# Assessor's guidelines for the SVQs in Amenity Horticulture at levels 2 and 3 and Amenity Horticulture Management at level 4

# Contents

# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Amenity Horticulture at levels 2 and 3 and Amenity Horticulture Management at level 4**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

# Introduction

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

## About SVQs

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

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

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

**Explanation of levels**

**Level 1**    Defines competent performance in a range of activities which are largely routine and predictable.

**Level 2**    Specifies that competent performance must be shown in a broader range of work activities which are less routine and predictable. The employee will have more autonomy and responsibility, and may have to work as part of a team.

**Level 3**    Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.

**Level 4**    Specifies competence as complex technical or professional work activities which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.

**Level 5**    Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

# How are standards defined in SVQs?

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

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

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

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

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

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

## Who is involved in SVQs?

There are several roles:

♦ **the candidate:** the person who wants to achieve the SVQ (eg an employee)

♦ **the assessor\*:** the person who assesses the candidates and decides if they are competent (eg a supervisor)

♦ **the internal verifier\*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg the supervisor's line manager)

♦ **the external verifier\*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

\* Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ(s) — see SQA's website: **www.sqa.org.uk**

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

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

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

♦ planning for assessment

♦ generating and collecting evidence of the candidate's competence in the Units

♦ judging the evidence of the candidate's ability and making an assessment decision based on the evidence

♦ recording the assessment decision and the candidate's achievement

# 1    The SVQs in Amenity Horticulture

The SVQs in Amenity Horticulture have been developed by Lantra and are intended for people in amenity horticulture working for local authority or commercial companies and involved in nursery work, landscaping, interior landscaping and cemeteries and graveyards. These people may be working as propagators, nursery workers, landscape or maintenance staff. They will require skills and knowledge specific to the area of horticulture in which they are employed and this may include propagating, growing, planting and maintaining plants and plant collections.

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: the workplace, practical facilities at a college, training organisation or other nursery not available at own place of employment.

## Structure of the SVQs

This section lists the Units which form the SVQ in Amenity Horticulture at levels 2 and 3 and Amenity Horticulture Management at level 4.

### Level 2 Amenity Horticulture

Candidates must achieve both mandatory Units plus five optional Units.

If all five optional Units are chosen from the same option group (eg A), the certificate will display the occupational route chosen, eg 'Amenity Horticulture (Nursery)'. If optional Units are chosen from a variety of option groups, the certificate will display 'Amenity Horticulture'.

### Mandatory Units

| SQA Ref | NTO Ref | |
|---------|---------|---|
| D9AJ 04 | CU2 | Monitor and Maintain Health and Safety |
| D9AK 04 | CU5 | Develop Personal Performance and Maintain Working Relationships |

### Optional Units

**Option Group A — Nursery**

| | | |
|---------|---------|---|
| D9AL 04 | L11 | Maintain the Condition of Plants and Other Resources During Transportation |
| B5N2 04 | CU72 | Propagate Plants by Vegetative Methods |
| B5N3 04 | CU73 | Propagate Plants from Seed |
| B5N8 04 | CU74 | Prepare Growing Media |
| B5N1 04 | CU77 | Monitor Environmental Conditions for Protected Crops |
| B5N5 04 | CU79 | Identify, Collect and Prepare Plants for Dispatch |

**Option Group B — Landscaping**

| | | |
|---------|---------|---|
| D9AM 04 | L1 | Prepare Sites for Landscaping |
| B5RH 04 | L2 | Establish Plants Outdoors |
| D9AN 04 | L3 | Maintain General Amenity Turf |

**Option Group B — Landscaping (cont)**

| D9AP 04 | L4 | Establish and Develop Decorative Amenity Areas |
|---|---|---|
| D9AL 04 | L11 | Maintain the Condition of Plants and Other Resources During Transportation |
| D9C5 04 | L15 | Install and Maintain Drainage Systems |
| D9CJ 04 | L27 | Use and Maintain Equipment and Machines |
| D9AX 04 | L28 | Construct and Maintain Water Features |
| B5L2 04 | CU11 | Prepare and Operate a Tractor with Attachments |
| D9AW 04 | CU19 | Construct and Maintain Boundaries and Paths |
| D9AY 04 | CU21 | Construct New Structures and Surfaces |
| B5RJ 04 | CU76 | Maintain Plants Outdoors |
| D9CA 04 | PR05 | Operate Specialised Plant and Machinery to Performance Requirements (Construction and Formation) (PRP) |
| D3XB 04 | 2.1 | Give Customers a Positive Impression of Yourself and Your Organisation (ICS) |

**Option Group C — Sports Turf**
The Sports Turf option is dealt with in a separate Assessor Guidelines publication.

**Option Group D — Interior Landscaping**

| D9AP 04 | L4 | Establish and Develop Decorative Amenity Areas |
|---|---|---|
| D9C3 04 | L8 | Establish Interior Plant Displays |
| D9C7 04 | L9 | Maintain Interior Plant Displays |
| D9C2 04 | L10 | Establish and Maintain Artificial Plant Displays |
| D9AL 04 | L11 | Maintain the Condition of Plants and Other Resources During Transportation |
| D9AR 04 | CU68 | Assemble Tied Floristry Designs |
| D9AT 04 | CU69 | Assemble Wired Floristry Designs |
| D3XB 04 | 2.1 | Give Customers a Positive Impression of Yourself and Your Organisation (ICS) |
| D3XE 04 | 2.4 | Resolve Customer Service Problems (ICS) |

**Option Group E — Cemeteries and Graveyards**

| B5RH 04 | L2 | Establish Plants Outdoors |
|---|---|---|
| D9C1 04 | L12 | Dig Graves |
| D9AV 04 | L13 | Assist with Burials |
| D9C4 04 | L14 | Exhume Coffins and Remains |
| B5N7 04 | CU20 | Maintain and Repair Structures and Surfaces |
| B5RJ 04 | CU76 | Maintain Plants Outdoors |
| D9CA 04 | PR05 | Operate Specialised Plant and Machinery to Performance Requirements (Construction and Formation) (PRP) |

**Additional Unit** (It is recommended that Unit L7 is an additional Unit for those candidates following the *Sports Turf* optional route)

| D9CD 04 | Unit L7 | Present, Maintain and Repair Artificial Playing Surfaces for Play |
|---|---|---|

## Level 3 Amenity Horticulture

Candidates must achieve all four mandatory Units plus five optional Units.

If all five optional Units are chosen from the same option group, the certificate will display the occupational route chosen, eg 'Amenity Horticulture (Landscaping)'. If optional Units are chosen from a variety of option groups, the certificate will display 'Amenity Horticulture'.

**Mandatory Units**

| SQA Ref | NTO Ref | |
|---------|---------|---|
| AT62 04 | L26 | Estimate Resource Requirements and Programme Work |
| D9CG 04 | CU3 | Promote, Monitor and Maintain Health, Safety and Security |
| B73D 04 | C1 | Manage Yourself (Management Standards) |
| B77N 04 | D1 | Manage Information for Action (Management Standards) |

## Optional Units

**Option Group A — Landscaping**

| | | |
|---------|---------|---|
| AT69 04 | L16 | Specify and Monitor Landscape Maintenance |
| D9CF 04 | L17 | Produce Plants for Decorative Horticultural Displays |
| D9C6 04 | L18 | Maintain and Develop Decorative Horticultural Displays |
| AT63 04 | L19 | Create Grassed and Planted Areas |
| AT6K 04 | L22 | Manage Planted Areas for their Amenity Value |
| AT64 04 | L23 | Prepare Sites for Landscape Construction and Installation |
| AT65 04 | L24 | Construct Hard Landscape Components |
| AT66 04 | L25 | Restore Landscape Areas and Components |
| B5RR 04 | CU28 | Prepare for and Maintain Equipment and Machines |
| D9CH 04 | CU75 | Transplant Large Root-balled Trees |
| D9CC 04 | CU81 | Prepare and Apply Pesticides |
| D9C0 04 | CU85 | Design Landscape Areas and Specify Materials and Components |
| B43B 04 | CU91 | Assess the Characteristics of Sites |
| D3XL 04 | 3.2 | Improve the Customer Relationship (ICS) |
| D3XN 04 | 3.4 | Monitor and Solve Customer Service Problems (ICS) |
| B6G8 04 | C12 | Lead the Work of Teams and Individuals to Achieve their Objectives (Management Standards) |

**Option Group C — Sports Turf**
The Sports Turf option is dealt with in a separate Assessor Guidelines publication.

# Level 4 Amenity Horticulture Management

**Mandatory Units**

| SQA Ref | NTO Ref | |
|---------|---------|---|
| F105 04 | CU106 | Develop Procedures for Health and Safety in the Workplace |
| F10A 04 | CU110 | Plan and Manage the Control of Weeds, Pests and Diseases |
| F10E 04 | CU118 | Provide Vision and Direction to Others Working in the Land-Based Sector |
| F109 04 | CU124 | Organise a Straightforward Land-Based Project or Event |
| F107 04 | CU131 | Identify Areas of Improvement for Yourself and Others Working in the Land-Based Sector |
| DR67 04 | A2 | Manage Your Own Resources and Professional Development (MSC) |
| DR5F 04 | E1 | Manage a Budget (MSC) |

## Optional Units

**Option Group A — Heritage Pathway**
Mandatorty Units

| | | |
|---------|---------|---|
| D9C0 04 | CU85 | Design Landscape Areas and Specify Materials and Components |
| F10C 04 | L27 | Plan, Monitor and Evaluate the Establishment and Management of Planted Areas |
| B6K1 04 | D4 | Provide Information to Support Decision Making |
| DR7G 04 | B4 | Put the Strategic Business Plan into Action |

Optional Units — 3 Units Required

| | | |
|---------|---------|---|
| B84D 04 | H5 | Develop and Maintain an Environmental Policy |

| DX3R 04 | B2 | Involve, Motivate and Retain Volunteers |
| B84B 04 | H3 | Plan and Implement Activities to Improve Environmental Performance |
| F10D 04 | CU100 | Promote the Land-Based Organisation and its Values |
| DR7K 04 | D3 | Recruit, Select and Keep Colleagues |

**Optional Group B — Landscaping/Grounds Maintenance Pathway**
**Candidates must achieve 5 of the following Units with at least one from Group B.1, one from B.2 and one from B.3**
**Optional Group B.1**

| AT62 04 | L26 | Estimate Resource Requirements and Programme Work |
| F10C 04 | L30 | Plan, Monitor and Evaluate the Establishment and Management of Planted Areas |
| D9C0 04 | CU85 | Design Landscape Areas and Specify Materials and Components |
| F104 04 | CU92 | Determine Policies for the Development of the Land-based Sites |
| B69J 04 | CU93 | Plan, Monitor and Evaluate the Management of Land Based Sites |
| F106 04 | CU96 | Develop, Negotiate and Agree Proposals to Offer Land Based Services and Products |

**Optional Group B.2**

| B4T9 04 | D2 | Facilitate Meetings |
| DR45 04 | B3 | Develop a Strategic Business Plan for Your Organisation |
| DR7G 04 | B4 | Put the Strategic Business Plan into Action |
| D8X2 04 | G1 | Plan How to Improve the Finances of the Business |
| B84B 04 | H3 | Plan and Implement Activities to Improve Environmental Performance |
| B84D 04 | H5 | Develop and Maintain an Environmental Policy |

**Optional Group B.3**

| B6K1 04 | D4 | Provide Information to Support Decision Making |
| F108 04 | CU109 | Maintain and Improve Customer Relationship within the Land-based Sector |
| DR7K 04 | D3 | Recruit, Select and keep Colleagues |

**Optional Group C — Sports Turf Pathway — 5 Units required**

| F104 04 | CU92 | Determine Policies for the Development of Land-based Sites |
| B69J 04 | CU93 | Plan, Monitor and Evaluate the Management of Land Based Sites |
| B4T9 04 | D2 | Facilitate Meetings |
| DR7K 04 | D3 | Recruit, Select and Keep Colleagues |
| B6LT 04 | F6 | Manage the Use of Physical Resources |

# An assessment strategy for the SVQ

As part of its review of the SVQ(s) in Amenity Horticulture levels 2 and 3 and Amenity Horticulture Management level 4, the standards-setting body Lantra has developed an assessment strategy which defines a range of requirements:

♦ the occupational expertise of assessors and verifiers

♦ a definition of simulation

♦ definition of the workplace

♦ information on a model of independent assessment or external quality control

The relevant parts of the assessment strategy can be found on SQA's website (**www.sqa.org.uk**).

# 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.

### An example

John had worked as a charge hand on a local authority nursery for two years but did not possess any formal qualifications. He wanted to gain a nationally recognised qualification which would recognise the skills he already had. The nursery manager told John about SVQs and suggested that he meet with the training organiser for the local authority to find out more about what was involved.

During the course of discussions with the training officer, it became apparent that John's experience and skills should be able to generate sufficient evidence to meet the requirements of several of the SVQ Units in Amenity Horticulture (Nursery) at level 2. The Units for which evidence could be generated straight away were:

- ♦ CU 73 *Propagate Plants from Seed*
- ♦ CU 77 *Monitor Environmental Conditions for Protected Crops*
- ♦ CU 79 *Identify, Collect and Prepare Plants for Dispatch*
- ♦ CU 5 *Develop Personal Performance and Maintain Working Relationships*

The training organiser arranged for an assessor within the local authority training unit to provide John with guidance on how to collect evidence and construct a portfolio to achieve the Units CU73, CU77, CU79 and CU5.

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

- ♦ CU 72 *Propagate Plants by Vegetative Methods*
- ♦ CU 2 *Monitor and Maintain Health and Safety*

The training organiser arranged for an assessor from a local Further Education college to visit John on the nursery during the year to assess him for the Units CU72 and CU2. These were assessed through a combination of observation, questioning and assessment of work products.

John had very little knowledge of preparing growing media but it was decided that this would be a useful skill for him to take and so it was agreed that the final optional Unit he would take would be:

- CU 74   *Prepare Growing Media*

It was agreed that training would be provided by the Further Education college for Unit CU74, the assessment being carried out when the standard had been reached.

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

# 2   Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ in Amenity Horticulture levels 2 and 3 and Amenity Horticulture Management at level 4. 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 or 'D-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 Units CU72 *Propagate Plants by Vegetative Methods* and CU74 *Prepare Growing Media*. 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 (example 1)

| Units:CU72 Propagate Plants by Vegetative Methods and CU74 Prepare Growing Media | | | | | |
|---|---|---|---|---|---|
| **Elements**: All | | | | | |
| **Activities**: Collect and prepare cuttings and place in a rooting environment. Prepare the rooting media for the cuttings | PCs | Method of assessment/Sources of evidence | Date of assessment | Evidence already available | Links to other Units (PCs and range) |
| Deciduous shrubs are to be propagated from softwood cuttings in the summer. Propagation material will be collected from the correct stock plants, according to the propagation list, and handled and labelled correctly. Materials for the required rooting material will be gathered and the correct mix prepared and stored for use with the cuttings. The cuttings will be prepared correctly depending on the plants being propagated and following the instruction of the nursery manager. Handling will ensure damage is kept to a minimum and stress on the cuttings is kept to a minimum. The candidate will organise the work area correctly and work with regard to health and safety requirements. Propagation records will be correctly completed. Once prepared the cuttings will be inserted into the media in the correct container. The filled propagation containers will then be watered in and placed into the required propagation environment. | CU72.1 PC 1 – 8  <br><br> CU74.1 PC 1 – 9 <br> CU74.2 PC 1 – 9 <br> CU72.3 PC 2 <br><br> CU72.2 PC 1 – 8 <br> CU72.3 PC 4 <br><br><br><br><br><br><br><br> CU72.3 PC 1, 3, 5 – 8 | Observation checklist to be completed while each stage of operation is carried out. Oral questions to test knowledge at each stage to be asked during the operation. Access to records to check that these are correctly completed. <br><br> Witness statement by supervisor that work is completed to the standard required by nursery. | 1/12/02 | Two propagation methods are required for this Unit. Evidence has already been obtained that the trainee can propagate plants by grafting. | CU2 Monitor and Maintain Health and Safety. PC1, 5, 7, 8, 10, |
| Questioning for knowledge and understanding not apparent from performance to be identified from **2nd** review. | | | | | |

**Assessor's signature:**        *B Singh*          **1st review due:**          15/12/07

**Candidate's signature:**       *John McEwan*       **2nd review due:**          15/01/08

**Date of agreement:**        28/11/07           **Date of completion:**

# Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

♦ by *valid* we mean that the assessment method should be appropriate to the standards

♦ by *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions

♦ by *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be: familiarity between candidate and assessor; assessment progresses at candidate's own pace of learning; candidate is familiar with work environment; candidate is familiar with specific equipment to be used.

The challenges might be: familiarity between candidate and assessor; confidentiality, pressure of work; meeting needs of customers; not all aspects of Unit may be covered by specific workplace tasks.

## Example

You might agree with a candidate working as a plant propagator, who has to demonstrate how to prepare, grade and pot on a batch of rooted cuttings to the required quality and at an acceptable work rate, that this will be assessed by **observation** as and when suitable material is available. If you are an assessor who is working alongside the candidate, you should be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate orally about how the rooted cuttings were graded and potted on afterwards.

# Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evaluation, 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.

Examples of occasions where observation could be used are:

♦ whilst collecting and preparing a batch of plants for dispatch

♦ whilst monitoring the environmental conditions in a glasshouse

## Product evaluation

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:

♦ a batch of cuttings has been correctly prepared and potted by the candidate and the stock records have been correctly completed

♦ plants have been collected for dispatch, and are correct with regard to species, numbers and quality

### Questioning

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

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

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For

example, some candidates will feel more comfortable with oral questions than written.

Questioning may be used for the SVQs where the candidate is required to show knowledge of why a practical task is being undertaken. It can also be used where knowledge of other techniques related to the task is required but those techniques are not being used. For example, for Element CU72.3, PC (h), you might ask:

**Q:** How do you maintain good hygiene throughout the propagation process?

**A:** Healthy propagation material is selected for cuttings, clean equipment and new media are always used, dropped leaves or dead plant material is removed from the propagation area and cuttings are removed from the propagation area as soon as they are rooted.

Then, for PC (a), you might ask:

**Q:** CU72.3 (a) What rooting media are used on the nursery for cuttings?

**A:** Two basic mixes are used. In summer a mix of 75% peat and 25% fine pine bark is used. In winter the bark is increased to 50% to improve aeration. Controlled-release fertiliser is added for most plants, a 12-month CRF at $1kg/m^3$. This is omitted for cuttings of sensitive plants like heathers.

## 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 may sometimes find it helpful to ask a candidate to give an account of why they performed an activity in a certain way or how they produced an example 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.

An example of this may be for the candidate to give a statement about how they carry out the preparation of nodal tip cuttings (see the personal statement on page 25).

**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 often referred to as *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.

An example of this may be for the candidate's supervisor to give a statement about how the candidate carries out the preparation of cuttings (see the completed witness testimony form on page 27).

**Simulation**

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

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

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

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy on SQA's website (**www.sqa.org.uk**).

Examples of areas where simulation would be acceptable are:

♦ Unit CU2 *Monitor and Maintain Health and Safety*, where the candidate has to show that they can deal with accidents which cause personal injury. A simulation may deal with a cut from a knife or secateurs, for example

♦ Element CU6.1 'Receive and communicate information'. Candidates have to show that they can:
  — correctly request information in accordance with work requirements
  — communicate information to others clearly and accurately
  — accurately take and pass on messages at an appropriate time
  — accurately acknowledge and record the receipt of information and take the correct measures to maintain the confidentiality of information

A simulation could be used where the candidate has to take an order from a customer by telephone, write out the order and pass on instructions to a colleague as to the quality to be selected and where the plants are to be found.


## Other sources of evidence

Other sources of evidence may come from previous experience or learning, case studies or assignments.

SQA's *Guides to Assessment and Quality Assurance* (see Section 5) have more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

# 3   Generating evidence

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

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

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

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

# Observation

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

# Observation record

**Unit/Element(s): CU72 Prepare plants by vegetative methods, Element CU72.2**

**Candidate:** John McEwan        **Date of observation:** 01/11/07

**Evidence index number:** 1 and 2

| Skills/activities observed: | PCs covered: |
|---|---|
| Preparation of soft wood leafy cuttings. The propagation area was correctly prepared; bench cleaned, disposable knife selected for cutting preparation and a new blade was selected for use to ensure it was clean and sharp. Fresh rooting media was placed into clean trays, fresh liquid rooting hormone of the correct strength obtained and cutting material kept on wet hessian in open trays to keep moist and cool. The cuttings were prepared using the knife in the correct safe manner, cuttings selected and prepared according to instructions of supervisor; healthy lateral, vegetative shoots, preparing ten centimetres nodal tip cuttings, removing one third leaves and dipping in hormone for five seconds. Cuttings were prepared individually to reduce physical damage and heating in the hand. Trays of completed cuttings were correctly labelled. At all times the trainee worked according to the requirements of the risk assessment prepared. All suitable cutting material was removed from the plant material. Organic waste was kept separate from plastics and removed for composting. The propagation record book was completed as required with regard to species, number of cuttings, cutting method used and media used. | CU72.2 PC 1 – 8. **Note:** This assessment has to be repeated for one other type of propagation to complete CU72.2. |

**Knowledge and understanding apparent from this observation:** 72.2 a, c
a) the maintenance, preparation and safe use of equipment  c) instructions for preparing propagation material

**Other Units/Elements to which this evidence may contribute:**
Element CU 2.1 'Monitor and maintain health, safety and security in the workplace'. Evidence for PC 5 The use of equipment and materials in accordance with manufacturers' instructions and any organisational training and PC 7 Dispose of waste safely and correctly. It may also be possible to cover aspects of risk assessment. It may be possible to include assessment of CU74, *Prepare Growing Media*, if the rooting media is prepared on the nursery.

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



I can confirm the candidate's performance was satisfactory.

Assessor's signature:        *B Singh*        Date:   *01/11/07*

Candidate's signature:        *John McEwan*        Date:   *01/11/07*

# 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: CU72 Prepare Plants by Vegetative Methods | Element(s): CU72.2 |
|---|---|

**Evidence index number:** 3

**Circumstances of assessment:** The assessment took place in the potting shed when batches of softwood cuttings were being graded, prepared and placed into rooting media. The equipment being used was a disposable knife. The questions asked were to show a knowledge and understanding of the tasks being undertaken during propagation.

**List of questions and candidate's responses:**

**Q: (b)** Why do you handle cuttings individually and with care?
**A:** To avoid damaging the stems and leaves, to avoid increasing risk of disease and they are handled individually for as short a time as possible to prevent them heating up and losing water.

**Q: (d)** Can you tell me two types of cutting and two types of division that can be used?
**A:** Softwood, leafy, nodal tip cuttings or single node leaf bud cuttings. Herbaceous perennials can be divided by splitting. Bulbs can be divided by removing the new bulbs from the parent.

**Q: (e)** Can you tell me two types of budding and two types of grafting?
**A:** Budding can be chip or T-budding. Grafting could be whip and tongue or side-veneer graft.

**Q: (f)** Can you give me three reasons why vegetative methods are used to propagate plants?
**A:** Vegetative propagation maintains a clone, that is all the propagated plants are identical to the parent plant. Not all plants produce viable seed and therefore vegetative means need to be used for, for example, bananas. Unusual forms of plants can be produced, for example, grafted standard roses.

**Q: (g)** What two treatments can be applied to a basic nodal cutting to help rooting?
**A:** You could lightly wound the side of the cutting to help improve root quality and apply a rooting hormone to the base of the cutting to help stimulate rooting.

**Q: (h)** What are your responsibilities under health and safety legislation?
**A:** I have to ensure that I follow the correct working practices using the risk assessment to identify hazards. It is especially important to handle the knife correctly to reduce the hazard to myself and others. I must also ensure that I keep my work station tidy so that I do not create hazards for others.

**Q: (i)** Why is good hygiene needed throughout the propagating process?
**A:** To reduce the possibility of disease entering and causing the cutting to fail to rooting.

**Q: (j)** Why is it important to complete records correctly?
**A:** To ensure that the correct species and number of plants are propagated and to have a record for future propagation to be followed if method is successful or changes made if rooting is unsuccessful.

| Assessor's signature: | *B Singh* | Date: *01/11/07* |
|---|---|---|

| Candidate's signature: | *John McEwan* | Date: *01/11/07* |
|---|---|---|

# Candidate's personal statement

If used, a personal statement should always 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, PCs covered |
|------|------------------------|----------------------|------------------------------------------|------------------------------|
|  | 4 | I prepared a batch of nodal tip cuttings of *Potentilla* cultivars as directed by my supervisor. The plant material had been collected from stock plants and was being kept on wet hessian in an open-sided tray which keeps the cutting material cool and prevents water loss. I got clean modular trays from the store and the rooting media of peat and perlite that is stored in bags. The rooting hormone at the dilution rate specified by my supervisor was obtained from the store and I made sure that my disposable knife had a clean sharp blade.<br><br>I selected lateral, non-flowering shoots from the plant material. These were free from signs of damage and had three – four nodes. I prepared a nodal tip cutting, removing the bottom leaves and also the growing tip. I dipped it for five seconds in the liquid hormone and then inserted it into the rooting media. I did the cuttings individually, handling them with care to avoid damage and heating up. I repeated this, grading all the cuttings to a consistent size.<br><br>I ensured that the work bench was set up efficiently and that I did not create any hazards for myself or others by not leaving materials lying loose on the floor and protecting the knife blade when not in use. The trays were labelled when filled.<br><br>At the end of each cultivar I filled in the propagation book with the number of cuttings and propagation methods used. All organic waste material was separated for composting and plastics were placed in the skip. | This supports the knowledge and understanding for the observation assessment for Element CU72.2 | **CU72.2**<br><br>**PC 1 – 8** |

Signed (candidate):     *John McEwan*

Date:                           *01/11/07*

# Witness testimony

Remember that in choosing to use witness testimony, 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:            CU72 Propagate Plants by Vegetative Methods

Candidate's name:            John McEwan

Index no of other evidence which
this testimony relates to (if any):      5

Element(s):            Element CU72.2

Date of evidence:            09/10/07

Name of witness:            Samantha Dailey

Designation/relationship to
candidate:            Propagation Supervisor

**Details of testimony:** I observed the candidate organise the workplace correctly before starting to prepare the cuttings. He checked the safety requirements and took care not to create any hazards around the work area and not to leave an open knife lying on the bench. He ensured that the correct rooting media was chosen and set out his work station with clean modular trays, correct rooting hormone and correct plant material. He prepared the cuttings as required by me (nodal tip cuttings from vegetative shoots, shoot tip removed, bottom one third leaves removed, no wounding and hormone applied), graded the cuttings correctly, handled them with care ensuring that there was no physical damage and there was no delay between selecting cutting material and inserting the prepared cutting. The work was carried out at a satisfactory rate and once completed the waste material was separated into organic and non-organic. The completed trays were removed to the rooting area. The propagation record sheet was correctly completed as required.

I can confirm the candidate's evidence is authentic and accurate.

Signed by witness:            *Samantha Dailey*

Date:            *09/10/07*

Please tick the appropriate box:

Witness:

☑     Holds A1 or D32/D33 qualifications

☐     Is familiar with the SVQ standards to which the candidate is working

# Filling the gaps

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

In these SVQs, such gaps are likely to occur in parts of Unit CU2 *Monitor and Maintain Health and Safety*. Other optional Units may have sections that pose problems, for example in CU72 *Propagate Plants by Vegetative Methods* a second method of vegetative propagation may not always be commonly used on a nursery.

You may be able to overcome these by using simulation, where permissible, to generate evidence, or by carrying out practical tasks not undertaken at the place of work at another nursery or at college facilities. A simulated accident or a role-play exercise for taking an order on the telephone, writing it out and passing it to the despatch department could be organised for example. If only one method of vegetative propagation were used on a nursery, instruction and assessment in a second could be organised at another nursery or at a local college.

# 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.

## An example

A day could be organised on another nursery to learn how to propagate plants by grafting. It may not be possible to organise an assessor to attend this day. A witness testimony by the instructor, and a personal statement of how the technique was carried out and why, could be produced to authenticate that this second method of vegetative propagation has been carried out correctly.

# 4   Recording achievement

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

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

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

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

There are various reasons why record keeping is so important:

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

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

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

♦ Completing the Unit progress record
♦ Using the evidence index
♦ 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:** Amenity Horticulture (Nursery), Level 2

**Candidate:**                 John McEwan

To achieve the whole qualification, you must prove competence in _2_ mandatory Units and _5_ optional Units.

**Unit Checklist**

| Mandatory | CU2 | CU5 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Optional (Nursery) | | CU72 | CU73 | CU74 | CU77 | CU79 | | | | |

**Mandatory Units achieved**

| Unit | Assessor's Signature | Date |
|---|---|---|
| CU2  Monitor and Maintain Health and Safety | B Singh | 01/10/07 |
| CU5  Develop Personal Performance and Maintain Working Relationships | B Singh | 01/10/07 |

**Optional Units achieved**

| Unit | Assessor's Signature | Date |
|---|---|---|
| CU73  Propagate Plants from Seed | B Singh | 15/10/07 |
| CU77  Monitor Environmental Conditions for Protected Crops | B Singh | 15/10/07 |
| CU79  Identify, Collect and Prepare Plants for Dispatch | B Singh | 15/10/07 |
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# 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:**

| Evidence number | Description of evidence | Included in portfolio (Yes/No) If no, state location | Sampled by the IV (initials and date) |
|---|---|---|---|
| 1 | Observation evidence | Yes | |
| 2 | Observation evidence, propagation record book | No, in nursery office | |
| 3 | Record of questions and candidate's answers | Yes | |
| 4 | Personal statement | Yes | |
| 5 | Witness testimony | Yes | |
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# Completing the Element achievement record

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

♦ entering the evidence index number in the first column

♦ giving a brief description of the evidence in the second

♦ ticking the relevant boxes for the performance criteria (or statements of competence as they are sometimes known)

♦ entering the areas of knowledge and understanding the piece of evidence covers

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

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

# Element achievement record

**Unit:** CU72 Propagate Plants by Vegetative Methods

**Element:** CU72.2 'Prepare propagation material'

| Evidence Index No | Description of Evidence | PCs 1 – 8 | | | | | | | | Areas of knowledge and understanding | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | a | b | c | d | e | f | g | h | i | j | | | | | |
| 1 | Observation record, task being completed | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | | | | | | | | |
| 2 | Observation record, records completed | ✓ | | | | | | | | | | | | | | | | | ✓ | | | | | |
| 3 | Record of questions and candidate's answers | ✓ | | | | | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
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**Unit:** CU72 Propagate Plants by Vegetative Methods

**Element:** CU72.2 'Prepare propagation material'

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

**Candidate:** *John McEwan*      **Date:** *01/12/07*

**Assessor:** *B Singh*      **Date:** *01/12/07*

**Internal Verifier:** *R Jackson*      **Date:** *01/12/07*

# 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 Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres*

*Guide to Assessment and Quality Assurance for Colleges of Further Education*

*Guide to Assessment and Quality Assurance for Employers and Training Providers*

*Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments*

*Quality Assurance Principles, Elements and Criteria*

*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 ___ **mandatory** Units and ___ **optional** Units.

**Unit Checklist**

| Mandatory | | | | | | | | | | | |
|-----------|--|--|--|--|--|--|--|--|--|--|--|
| Optional  | | | | | | | | | | | |

**Mandatory Units achieved**

| Unit Number | Title | Assessor's Signature | Date |
|-------------|-------|----------------------|------|
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**Optional Units achieved**

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# Index of evidence

| SVQ title and level: |
|---|

| Evidence number | Description of evidence | Included in portfolio (Yes/No) If no, state location | Sampled by the IV (initials and date) |
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# Element achievement record

**Unit:**

**Element:**

| Evidence Index No | Description of Evidence | PCs | | | | | | Areas of knowledge and understanding | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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**Unit:**

**Element:**

| Notes/Comments |
| --- |
| |

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate:                                          Date:

Assessor:                                            Date:

Internal Verifier:                                  Date:

# Personal statement

| Date | Evidence index number | Details of statement | Links to other evidence (enter numbers) | Unit, Elements, PCs covered |
|------|------------------------|----------------------|------------------------------------------|------------------------------|
|      |                        |                      |                                          |                              |

**Signed by candidate:**


**Date:**

# Observation record

Unit/Element(s):

Candidate:                                  Date of observation:

Evidence index number:

| Skills/activities observed: | PCs covered: |
|---|---|
|  |  |

| Knowledge and understanding apparent from this observation: |
|---|
|  |

| Other Units/Elements to which this evidence may contribute: |
|---|
|  |

| Assessor's comments and feedback to candidate: |
|---|
|  |

I can confirm the candidate's performance was satisfactory.

Assessor's signature:                              Date:

Candidate's signature:                             Date:

# Witness testimony

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

**Details of testimony:**

I can confirm the candidate's evidence is authentic and accurate.
Signed by witness:                                  Date:

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

☐     Holds A1 or D32/D33 qualifications

☐     Is familiar with the SVQ standards to which the candidate is working

# Record of questions and candidate's answers

| Unit: | Element(s): |
|---|---|
| **Evidence index number:** | |
| **Circumstances of assessment:** | |
| **List of questions and candidate's responses:** | |
| **Assessor's signature:** | **Date:** |
| **Candidate's signature:** | **Date** |