification of the range of information needed for a community profile.	<b>1.6</b>
Identification of community members, voluntary and statutory agencies who can provide relevant information.	<b>1.7</b>
Explanation of the aim and purpose of the profile being undertaken.	<b>1.8</b>
Collection and analysis of a range of data relevant to project.	<b>1.9</b>
Collection and records made of the perceptions of individuals and groups about their community.	<b>1.10</b>

**Knowledge and understanding apparent from this observation**

Yee Ling had already carried out independent research and has successfully completed a q&a sheet relating to knowledge and understanding. This was logged as evidence in her portfolio.

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

CD2 and CD3

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

Yee Ling had planned the session well. The atmosphere was very relaxed. She succeeded in keeping her audience focused regarding the purpose of the session: information and feedback on the proposed introduction of meals for the elderly project. She did however state, as part of her session evaluation that she still had more people to reach but had arranged other methods of communicating the message to them and was also planning a follow up meeting.

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

<b>Unit</b>	Get to Know a Community
<b>Element(s)</b>	CD1
<b>Evidence index number</b>	1
<b>Circumstances of assessment</b>	
<p>Yee Ling was issued with this set of general questions relating to values and principles of youth work. She was asked to carry out some research and supply answers to provide evidence that she knew and understood the values and principles associated with community development work. Her responses span a range of units for level 2</p>	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	What are the benefit of establishing contact with people, organisations, groups, networks and partnerships?
<b>A</b>	<ul style="list-style-type: none"> <li>◆ Increased understanding of own and others role(s)</li> <li>◆ Up to date and accurate information</li> <li>◆ Identification of needs</li> <li>◆ Sharing resources, skills and knowledge</li> <li>◆ Developing a common purpose</li> </ul>
<b>Q</b>	Give examples of appropriate methods and styles for contacting people, organisations and groups, particularly those who face exclusion?
<b>A</b>	<ul style="list-style-type: none"> <li>◆ House calls (informal and personal contact)</li> <li>◆ Drop in information events</li> <li>◆ By appointment</li> </ul>
<b>Q</b>	Describe your own role and responsibilities
<b>A</b>	<ul style="list-style-type: none"> <li>◆ Facilitator</li> <li>◆ Motivator</li> <li>◆ Leader</li> </ul>
<b>Q</b>	Why is it important to gather information on the roles and responsibilities of the people, organisations and groups you contact?
<b>A</b>	<ul style="list-style-type: none"> <li>◆ To build relationships and trust with people</li> <li>◆ To carry out a consultation</li> <li>◆ To plan an effective and relevant event</li> </ul>

<b>Q</b>	Describe ways to empower the community
<b>A</b>	<ul style="list-style-type: none"> <li>◆ Developing their skills and knowledge</li> <li>◆ Enabling groups to take action</li> </ul>
<b>Q</b>	How would you record findings systematically and accurately?
<b>A</b>	<ul style="list-style-type: none"> <li>◆ Within the community profile</li> </ul>
<b>Q</b>	How would you verify information for currency, relevancy and accuracy?
<b>A</b>	<ul style="list-style-type: none"> <li>◆ Check source is reliable</li> <li>◆ Regularly reviewing and updating information</li> </ul>
<b>Q</b>	How should confidential and sensitive information be handled?
<b>A</b>	<ul style="list-style-type: none"> <li>◆ Restrict access</li> <li>◆ Follow organisation's guidelines as these are based on legislation</li> </ul>
<b>Q</b>	What sources can be used for obtaining additional information about the community?
<b>A</b>	<ul style="list-style-type: none"> <li>◆ Community leaders</li> <li>◆ Local Council</li> <li>◆ Word of mouth</li> </ul>

**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.



Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
		<p>I worked with local networks to ensure all local government procedures in terms of data collection, and confidentiality were followed.</p> <p>Product evidence relating to the work undertaken (signed by my line manager) is available in my portfolio.</p>	6	14.3

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

<b>SVQ title and level</b>	SVQ4 Community Development Work
<b>Candidate's name</b>	Irene Hughes
<b>Evidence index no</b>	6
<b>Index no of other evidence which this testimony relates to (if any)</b>	4, 5, 7, 8
<b>Element(s)</b>	See personal statements section in portfolio
<b>Date of evidence</b>	5 <sup>th</sup> June 2011
<b>Name of witness</b>	Mr Mark Jones
<b>Designation/relationship to candidate</b>	Regeneration Manager
<p><b>Details of testimony</b></p> <p>As Irene's line manager I am responsible for working with and supporting her both in her daily work duties and regarding her SVQ4 progress.</p> <p>I can confirm that all the information in the personal statement she has produced as evidence for her portfolio is authentic. The situations she highlights did not lend themselves to direct observation by the SQA assessor but I was actively involved and observed these at close hand. She has demonstrated competences in :</p> <ul style="list-style-type: none"> <li>◆ arranging for the collection of data from communities using a community development approach <b>(evidence log 5)</b></li> <li>◆ evaluating this data with the involvement of local community networks involving participants and colleagues from partnership agencies</li> <li>◆ the submission of a formal report outlining how the data was collected and demonstrating within good community development work practice <b>(evidence log 7)</b></li> <li>◆ facilitating a successful away day to strengthen her links with local networks and examine with them the validity and authenticity of the data <b>(evidence log 8)</b></li> <li>◆ complex management situations — managing well both the data and direction of the survey and the input of others from a wide range of community backgrounds</li> </ul> <p>Irene has clearly demonstrated through the above activities that she is in possession of good community development work skills and knows and understands the theoretical aspects underpinning community development work practice required for SVQ4 Community Development Work.</p>	



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.

There was no evidence in Yee Ling's portfolio relating to performance or knowledge and understanding concerning how to deal with confidentiality.

This was due to the fact that Yee Ling did not immediately recognise the situations where this occurred naturally in her practice.

As her assessor, I asked Yee Ling to consider her organisations policy for confidentiality and research current legislation relevant to Community Development Work. We then carried out a professional discussion at which we were able to identify occasions when, during her community work practice, she had followed confidentiality procedures. Using the situations identified during the discussion as a basis, when agreeing our next assessment plan, Yee Ling was asked to highlight all occasions where confidentiality would apply during her forthcoming activities.

## **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 — SVQ3 Community Development work

Initially, John tended to put his signature at the bottom of product evidence and present this as evidence of achievement. However, he was reminded that all evidence needed to be contextualised to reflect his own actions/knowledge and practice during the process. He was therefore asked to produce a personal statement which tied in his practice directly to the product evidence.

## 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** SVQ2 Community Development Work

**Candidate** Yee Ling Wong

To achieve the whole qualification, you must prove competence in 3 **mandatory** Units and 1 **optional** Units.

### Unit Checklist

<b>Mandatory CD</b>	<b>1</b>	<b>2</b>	<b>3</b>						
<b>Optional</b>	<b>5</b>								

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
FX5R 04	Get to Know a Community	A. sessor	05/05/11

### Optional Units achieved

Unit number	Title	Assessor's signature	Date
FX5X 04	Organise Community Events and Activities	A. sessor	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.

### Index of evidence

SVQ title and level		SVQ2 Community Development Work	
Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Questions and answers Knowledge and understanding values and principles of Community Development work.	Yes	
2	Assessor observation report consultation meeting re meals for elderly project.	Yes	JP 1/10/11
3	Organisation Development Plan (produced by and discussed with candidate).	Office	



## **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 PC 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**        Get to Know a Community

**Element**    CD 1

Evidence Index No	Description of Evidence	PC/performance statements						Areas of knowledge and understanding/scope																
		1	2	3	4	5	6-10	1	2	3	4	5	6	7	8	9	10	11	12					
1	Q & A Knowledge and understanding values and principles of youth work																							
2	Observation visit elderly meals project	1	2	3	4	5	6-10																	
3	Confidentiality issues Q&A assessor																			11	12			
4	Witness statement	11	12	13																				
5	Contact List	5						17																
6	Community Profile	1-11																						

**Unit** Get to Know a Community

**Element** CD 1

**Notes/Comments**

Yee Ling's knowledge and understanding of values and principles of community development was very thorough. This document can also be referred to for evidence for other elements.

There were a couple of gaps in relation to confidentiality and we used professional discussion for these.

The observation visit relating to her consultation meeting with the elderly people she had contacted demonstrated that she had met many of the Performance Criteria and some of the performance observed generated evidence for other Units too.

Other gaps in evidence have been filled by her line manager in a signed witness statement as he accompanied her to this consultation event and works closely with her on a daily basis.

In view of the above, Yee Ling is progressing well with her SVQ.

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

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

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

### Optional Units achieved

Unit number	Title	Assessor's signature	Date







**Unit**

**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

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

I can confirm the candidate's 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**

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

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

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