Assessor's guidelines for the SVQs in Warehousing and Storage levels 2 and 3 (GF9C 22 and GF9D 23), Warehousing and Storage Support Operations level 2 (GF9A 22) and Logistics Operations level 3 (GF9E 23)

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for the SVQs in**:**

SVQ 2 Warehousing and Storage at SCQF level 5 (GF9C 22)
SVQ 2 Warehousing and Storage Support Operations at SCQF level 5 (GF9A 22)
SVQ 3 Warehousing and Storage at SCQF level 7 (GF9D 23)
Logistics Operations at SVQ level 3[1] (GF9E 23)

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.

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[1] Logistics Operations does not have an overall SCQF credit rating

Introduction

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

About SVQs

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

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

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

Explanation of levels

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

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

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

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

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

How are standards defined in SVQs?

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

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

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

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

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

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

Who is involved in SVQs?

There are several roles:

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

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

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

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

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for these SVQs — see SQA's website and the Logistics and Supply Chain subject-specific page.

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

The steps involved in assessing a candidate for an SVQ

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

♦ planning for assessment

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

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

♦ recording the assessment decision and the candidate's achievement

1 The SVQs in Warehousing and Storage, Warehousing and Storage Support Operations and Logistics Operations

The SVQs in Warehousing and Storage at levels 2 and 3, Warehousing and Storage Support Operations at level 2 and Logistics at level 3 have been developed by Skills for Logistics.

Skills for Logistics has stated:

"*It is the nature of logistics that it underpins virtually all sectors of industry — any organisation that moves, handles or stores goods or materials makes direct use of the function. The following is a list of Supply Chains that are supported by Logistics:*

- *Food & Drink*
- *Chemicals & Petroleum*
- *Automotive*
- *Construction*
- *Electronics & Electrical*
- *Pharmaceuticals & Healthcare*
- *Paper & Printing*
- *Clothing & Footwear*
- *Furniture & Furnishings*
- *Utilities*"

The SVQs are intended for people who are not just involved in the above mentioned industries, but any business where moving, handling and storing goods is a function.

These people may be working as any of the following:

SVQ 2 Warehousing and Storage

- Warehouse Assistants — Retail and Wholesale
- Stockroom Assistants — Retail and Wholesale
- Stock Receivers
- Stock Dispatchers
- Stock Pickers

SVQ 3 Warehousing and Storage

♦ Team Leader
♦ Supervisor
♦ Warehouse Shift Supervisor
♦ Warehouse Manager

SVQ 2 Warehousing and Storage Support Operations

♦ Warehousing Operative
♦ Trainee – Goods In Clerk
♦ Trainee – Goods Out Clerk
♦ Trainee – Loader/Unloader
♦ Trainee – Picker/Packer

Logistics Operations SVQ Level 3

♦ Managers
♦ Team Leaders
♦ Supervisors
♦ Shift Leaders
♦ Transport Managers
♦ Procurement Managers

They will require skills and knowledge in warehousing and storage operations, moving, handling and storing goods, and a general understanding of the relevance of their role to maintaining the supply chain.

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:

♦ Distribution centres
♦ Warehouses
♦ Stock rooms
♦ Transport depots
♦ Any business which moves, handles or stores goods or materials

Structure of the SVQs

This section lists the Units that form the SVQs in Warehousing and Storage, Warehousing and Storage Support Operations and Logistics Operations.

GF9C 22 SVQ 2 Warehousing and Storage

The SVQ made up as shown below.

Candidates have to complete nine Units comprising two mandatory Units and seven optional Units.

Mandatory Units
Candidates must complete all of these Units:

H0A3 04   Maintain Health and Safety in Logistics Operations (SfL 15)
H2CH 04   Develop Effective Working Relationships with Colleagues in
          Logistics Operations (SfL 22)

Optional Units
Candidates must also complete seven of the following Units, in addition to the mandatory Units:

FA0N 04   Contribute to the Provision of Customer Service (SfL 12)
H2CJ 04   Maintain the Cleanliness of Equipment (SfL 16)
H2CK 04   Keep Stock at Required Levels (SfL 17)
H2CL 04   Keep Work Areas Clean (SfL 18)
H0A4 04   Moving or Handling Goods in Logistics Operations (SfL 19)
H2CM 04   Pick Goods (SfL 20)
H2CN 04   Wrap or Pack Goods (SfL 21)
H2CP 04   Operate Equipment to Perform Work Requirements in Logistics
          Operations (SfL 23)
H2CR 04   Use Equipment to Move Goods in Logistics Operations (SfL 24)
H2CS 04   Receive Goods (SfL 25)
H2CT 04   Place Goods in Storage (SfL 26)
H2CV 04   Maintain the Safety and Security of Hazardous Goods and
          Materials (SfL 27)
H2CW 04   Maintain Hygiene Standards in Handling and Storing Goods
          (SfL 28)
H2CX 04   Process Orders for Customers (SfL 29)
H2CY 04   Assemble Orders for Dispatch (SfL 30)
H2D0 04   Process Returned Goods (SfL 31)
H2D1 04   Sort Goods and Materials for Recycling or Disposal (SfL 32)
H2D2 04   Monitor the Receipt, Storage and Dispatch of Goods (SfL 33)
H2D3 04   Check Stock Levels and Stock Records (SfL 34)
H2D4 04   Maintain Safe Storage of Food During Storage (SfL 153)
H2D5 04   Maintain Food Safety during Loading and Unloading (SfL 157)

GF9D 23 SVQ 3 Warehousing and Storage

The SVQ made up as shown below.

Candidates have to complete eight Units comprising four mandatory Units and four optional Units.

Mandatory Units
Candidates must complete all of these Units:

H2D2 04   Monitor the Receipt, Storage and Dispatch of Goods (SfL 33)
H2D3 04   Check Stock Levels and Stock Records (SfL 34)
H0A5 04   Respond to Problems in Logistics Operations (SfL 38)
FM4J 04   Provide Leadership for your Team (SfL 42)

Optional Units
Candidates must also complete four of the following Units, two Units from each group, in addition to the mandatory Units:

Group A – Select two Units

H0A4 04   Moving or Handling Goods in Logistics Operations (SfL 19)
H2CR 04   Use Equipment to Move Goods in Logistics Operations (SfL 24)
H2D0 04   Process Returned Goods (SfL 31)
H2D1 04   Sort Goods and Materials for Recycling or Disposal (SfL 32)

Group B – Select two Units

F347 04   Apply Technology in Logistics Operations (SfL 39)
H2D7 04   Improve Performance in Logistics Operations (SfL 40)
DR67 04   Manage your own Resources and Professional Development (SfL 50)
FD3L 04   Build and Manage Teams (SfL 56)
H2DF 04   Apply and Monitor Food Safety Management Processes in a Logistics Operation (SfL 155)

GF9A 22 SVQ 2 Warehousing and Storage Support Operations

The SVQ made up as shown below.

Candidates have to complete six Units comprising two mandatory Units and four optional Units.

Mandatory Units
Candidates must complete all of these Units:

H0A3 04   Maintain Health and Safety in Logistics Operations (SfL 15)
H2CH 04   Develop Effective Working Relationships with Colleagues in
                Logistics Operations (SfL 22)

Optional Units
Candidates must also complete four of the following Units, in addition to the mandatory Units:

H2CJ 04   Maintain the Cleanliness of Equipment (SfL 16)
H2CK 04   Keep Stock at Required Levels (SfL 17)
H2CL 04   Keep Work Areas Clean (SfL 18)
H0A4 04   Moving or Handling Goods in Logistics Operations (SfL 19)
H2CM 04   Pick Goods (SfL 20)
H2CN 04   Wrap or Pack Goods (SfL 21)

GF9E 23 Logistics Operations SVQ Level 3

The SVQ made up as shown below.

Candidates have to complete seven Units comprising three mandatory Units and four optional Units.

Mandatory Units
Candidates must complete all of these Units:

H2D6 04   Make an Effective Contribution to the Business (SfL 11)
H0A3 04   Maintain Health and Safety in Logistics Operations (SfL 15)
F350 04   Optimise the Use of Logistics Resources (SfL 37)

Optional Units
Candidates must take one Unit each from Group A, Group B, Group C and Group D.

Group A – Select one Unit

H2D7 04   Improve Performance in Logistics Operations (SfL 40)
H2D8 04   Provide Leadership for Your Team in Logistics Operations (SfL 42)
FM52 04   Allocate and Check Work in Your Team (SfL 43)

Group B – Select one Unit

H2CV 04   Maintain the Safety and Security of Hazardous Goods and Materials (SfL 27)
H2D2 04   Monitor the Receipt, Storage or Dispatch of Goods (SfL 33)
H0A6 04   Minimise the Environmental Impact of Logistics Operations (SfL 41)

Group C – Select one Unit

H2D9 04   Arrange the Transportation of Goods Using Multiple Transport Modes (SfL 68)
H2DA 04   Schedule Logistics Operations to Meet Customer Requirements (SfL 36)
H2DB 04   International Road Transport Operations (SfL 49)

Group D – Select one Unit

FA0N 04   Contribute to the Provision of Customer Service (SfL 12)
H2DD 04   Ensure Compliance with Legal, Regulatory, Ethical and Special Requirements (SfL 35)
H0A5 04   Respond to Problems in Logistics Operations (SfL 38)
F347 04   Apply Technology in Logistics Operations (SfL 39)

An assessment strategy for the SVQ

As part of its review of the SVQs, the Sector Skills Council, Skills for Logistics, 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. Centres should refer to the Assessment Strategy at all times.

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 1
Paul had been employed at W & M Distribution since leaving school four years ago. Paul joined the company as a warehouse assistant and was involved initially in the despatch department of the organisation. As W & M Distribution developed and grew, Paul's responsibilities increased and a need for training was identified.

Paul discussed his training needs with his supervisor during a regular performance review. Paul's supervisor stated that Paul would benefit from an industry-specific training programme and suggested the SVQ 2 Warehousing and Storage qualification. Paul expressed enthusiasm for this development route because he would be able to develop existing skills, learn new skills, and gain a nationally recognised qualification. Paul also learned that this qualification includes five Units that contribute to the higher level SVQ 3 Warehousing and Storage qualification and three Units that contribute to the higher level Logistics Operations SVQ level 3 qualification. Paul realised that completing the SVQ 2 Warehousing and Storage qualification would allow him to learn skills which would help him to move on to an SVQ at level 3 and to eventually progress to management within the business. Paul saw a clear career path because of his learning programme.

Paul agreed an assessment plan with his assessor that included the following Units:

♦ Maintain Health, Safety, and Security in Logistics Operations — Mandatory

♦ Develop Effective Working Relationships with Colleagues in Logistic Operations — Mandatory

♦ Operate Equipment to Perform Work Requirements in Logistics Operations — Optional

♦ Moving or Handling Goods in Logistic Operations — Optional

♦ Receive Goods— Optional

The assessment plan gave Paul the opportunity to demonstrate existing skills and also to learn and perform new skills to a national standard, i.e. SVQ 2 in Warehousing and Storage at SCQF level 5.

Paul completed his qualification and was given additional responsibility for receipt of goods. Paul agreed a Personal Development Plan with his supervisor for the following year. The plan included training on managing some aspects of W & M Distribution's operations in preparation for undertaking the SVQ in Logistics Operations at level 3.

Example 2
Angela has been working at Healthy Life Pharmaceuticals distribution centre for three years as an administrator. Angela has gained a good working knowledge of the operational aspects of the business in her dealings with all departments. An opportunity arose for a team leader in the warehouse with responsibility for dispatching goods and Angela decided to apply for the post.

Angela was successful in her application for the post and it was agreed as part of her contract that she would complete an SVQ in Logistics

Operations at level 3. Achievement of the qualification would be used to develop Angela in her new role. Healthy Life Pharmaceuticals were keen to improve their customer service image and Angela's new role was seen to be key in achieving that goal.

Angela agreed to undertake the following Units with her assessor:

♦ Maintain Health, Safety and Security in Logistics Operations — Mandatory

♦ Schedule Logistic Operations to Meet Customer Requirements — Optional

♦ Improve Performance in Logistic Operations — Optional

Angela worked with her assessor and used a combination of assignments, observation of performance, product evidence and professional discussions as sources of evidence. Angela and her assessor also agreed to use technology as much as possible and much of Angela's product evidence was taken from electronic records of her performance and stored electronically.

Angela achieved the SVQ in Logistics Operations at level 3 and is now managing a successful and efficient dispatch operation at Healthy Life Pharmaceuticals.

2 Preparing to assess the SVQ

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

Your role and your candidate's role

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

Your role
♦ ensure candidates understand what is to be assessed and how it is to be assessed

♦ ensure the conditions and resources required for assessment are available

♦ help candidates to identify and gather evidence

- observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates

- assess products of the candidate's own work

- question candidates and record results

- help candidates to present evidence

- authenticate the evidence candidates provide

- judge evidence and make assessment decisions

- identify gaps or shortfalls in candidates' competence

- provide feedback to candidates throughout the assessment process

- record achievement

Candidates' role
- prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed

- help to identify sources of evidence and how these could be assessed

- carry out activities, and/or produce products of own work, and/or answer questions

- gather and present evidence

- receive and act on feedback from the assessor

Planning

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

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

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

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

To help you plan for assessment, we have produced assessment plans that cover Warehousing and Storage level 2 Unit SfL 15, *Maintain Health and Safety in Logistics Operations*. You will notice that we have included spaces for you to enter the date 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

Warehousing and Storage level 2

Maintain health and safety in logistics operations					
Activities	**Performance / Knowledge Statements**	**Method of assessment/Sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (PCs and range)**
♦ identification of health and safety equipment available in the workplace and of potential H&S and security hazards in the workplace	1, 3, 4, 6, 7, 8	Digitally recorded professional discussion of evacuation procedures and use of safety equipment	30 March		Unit 26, PCs 2, 3, 4, 5. 6, 8, 10 K&U d, e, f, g, i, j, m
♦ dealing with health and safety and security matters	1, 2, 3, 4, 5, 6, 7, 8, 9	Witness statement for warehouse supervisor	11 April		
♦ professional discussion in the workplace (digitally recorded)	1, 2, 3, 4, 5, 6, 7, 8, 9		12 April		Unit 15, PCs 3, 5, 7, 8 K&U c, e, g, i
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review	b, c, e, f, g, j, k, l	Professional discussion	12 April		

Assessor's signature: *John Aitken*
Candidate's signature: *Paul Grey*
Date of agreement: 23 March

1st review due:
2nd review due:
Date of completion: 12 April

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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:

♦ Cost effectiveness of assessment methods to the organisation, eg the candidate is assessed in a realistic working environment and no need to take candidate off the job.

♦ Observation of candidate's performance ensures evidence is reliable, valid and practicable.

♦ Candidate progresses at his/her own pace.

♦ Opportunity for the candidate to perform in a familiar environment.

♦ Development of a positive working relationship between the assessor, the candidate and the candidate's organisation.

The challenges might be:

♦ Having to change assessment plans to take account of the needs of the business, eg candiate may not be able to be assessed due to shortage of staff.

♦ Conditions in the workplace may not lend themselves to observation, ie too quiet or too busy.

- Shift work may mean that assessors have to be available at various times throughout the day and night.
- There may be issues of confidentiality with some evidence, particularly at level 3.

Example

You might agree to assess a candidate moving goods using observation. By planning the assessment to take place in a realistic working environment, you can observe your candidate whilst he/she is working under normal conditions. This method of assessment will also allow you to collect evidence for other Units if it arises, eg health and safety, and security. This method makes best use of both the assessor and candidate's time and will accelerate the candidate's progress through the qualfication.

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.

Example

Observation of naturally-occurring evidence would be an ideal assessment method for Unit SfL 17, *Keep Stock at Required Levels* and Unit SfL 19, *Moving or Handling Goods in Logistics Operations*. In both of these Units, candidates will be able to demonstrate their competence through performance of task(s) in the workplace, eg label and position stock (Unit SfL 17), use correct handling methods (Unit SfL 19).

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:

- goods received note
- dispatch documents
- warehouse layout plans
- e-mails
- picking notes
- stock holding records

Example
Product evidence for Unit SfL 20, *Pick Goods*, might include a picking note with details of stock ready to be assembled. A picking note with your candidate's signature, counter signed by their supervisor, showing successful completion of the order would be evidence of your candidate's performance. Product evidence should support any other method of assessment, eg observation, candidate report, assignment.

NB: Further explanation or annotation of any product evidence greatly increases its value. Encourage candidates to explain how their product evidence meets evidence requirements.

Questioning

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

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

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

Example
Earlier in this section we gave examples of where observation might be used as an assessment method. One of the Units selected as an example was Unit SfL 17, *Keep Stock at Required Levels*. Although much of this task will be able to be observed, additional questions will cover and confirm the candidate's knowledge and understanding.

Other methods of assessment

Methods, such as 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

Unit SfL 12, *Contribute to the Provision of Customer Service* requires candidates to provide evidence of dealing with customer complaints. It will be dificult to plan observation to include dealing with customer complaints and therefore a personal statement from your candidate explaining how they have dealt with a customer complaint would be acceptable evidence.

Authentication of personal statements should be confirmed by a witness testimony or by further questionning of your candidate.

Witness testimony

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

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

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

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

Most Units require that performance be demonstrated on more than one occasion, and over a period of time, to establish competence. Sources of evidence such as observation and/or product evidence might not always cover all of the Evidence Requirements. This is the particularly the case at level 3 where candidate input in the form of reports and professional discussions are required, or where candidate personal statements are used. It is useful to include a witness statement in which another person can confirm your candidate's performance. The value and reliability of the witness statement will depend very much on the knowledge and expertise of the witness (see above), and you must bear this in mind when making your assessment decision.

In situations where specialist skills and knowledge are being assessed, testimony from an expert witness will be necessary.

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.

Skills for Logistics has defined what it regards as simulation (see below), 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.

Workplace Assessment/Simulation
Skills for Logistics National Occupational Standards are work-competency based and therefore candidates must be assessed under normal workplace conditions.

However, it is recognised that there are situations where the workplace may not be appropriate or waiting for naturally occurring evidence is impractical. Skills for Logistics therefore allows centres to set up or devise assessment situations, with the prior agreement of the external verifier that the simulation is valid before assessment is undertaken. We suggest that centres seek written confirmation before proceeding with assessment. The need for simulation may result from consideration of:

♦ Safety
♦ Legislation
♦ Regulation
♦ Contingency
♦ Cost

In addition, Skills for Logistics recognises that candidates may use these NOS in the context of a learning environment and not in a workplace. In these situations, centres may set up or devise assessment situations as required, with prior agreement of the external verifier.

Skills for Logistics re-iterates that its NOS have been designed to be capable of assessment in the normal workplace and that subject to the arrangements for simulation described above this should be the case. Skills for Logistics will indicate RWE requirements within specific NOS.

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

Other sources of evidence

Other sources of evidence could include 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

♦ professional discussion

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   SfL 15 Maintain Health and Safety in Logistics Operations

Candidate: Paul Grey   **Date of observation:** 30 March
Evidence index number:

Skills/activities observed:	Performance Statements covered:
I observed Paul in the workplace checking goods which had just been received against the delivery note. Paul checked the storage area to ensure that sufficient space had been made for storing the new stock. Paul was wearing personal protective clothing when he checked that the area was dry and clean before placing goods in storage, using the correct handling techniques. He also correctly identified the specific equipment and facilities which were required for the storage of the new stock. Paul explained that if storage conditions were not dry, the stock being stored would deteriorate quickly.	Unit SfL 15 Performance Statements: 1, 3, 4, 5, 6, 7, 8 Unit SfL 26 Performance Statements: 1, 2, 3, 4, 5, 6, 8
I asked Paul to identify safety equipment. Paul explained how the emergency doors were operated and also identified and correctly explained the use of different fire extinguishers. Paul highlighted a safety hazard — a fork lift truck parked close to an emergency exit. Paul told me that other safety hazards might include wet floors (could cause slips), and boxes left in dispatch area (could cause trips).	
Paul demonstrated how he would react in the event of an emergency evacuation. Paul showed me how he would activate the fire alarm in the event of discovering a fire. Paul explained that this action would also alert the emergency services. Paul checked the immediate area in a simulated exercise before directing me to the nearest emergency exit. Paul explained again how the door operated and then took me to the rendevous point for staff and customers, which is located in the car park.	
Paul identified several security measures in place within the distribution centre. These included close circuit television, electronic doors, and security tags which are used to protect high value items in storage. Paul told me that open doors and un-guarded stock	

would present a security issue.

Finally, Paul told me that it is his responsibility to ensure that the workplace is kept safe and secure and to this end he always takes immediate action to resolve the issue or reports any hazards and security risks to a supervisor.

Knowledge and understanding apparent from this observation:

Unit SfL 15 K&U Statements: e, I, j, k, l m, n
Unit SfL 26 K&U Statements: c, d, e, f, g, i.

Other Units to which this evidence may contribute:

All Units which have health and safety requirements.

Assessor's comments and feedback to candidate:

Paul demonstrated his ability to handle and move stock.

Paul also explained health, safety and security procedures in place within W & M Distribution, during my observation.

Further questions will address all K&U requirements during our Professional discussion which is planned to take place on 12 April.

Excellent performance observed.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *John Aitken*   Date: *30 March 2007*

Candidate's signature: *Paul Grey*   Date: *30 March 2007*

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: SfL 17 Keep Stock at Required Levels

Evidence index number: 13
Circumstances of assessment: Questions asked during observation of performance in the workplace

List of questions and candidate's responses:

Q What are your organisation's standards for your conduct and appearance?
A: I must conduct myself in a professional manner at all times, respect my workplace and colleagues and adhere to health and safety regulations. I must wear my company uniform and name badge at all times when in the workplace.

Q What problems might you encounter with keeping stock at the required levels?
A: I have to check sell by dates on stock to ensure it is fit for use, and if not discard it. If stock is not used by required dates its value is lost and company profits are affected.

Q: Why is stock rotation important?
A: To ensure that older stock is used first and that stock remains within its sell by date whilst in storage.

Q: How do you recognise damaged, faulty or out-of-date stock and how do you deal with it?
A: I would recognise damaged stock from torn packaging, leaking boxes or from any unusual sounds when moving stock. Faulty goods are usually returned by customers and are stored in our returned goods area. Out-of-date stock is identified when stock is stored beyond its sell by date.

I deal with damaged stock by recording the damage on the system and arranging for stock to be returned to supplier. Likewise, faulty goods are logged on the system and returned to suppliers. Out-of-date stock is also logged and disposed of. Out-of-date stock is logged to enable it be accounted for, and then it is written off as a loss. This is why stock control is important as the company can lose a lot of money through lost sales of out-of-date stock.

Assessor's signature: *John Aitken*	Date:	*2 May*
Candidate's signature: *Paul Grey*	Date:	*2 May*

Professional discussion

Professional discussion is now recognised as a safe, valid and reliable source of evidence in the assessment process. However, as with any assessment method it has to be planned and both candidate and assessor properly prepared for the discussion.

The discussion should be planned to ensure that:

♦ a quiet location is provided

♦ candidate is relaxed and prepared to answer questions

♦ assessor is prepared to conduct a discussion which relates to the activity being assessed

♦ the discussion is managed and achieves its objectives

♦ an audit trail is provided for internal and external verification

♦ discussion can be recorded on paper, video or voice recorder

It is recommended that professional discussions be based on knowledge and understanding requirements for a Unit. However, assessors will have the final say in what the professional discussion will cover, and content of the outline will depend on this.

An example of an outline for a discussion on Unit SfL 15 has been provided below.

Outline of Professional Discussion

Unit: SfL 15 Maintain Health, Safety and Security in Logistics Operations

Evidence index number: 7

Circumstances of assessment: Outline of proposed Professional Discussion on 12 April. The outline is based on the knowledge and understanding requirements for Unit SfL 15 and will confirm Paul's knowledge and understanding of this Unit.

List of points to be addressed during discussion:

♦ Tell me about the legislation, regulations and organisational procedures which apply to health and safety at W & M Distribution.

♦ What are the responsibilities of all workers for health and safety and security at W & M Distribution?

♦ Tell me who has overall responsibility for health and safety and security at W & M Distribution?

♦ What personal protective equipment are you provided with and why is it necessary?

♦ Please describe the types of health, safety and security incidents that could occur at W & M Distribution.

♦ Tell me what sfety equipment is provided at W & M Distribution and how you would use it.

♦ What are the procedures you follow in the event of an emergency at D & W Distribution?

♦ Please point out the escape routes within the workplace.

♦ What are the legal reponsibilities for reporting accidents and emergencies?

♦ Tell me where you would find the following information:

　1. Information on legislation and regulations
　2. Legal requirements for the storage and distribution of specific goods and materials, eg perishable items, substances hazardous to health

♦ Describe the reporting and information systems that are used at W & M Distribution.

♦ Which working practices, operating procedures and guidelines do you adhere to when working at W & M Distribution?

Candidate's signature: *Paul Grey*	Date: *2 May*

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.

Unit SfL 12 *Contribute to the Provision of Customer Service* requires candidates to provide evidence of dealing with customer complaints. It will be dificult to plan an observation to include dealing with customer complaints and therefore a personal statement from your candidate explaining how they have dealt with a customer complaint would be acceptable evidence.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Performance / Knowledge Statements covered
6/6/12		"I was working on the service desk last Tuesday when a customer telephoned to say he had received a damaged item in his order. The customer told me that he had unpacked his order of glassware to find a broken glass in the box. The customer was angry because he had been waiting several days for this order which was a special request for one of his customers. The customer demanded to know what I was going to do about the problem. I said that I would do my best to resolve the problem, took the customer's details and said I would call them back. I checked availability of the glassware and we had one box left in stock. I checked with my manger first to ensure that I was following correct procedures. I planned to send out another box of glasses and have the damaged box uplifted. My manager agreed. I telephoned my customer and explained what I proposed to do. I said that I would have the new glasses to him by the following day. The customer was delighted with my solution and thanked me for my help. He promised to return."		Sfl 12: 1, 3, 4, 5, 6, 9

Signed (candidate):   *Paul Grey*

Date: *6 June 2012*

Witness testimony

Remember when you 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 2 Warehousing and Storage at SCQF level 5
Candidate's name:	Paul Grey
Evidence index no:	12
Index no of other evidence which this testimony relates to (if any):	
Unit(s):	
Date of evidence:	6 June 2012
Name of witness:	David Smith
Designation/relationship to candidate:	Supervisor

Details of testimony:

I can confirm that Paul dealt with Mr X on 6 June. Mr X received a package which contained broken glassware. Mr X was very unhappy and Paul dealt with the matter in a most professional manner.

Paul established the nature of the problem, assured Mr X that he would deal with it and resolved the complaint to Mr X's satisfaction.

I have observed Paul on a number of occasions dealing with customer complaints and concerns. Paul has always acted with the customer's interests at heart and worked hard to find solutions. If Paul has any doubts about resolving customer complaints, he will refer them to myself or another member of the management team.

I have a lot of confidence in Paul's ability to deal with customers who have concerns or complaints.

I can confirm the candidate's evidence is authentic and accurate.
Signed by witness: *David Smith*   Date: *6/6/2012*

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

☐ Holds A1 or D32/D33 qualifications

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

Filling the gaps

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

In this SVQ, such gaps are likely to occur in generating evidence for:

♦ health and safety Units, for example evacuation procedures, dealing with emergencies
♦ security Units, for example security risks beyond your candidate's authority
♦ procedures for personal safety
♦ supply of goods and services Units, for example reporting shortages in
♦ storage space to the right person, reporting faulty equipment when it is not your candidate's responsibility to fix it
♦ customer service Units, for example referring a customer complaint to the right person when it is not your candidate's responsibility to sort out
♦ dealing with difficult customers

NB: Wherever possible, evidence should be generated in realistic working environments which reflect your candidate's ability to perform to the national standard.

You may be able to overcome these by using the following methods:

♦ questioning to confirm your candidate's knowledge of performance
♦ witness testimony to confirm your candidate's performance
♦ photographic evidence which shows your candidate's progress towards completing an activity, for example demonstrating correct lifting and handling techniques, using equipment correctly
♦ opportunity to work in other departments/parts of the business to enable evidence to be generated
♦ online learning materials
♦ online test
♦ contributions to online forums
♦ simulation to cover some aspects of health and safety and security

NB: Skills for Logistics recognises that simulation is a practical tool for establishing skills and understanding where naturally occurring evidence of competence is unavailable or infrequent. However, Skills for Logistics feels there is very little that can be assessed by simulation, particularly at levels 1 and 2, with the exception of some aspects of Health and Safety and Security.

See assessment strategy on SQA's website for full details.

Guidance and support to candidates

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

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

Judging candidate evidence and making an assessment decision

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

Evidence must:

♦ be relevant to the SVQ

♦ be authentic

♦ show current competence

♦ be sufficient to help you form a decision about the candidate's competence

Insufficient evidence

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

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

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

Authenticating candidates' evidence

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

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

Example

♦ If your candidate is submitting evidence obtained via the internet, you should consider asking them to e-mail the evidence to their manager/supervisor who can confirm that the work is indeed that of your candidate.
♦ If your candidate is submitting written questions, authentication can be proved by asking some additional questions and/or checking that hand writing is consistent with other pieces of evidence.
♦ Sources of peer reports and witness statements should be checked to confirm the status and reliability of the witness — see section on witness testimonies.

4 Recording achievement

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

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

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

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

♦ it provides a way of tracking a candidate's progress in achieving an SVQ

♦ it helps candidates to make claims for certification of their competence

♦ internal verifiers and external verifiers use the records to sample assessment decisions

♦ it helps us to monitor the quality assurance of our qualifications

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

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

♦ Completing the Unit progress record

♦ Using the evidence index

♦ Completing the Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

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

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

Unit progress record

Qualification and level: SVQ 2 Warehousing and Storage at SCQF level 5

Candidate: Paul Grey

To achieve the whole qualification, you must prove competence in <u>two</u> **mandatory** Units and <u>seven</u> **optional** Units.

Unit Checklist

Mandatory	SfL 15	SfL 22						
Optional	SfL 12	SfL 23	SfL 19	SfL 25	SfL 33	SfL 29	SfL 20	

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
SfL 15	Maintain Health, Safety and Security in Logistics Operations	*John Aitken*	*12 April 2012*
SfL 22	Develop Effective Working Relationships With Colleagues in Logistics Operations	*John Aitken*	*6 June 2012*

Optional Units achieved

SfL 12	Contribute to the Provision of Customer Service		
SfL 23	Operate Equipment to Perform Work Requirements in Logistics Operations	*John Aitken*	*30 March 2012*
SfL 19	Moving or Handling Goods in Logistics Operations	*John Aitken*	*30 March 2012*
SfL 25	Receive Goods	*John Aitken*	*30 March 2012*
SfL 33	Monitor the Receipt, Storage and Dispatch of Goods		
SfL 29	Process Orders for Customers		
SfL 20	Pick Goods		

Unit progress record

Qualification and level: Logistics Operations SVQ Level 3

Candidate: Angela Schofield

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

Unit Checklist

Mandatory	SfL 11	Sfl 37	SfL 15								
Optional	SfL 40	SfL 27	SfL 36	SfL 39							

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
SfL 11	Make an Effective Contribution to the Business	*John Aitken*	*14 April 2012*
SfL 37	Optimise the Use of Logistics Resources	*John Aitken*	*6 March 2012*
SfL 15	Maintain Health and Safety in Logistics Operations		

Optional Units achieved

SfL 40	Improve Performance in Logistics Operations	*John Aitken*	*30 June 2012*
SfL 27	Maintain the Safety and Security of Hazardous Goods and Materials	*John Aitken*	*30 June 2012*
SfL 36	Schedule Logistics Operations to Meet Customer's Requirements	*John Aitken*	*30 March 2012*
SfL 39	Apply Technology in Logistics Operations		

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: SVQ 2 Warehousing and Storage at SCQF level 5			
Evidence number	**Description of evidence**	**Included in portfolio (Yes/No) If no, state location**	**Sampled by the IV (initials and date)**
1	CV	Yes	
2	Personal Development Plan	No. Located in my file in HR	
3	Performance Review 2007	Yes	
4	One to one review with my supervisor	No. Located in my file in HR	IV *cw* 30 March
5	Observation report	Yes	IV *cw* 30 March
6	Witness testimony	Yes	
7	Professional discussion for Unit SfL 15	Yes on CD	IV *cw* 30 March
8	Answers to questions for Unit SfL 22	Yes	
9	Goods received note with explanation of relevance to Unit SfL 25	Yes	
10	E-mails between me and suppliers	No. Held on computer hard drive in folder named Paul	
11	Observation Report SfL 15	Yes	IV *cw* 12 August
12	Witness Statement Unit SfL 12	Yes	
13	Answers to questions Unit SfL 22	Yes	
14	Professional Discussion Unit SfL 22	Yes. On CD	IV *cw* 12 August

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.

Unit achievement record

Unit: SfL 15 Maintain Health, Safety and Security in Logistic Operations

Evidence Index No	Description of Evidence	Performance Statements								Areas of Knowledge and Understanding																
		1	2	3	4	5	6	7	8	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	
5	Observation	✓		✓	✓		✓	✓	✓																		
6	Witness Statement	✓	✓	✓	✓	✓	✓	✓	✓																		
7 (CD)	Professional Discussion	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Unit: SfL 15 Maintain Health, Safety and Security in Logistic Operations.

<table>
<tr><td>

Notes/Comments

Observation of performance has been confirmed on one further occasion — ev 6. Professional discussion was conducted against outline contained in ev & and covers all PCs and knowledge and understanding requirements.

</td></tr>
</table>

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

Candidate: *Paul Grey*   Date: *12 April 2012*

Assessor: *John Aitken*   Date: *12 April 2012*

Internal Verifier: *Carol Walker*   Date: *12 April 2012*

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

Optional Units achieved

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)

Unit achievement record

Unit:

Element:

Evidence Index No	Description of Evidence	Performance Statements						Areas of Knowledge and Understanding															

Unit:

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)	Personal / Knowledge Statements covered

Signed by candidate:

Date:

Observation record

Unit:

Candidate: Date of observation:

Evidence index number:

Skills/activities observed:	Performance Statements covered:

Knowledge and understanding apparent from this observation:

Other Units 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):	
Unit(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:	
Evidence index number:	
Circumstances of assessment:	

List of questions and candidate's responses:

Assessor's signature:	**Date:**
Candidate's signature:	**Date**