



Assessor's Guidelines for the:

**SVQ 2 Youth Work at SCQF level 5
(GL4J 22)**

**SVQ 3 Youth Work at SCQF level 6
(GL4K 23)**

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ 2 Youth Work at SCQF level 5 and SVQ 3 Youth Work at SCQF level 6**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

Introduction

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

About SVQs and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

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

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

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

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, candidates must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as free-standing 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 Performance Criteria and Knowledge and Understanding points. These 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 Learning and Development Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

The steps involved in assessing a candidate for an SVQ

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

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

1 The SVQs 2 and 3 Youth Work SCQF levels 5 and 6

The **SVQ 2 Youth Work at SCQF level 5** and **SVQ 3 Youth Work at SCQF level 6** have been developed by the National Youth agency (NYA) on behalf of Joint Educational Standards (JETS) and are intended for people in who require skills and knowledge in Youth Work.

These people may be working as:

- ◆ Buddies or peer mentors
- ◆ Full or part-time youth work volunteers
- ◆ Casual youth workers
- ◆ Full or part-time employed youth workers
- ◆ Workers from another discipline with a remit to work with young people, eg Young Carer and Youth Justice Workers.

They may be employed by organisations which have a remit to work with and support young people such as:

- ◆ Local authorities
- ◆ Health boards
- ◆ Children's Hearings System
- ◆ Uniformed organisations
- ◆ Faith groups

And other non-profit organisations that focus on communities of interest such as; LGBT support groups and Outdoor Activity projects.

They will require skills and knowledge to carry out best practices in youth work based on the following youth work values and principles: (Source: JET SVQ in Youth Work Qualification Specifications 2016).

Participation and active involvement:

- ◆ Young people choose to be involved, not least because they want to relax, make friends, form new relationships, have fun, and find support.
- ◆ The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space.
- ◆ It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them.

Equality, diversity and inclusion:

- ◆ It treats young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas.
- ◆ It respects and values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment.
- ◆ It is underpinned by the principles of equity, diversity and interdependence.

Partnership with young people and others:

- ◆ It recognises, respects and is actively responsive to the wider network of peers, communities, families and cultures which are important to young people and through these seeks to help young people to achieve stronger relationships and collective identities, through the promotion of inclusiveness.
- ◆ It works in partnership with young people and other agencies which contribute to young people's social, educational and personal development.
- ◆ It recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential.

Personal, social and political development:

- ◆ It is concerned with how young people feel, and not just with what they know and can do and with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live.
- ◆ It safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include but are not restricted to:

- ◆ Youth centres
- ◆ School based youth work projects
- ◆ Outreach and detached projects
- ◆ Drug and alcohol projects
- ◆ Youth arts projects
- ◆ Online support youth work projects
- ◆ Detached youth wings in schools and colleges
- ◆ Youth areas attached to places of worship

Structure of the SVQs

This section lists the Units which form the **SVQ 2 Youth Work at SCQF level 5**.

To achieve the **SVQ 2 Youth Work at SCQF level 5 (GL4J 22)**, candidates must complete **four** mandatory Units and **two** optional Units from a choice of **seven**.

Mandatory Units

Candidates must complete the following **four** Units:

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
HD99 04	5	7	LSIYW01	Initiate, Build and Maintain Purposeful Relationships with Young People
HD9A 04	5	6	LSIYW02	Assist Young People to Express and Realise their Goals
HD9C 04	6	7	LSIYW11	Plan, Prepare and Facilitate Activities with Young People
HD9F 04	6	7	LSIYW19	Work with Young People to Safeguard their Own Welfare

Optional Units

Candidates must complete **two** of the following **seven** optional Units:

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
HD9G 04	5	8	LSIYW03	Engage with Communities to Promote the Interests and Contributions of Young People
HD9H 04	5	7	LSIYW12	Work with Young People to Manage Resources for Youth Work Activities
HD9J 04	5	5	LSIYW13	Support Young People in Evaluating the Impact of Youth Work Activities
HD9K 04	5	5	LSIYW15	Advocate on Behalf of Young People and Enable them to Represent Themselves to Others
HD9L 04	5	5	LSIYW16	Enable Young People To Access Information and Make Decisions
HD9M 04	5	5	LSIYW17	Work with Young People In Promoting their Rights
HD9N 04	6	6	LSIYW29	Monitor and Evaluate the Quality of Youth Work Activities

Structure of the SVQs

This section lists the Units which form the **SVQ 3 Youth Work at SCQF level 6**.

To achieve the **SVQ 3 Youth Work at SCQF level 6 (GL4K 23)**, candidates must complete **six** mandatory Units and **two** optional Units from a choice of **nine**.

Mandatory Units

Candidates must complete the following **six** Units:

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
HD9P 04	6	6	LSIYW04	Develop Productive Working Relationships with Colleagues and Stakeholders to Support Youth Work
HD9R 04	6	8	LSIYW05	Enable Young People to Use Their Learning to Enhance Their Future Development
HD9T 04	6	7	LSIYW06	Enable Young People to Work In Groups
HD9F 04	6	7	LSIYW19	Work with Young People to Safeguard their own Welfare
HD9V 04	7	8	LSIYW22	Ensure that Youth Work Activities Comply with Legal, Regulatory and Ethical Requirements
HD9W 04	6	8	LSIYW30	Work as an Effective and Reflective Youth Work Practitioner

Optional Units

Candidates must complete **two** of the following **nine** optional Units:

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
HD9X 04	6	8	LSIYW07	Encourage Young People to Broaden their Horizons to be Effective Citizens
HD9Y 04	6	7	LSIYW08	Support Young People to Identify and Achieve Aims
HE01 04	7	8	LSIYW14	Facilitate Young People's Exploration of their Values and Beliefs
HE02 04	7	8	LSIYW18	Explore with Young People their Well-Being
HE03 04	6	6	LSIYW23	Investigate the Needs of Young People and the Community in Relation to Youth Work
HE04 04	7	9	LS1YW26	Identify and Secure Funding and Resources for Youth Work

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
HE05 04	8	9	LS1YW28	Work in Partnership with Agencies to Improve Developmental Opportunities for Young People
HE06 04	6	9	LS1YW31	Provide Youth Work Support to other Workers
H8VP 04	5	5	PROHSS1	Make Sure your own Actions Reduce Risks to Health and Safety

An Assessment Strategy for the SVQ

As part of the review of the SVQs, the standards-setting body the National Agency on behalf of Joint Educational Standards (JETS) 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

SVQ 2 Youth Work at SCQF level 5 — Case Study

Wendy is a young person who has worked for a year for four hours a week as a digital youth work volunteer with two main strands to her job. She not only provides online advice, information and support to young people on a range of issues that concern them in a variety of contexts but also contributes to the development of digital skills of young people. Wendy did not require previous experience of youth work for this job but her employer has provided an induction and knows that she is good at what she does; she is both empathetic and enthusiastic. However, she is now at the stage where she feels that the acquisition of a formal qualification in youth work would enhance not only her knowledge and performance in this particular role but also her chances of a paid job in youth work. This coincided with an announcement from her employer of funding available for volunteers to obtain an SVQ in Youth Work through the Modern Apprenticeship scheme.

The Selection Process

As demand for the limited number of funded places was quite high, Wendy's line manager asked her to produce a personal statement outlining why she wanted to undertake an SVQ, detailing the benefits to be gained for the organisation, the young people and Wendy herself (This document would also form part of the introduction for Wendy's SVQ portfolio).

On production of the statement, her line manager (a full-time qualified Youth Worker and assessor), discussed with her the standard of work and evidence required of the SVQs in Youth Work both at level 2 and level 3. Both agreed that she had the commitment and confidence to undertake an SVQ in Youth Work at level 2 as her job remit and existing skills and experience matched this level. Wendy, would, therefore, be able to prove through her work that she could:

- ◆ apply knowledge and skills in a significant range of varied work activities, performed in a variety of contexts some of which are complex or non-routine
- ◆ demonstrate some individual responsibility and autonomy
- ◆ collaborate with others as part of a team of volunteers

Wendy's work responsibilities also demonstrated that she had the potential to generate sufficient evidence to meet the requirements of the following mandatory SVQ Youth Work Units at level 2:

- ◆ Initiate, Build and Maintain Purposeful Relationships with Young People
- ◆ Assist Young People to Express and Realise their Goals
- ◆ Plan, Prepare and Facilitate Activities with Young People
- ◆ Work with Young People to Safeguard their own Welfare

Wendy's line manager is supporting her through the award. The following two optional Units were agreed as best matching her current job specification:

- ◆ Enable Young People to Access Information and Make Decisions
- ◆ Work with Young People in Promoting their Rights

Progression routes

Identification of possible progression routes following attainment of the SVQ level 2 in Youth Work also formed part of this discussion. The SVQ level 3 was the obvious next step in obtaining a more advanced qualification in Youth Work.

SVQ 3 Youth Work at SCQF level 6 — Case Study

Jo has worked for six hours a week, evenings only, as a part-time employed youth worker in a youth café in a socially deprived inner urban area for three years. The café offers a wide range of services from drop in internet safety services to regular social band nights. Jo supports some of these activities in the evenings with the help of volunteers. As he now wants to become a full-time professional youth worker, he has applied to his local college to undertake an SVQ level 3 in Youth Work as a first step towards achieving this. At his college pre-course interview Jo was able to show that he had the commitment and confidence to undertake an SVQ in Youth Work at level 3. He had also already completed an SVQ level 2 in Playwork so was familiar with portfolio building and work based assessment. Added to this, his current job remit and current knowledge, skills and experience demonstrated that level 3 would be a good entry point as he has the potential to generate evidence to demonstrate:

- ◆ the application of knowledge and skills in a broad range of varied youth work activities, most of which are complex and non-routine
- ◆ considerable responsibility and autonomy
- ◆ responsibility for volunteer workers

In view of the above, the college was satisfied that Jo could achieve the following mandatory Units of the SVQ level 3:

- ◆ Develop productive working relationships with colleagues and stakeholders to support youth work
- ◆ Enable young people to use their learning to enhance their future development
- ◆ Enable young people to work in groups
- ◆ Work with young people to safeguard their own welfare

- ◆ Ensure that youth work activities comply with legal, regulatory and ethical requirements
- ◆ Work as an effective and reflective youth work practitioner

It was agreed with Jo that he should undertake the following optional Units as the Evidence Requirements of these Units could be met through his current and developing job roles:

- ◆ Facilitate young people's exploration of their values and beliefs
- ◆ Investigate the needs of young people and the community in relation to youth work

Progression routes

During his college interview Jo indicated that on completion of the award his goals were to progress to a full-time BA degree course in Community Development at SCQF level 9/10 and thereafter to apply for a full-time post in the community education sector.

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

Candidate's 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 Learning and Development Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers the Unit LS1YW01 — *Initiate, Build and Maintain Personal Relationships with Young People*.

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.

Project Based Assessment — An Integrated Approach

Candidates should receive guidance on how to collect appropriate evidence and build a portfolio that proves their competence in the award.

Assessment evidence wherever possible should be holistic. Competence should be demonstrated across Units that naturally link together in terms of youth work activities and projects undertaken.

Rather than a linear (Unit by Unit) approach to assessment an integrated approach should be planned from the outset. Candidates should be guided to produce broad range of evidence from their real work activities and project work as this will naturally span a range of NOS Units.

For the assessment plan example below, a mandatory Unit has been selected as the starting point as this highlights the fact that purposeful relationships with young people are at the heart of all good youth work so evidence gleaned can also be used towards other Units. For this Unit the candidate needs to know and demonstrate how to initiate such relationships and also the ways in which they can be maintained in order for learning and development to take place.

Spaces are provided to enter dates when the assessment plan has been agreed, reviewed and completed. Any gaps identified during these reviews should be discussed with candidates and noted for action in the assessment plan.

It must be noted that confidentiality of young people involved in activities must be maintained and respected at all times and their express permission given for the assessor/mentor to observe any activities or evidence arising from activities. Where permission is not given, all identifying evidence must be anonymised.

Assessment plan

Unit	LS1YW01 — Initiate, Build and Maintain Personal Relationships with Young People				
Activities	Performance Criteria (PC)	Method of assessment/ sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Carry out pre-arranged online skype session with young person for support with personal issues	P1–P8	Observation of online support session with permission of young person	03/05/2016	1 Skype history record of previous contacts with dates and times	LS1YW02;P1–5
Professional discussion relating to product (organisation code of practice); principles of youth work and other knowledge performance indicators	K1–K11	Professional discussion	10/05/2016	2 Organisational record of contact with aims, Outcomes 3 Record of PD referenced to CoP	LS1YW02;P10–K11

Activities	Performance Criteria (PC)	Method of assessment/ sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Personal research — knowledge and understanding of values and principles of youth work	K12	Products of personal research referenced to own activities to indicate application of knowledge Assessor's questioning	17/05/2016	Personal statement	All Units
Action: Evidence relating to values and principles of youth work not apparent from 1st review to be identified via written Q and A at 2nd review.					

Assessor's signature: *John Smith*

1st review due: *10/05/2016*

Candidate's signature: *Wendy Brown*

2nd review due: *17/05/2016*

Date of agreement: 10/05/2016

Date of completion: 17/05/2016

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 small organisation, the candidate may be working closely with the assessor so will feel well supported
- ◆ Where a candidate works closely with his/her line manager/mentor supporting evidence can be provided by an expert witness statement (witnesses must be identified and their qualifications/competence/experience set out in the portfolio of evidence to be assessed — otherwise their contribution is not valid)
- ◆ Good guidance from the assessor/line manager will put candidate at ease in terms of the pace of the assessment schedule and assessment progress can be reviewed on a more regular basis

The challenges might be:

- ◆ Some candidates may feel ill at ease if the assessor is also a colleague/peer
- ◆ Candidates who work part-time may not have access to all the resources required for personal research and may require self-directed learning support
- ◆ Youth Work situations can sometimes appear chaotic and candidates may not perform well in the presence of an observer

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 if the assessor is also a colleague/peer
- ◆ 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.

Sampling Questions and Answers — SVQ level 2

Q That online session went really well, I wondered if you should have mentioned your organisation's policy regarding confidentiality at the outset of the session?

A I covered this during my initial contact with this young person, which is my organisation's policy. I have a summary of this conversation in the confirmation email I sent to the young person after our first session. During my induction we covered the organisation's code of conduct which highlights the importance of maintaining appropriate ethical, legal and contractual requirements in all dealings with young people. I have copies of both the email and my induction paperwork which I will reference in the portfolio.

Q What values and principles of youth work are applied by you when undertaking these online sessions?

A We also covered V and P during induction but I have not had much time to think about this, in theoretical terms, because my job has been 'full on' since I started. I will, however, provide a personal statement with practical examples referenced to the V and Ps and put it in my portfolio for our next review session.

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:

- ◆ Samples of electronic communication, eg planning arrangements and support mechanisms, records
- ◆ Completed record of work documents signed by candidate and line manager attached to descriptions of work undertaken by the candidate
- ◆ Assessors may reference work products used during observation of practice.

NB: General documentation such as organisational reports or policies should not be accepted as stand-alone evidence unless the candidate can show direct involvement in their use. For example, carrying out a health and safety risk assessment which reflects the organisations's Health and Safety policy is valid evidence, but including the organisation's Health and Safety policy with no explanation is not appropriate.

Questioning

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

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

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

For these SVQs, Knowledge and Understanding is specified for each Unit, eg:

SVQ 3 Youth Work at SCQF level 6

Unit LSIY22 — Ensure that youth work activities comply with legal, regulatory and ethical requirements

This Unit is about fulfilling the legal, regulatory and ethical requirements which impact upon youth work activities. It covers ensuring that own organisational youth work activities comply with the legal, regulatory and ethical requirements and are consistent with the values and principles of youth work.

Who this Unit is for

This Unit is for all youth workers who work with young people. It also applies to those involved in the management of youth work activities within own organisation.

Evidence Requirements

This Unit is mandatory. At this level it may be possible to infer some knowledge and understanding from work activities but questioning and professional discussion can be a useful way of confirming what candidates know and understand.

Jo produced as product evidence a copy of the power point presentation which detailed his recently organised training session for new volunteers around 'Anti Bullying'. This was accompanied by a personal statement explaining his role in the organisation and delivery of the session. There was a witness statement provided by his line manager confirming Jo's activities. The assessor identified a few gaps in the knowledge and understanding evidence and issued the following short Q and A sheet.

Q What was your role in developing the policy and on what did you base the policy?

A I took on lead responsibility for developing our 'Anti-Bullying Policy' as this was becoming an issue in some of our youth clubs. I contacted the national anti-bullying service for resources relating to this topic designed for youth workers and young people to make sure the information I used was appropriate.

Q What procedures did you adopt for implementing the policy?

A I introduced the policy through our training programme for volunteers and included ways for them to tackle this issue such as covering anti-discriminatory and anti-cyber bullying work in youth work sessions and other ways of making sure that all young people are included, respected as equals and made to feel safe both in organised youth work sessions and online.

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: SVQ 2 Youth Work at SCQF level 5

During a telephone support session Wendy spent time listening to the issues that were concerning the young person. She offered good advice and guidance and signposting to other agencies that could offer more specialist support. She produced a personal statement for her portfolio outlining the advice given by her, the rationale for the method she used for communicating with the young person and highlighting her role in safeguarding the young person's welfare. The call had been recorded in line with the organisation's policy for protecting and safeguarding both the adviser and the caller – Wendy noted the call reference number on her statement to allow the assessor to review and listen to the call at a later date. The supervisor also supplied a witness testimony to support Wendy's statement.

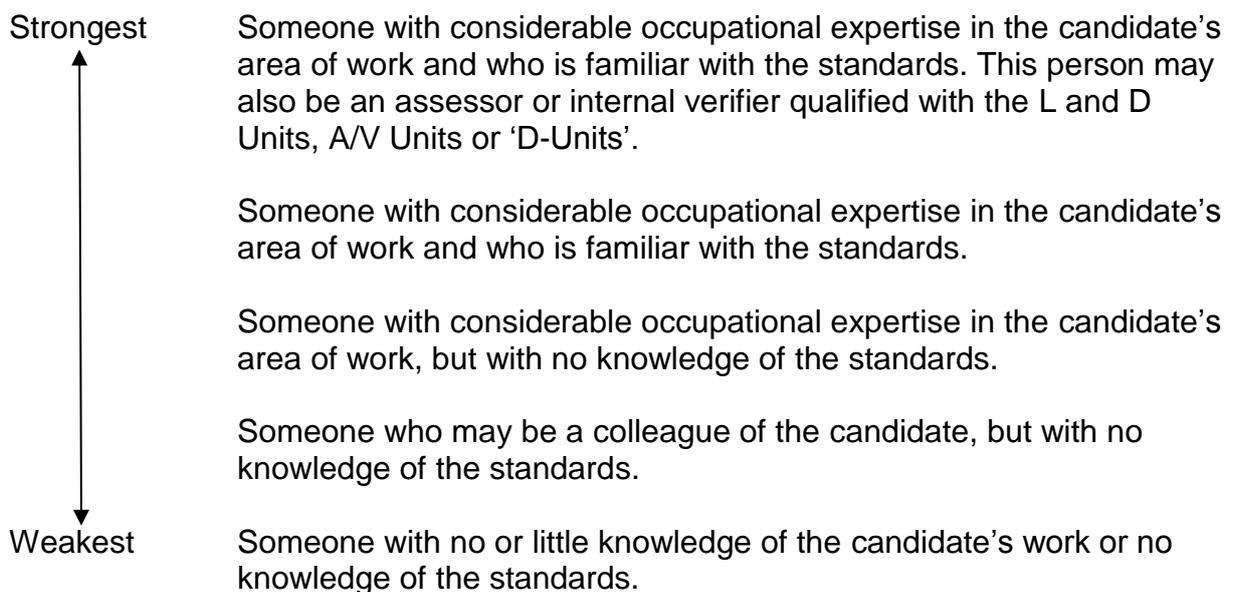
The evidence gained from this session, the product (call record) statement and testimony related to a range of NOS and Knowledge points.

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.

In the portfolio of evidence Contributor List, all witness names should be listed alongside a brief description of their professional role for the purposes of internal and external verification.

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.



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 Statements in SVQ Youth Work

Witness statements are often used as a means of providing evidence for SVQ Youth Work. This is because youth work takes place through the medium of practical activities such as detached youth work, ski trips, Duke of Edinburgh Award Expeditions, etc and which do not lend themselves easily to direct observation by an assessor. Assessors should take into account the previous points to ensure the Witness Statements are robust and valid.

Simulation

Simulation is any structured assessment exercise involving a specific task which reproduces real-life situations.

The Joint Educational Training Standards (JETS) which has produced the Assessment Strategy for the SVQ 's in youth work has specified within that the use of simulation is not allowed for this award. All performance evidence must come from real workplace practice in Youth Work.

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.

Other sources of evidence

Other sources of evidence can be previous experience or learning, case studies or assignments, observation checklists and Accreditation of Prior Learning (APL).

Lengthy pre-prepared question packs should be avoided as they are not candidate centred and discourage more proactive evidence.

SQA's *Guide to Assessment* has more advice on methods of assessment and how to ensure that assessments are 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
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony (expert, supervisor, colleague, service user)

There are blank forms which can be copied and used 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.

Assessor observation should be structured around naturally occurring work activities to ensure the broadest possible evidence is gathered.

Note the activity being carried out, the skill being demonstrated and any underpinning knowledge that can be clearly inferred.

Observation record

Unit LS1YW01 — Initiate, Build and Maintain Purposeful

Relationships with Young People

Candidate Wendy Brown

Evidence index number 3

Date of observation 03/05/2016

Skills/activities observed	Performance Criteria covered
<p>Pre-arranged skype session with young person for support with personal issues. (Bullying).</p> <p>Organisation's standard introduction used (call is being recorded, may be reviewed at a later date, confidentiality is assured, introduced herself by name).</p> <p>Noted — pace of call guided by caller, appropriate and measured responses given, excellent use of positive responses and body language, understanding checked.</p> <p>Explanation offered of the service that can be given, Information readily provided to caller from authorised documentation, further sign posting to the specialist service (e-mail address).</p> <p>Caller thanks, confirms that they got what they needed.</p> <p>Call closed — standard closing providing a reference number for future calls should they need to call back.</p>	<p>P1–P8</p> <p>Knowledge Inferred K1, K3, K4, K5, K7, K10, K11</p>

Other Units to which this evidence may contribute

LS1YW16 Enable Young People to Access Information and Make Decisions
LS1YW19 Work with Young People to Safeguard their own Welfare

Assessor's comments and feedback to candidate

You have demonstrated competence in this Unit. Further evidence needs to be generated in relation to the underpinning knowledge requirements. Please refer to the NOS when producing your personal statement as this will help you provide the appropriate information. Evidence relating to this will be discussed at the next review meeting.

I can confirm the candidate's performance was satisfactory.

Assessor's signature John Smith **Date** 3/5/2016

Candidate's signature Wendy Brown **Date** 3/5/2016

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	LS1YW22 — Ensure that Youth Work Activities Comply with Legal, Regulatory and Ethical Requirements
Evidence index number	6
Circumstances of assessment	
To clarify the candidate's role in the development of the anti-bullying policy.	
List of questions and candidate's responses	
Q	Explain the reason for the development and your own role in the anti-bullying policy
A	I took on lead responsibility for developing our ' Anti-Bullying Policy as this was becoming an issue in some of our youth clubs. I contacted the national anti-bullying service for resources relating to this topic designed for youth workers and young people.
Q	How did you implement the policy?
A	I introduced the policy through our training programme for volunteers and included ways of tackling this issue such as covering anti-discriminatory work in youth work sessions and online bullying as ways of making sure that all young people are included, respected as equals and made to feel safe.
Q	How do the policies that your organisation has adopted affect the way you personally operate as a youth worker?
A	I ensure that policies and procedures are put into practice in my own work, for example, by making sure that risk assessment takes place before each band night and provide relevant support for volunteers to do the same.
Q	How would you deal with an incident where physical restraint was necessary?
A	Our organisation's Health and Safety policy covers this. I would follow the requirements of this and then follow up with a written report which would be passed on to my line manager.

List of questions and candidate's responses (cont)	
Q	How would you deal with abuse/assault?
A	I have been verbally abused only once by a young person. In this incident I followed our Safety at Work policy. This resulted in the person concerned being suspended from youth work activity followed by a reconciliation exercise.

Assessor's signature Mary Harvey **Date** 18/5/2016

Candidate's signature Jo Brown **Date** 18/05/2016

Candidate's personal statement

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
18/05/2016	5	<p>The attached document is an account of the ways in which I have ensured that my youth work activities comply with legal, regulatory and ethical requirements.</p> <p>It covers practical examples of procedures I have followed to deal with:</p> <p>Physical restraint, Specific examples of how I have encouraged a climate of openness, About meeting and not meeting requirements; reasons for the latter and steps I have taken to identify, report and correct any failures to meet requirements.</p>	4, 6	P6, P7, P8, P9, P10

Candidate's signature Jo Brown

Date 18/05/2016

Witness testimony

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

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

Witness testimony

SVQ title and level	SVQ 3 Youth Work at SCQF level 3
Candidate's name	Jo Brown
Evidence index no	4
Index no of other evidence which this testimony relates to (if any)	5, 6
Unit	LS1YW22 — Ensure that Youth Work Activities Comply with Legal, Regulatory and Ethical Requirements
Date of evidence	18/05/16
Name of witness	Brenda Hughes
Designation/relationship to candidate	Senior Youth Worker/Line Manager
Details of testimony	
<p>Jo took the lead in the development and implementation of our anti-bullying strategy. He gathered information from the National Anti-Bullying Service and used this to ensure the new policy complied with legal, regulatory and ethical requirements.</p> <p>Jo carried out the training on the policy via our standard training programme which is structured to deliver appropriate training and CPD to the volunteers and youth workers on a monthly basis.</p> <p>The power point of the training and the schedule for delivery is available to view on the organisations online training portal.</p>	

I can confirm the candidate's performance was satisfactory.

Witness's signature B Hughes **Date** 18/05/16

Witness (please select the appropriate box):

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

Filling the gaps

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

Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be ongoing, 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.

xx

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 Unit achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

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

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

Unit progress record

Qualification and level SVQ 2 Youth Work at SCQF level 5

Candidate Wendy Brown

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

Unit checklist

Mandatory	LS1YW01	LS1YW02	LS1YW11	LS1YW19
Optional	LS1YW16	LS1YW17		

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
LS1YW01	Initiate, Build and Maintain Purposeful Relationship	<i>John Smith</i>	17/5/2016

Optional Units achieved

Unit number	Title	Assessor's signature	Date

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 the 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 Unit achievement record

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

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

If integrated assessment is used (linking 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.

Unit LS1YW22 — Ensure that Youth Work Activities Comply with Legal, Regulatory and Ethical Requirements

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** _____

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	

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____