



Assessor's guidelines for the SVQ 2 in Activity Leadership at SCQF level 5

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About this guide

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

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

Introduction

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

About SVQs and the SCQF

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

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

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

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

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, learners must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

Explanation of levels

SVQ 1 (SCQF level 4)	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
SVQ 2 (SCQF level 5)	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.
SVQ 3 (either SCQF level 6 or 7)	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.
SVQ 4 (either SCQF level 8 or 9)	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.
SVQ 5 (SCQF level 11)	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

For further information on SCQF go to www.scqf.org.uk.

How are standards defined in SVQs?

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

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

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

The section on **Knowledge and Understanding** or **what you must know and understand** 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**. This may also be called **what you must cover**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

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

Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the External Verifier*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

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

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

The steps involved in assessing a candidate for an SVQ

In deciding whether a candidate should 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 SVQ in Activity Leadership

The SVQ 2 in Activity Leadership at SCQF level 5 has been developed by SkillsActive and is intended for people working in the sport and activity environment and the outdoors.

These people may be working as assistant coaches, trainee instructors or junior staff, however, they will be practising in a controlled environment — for example, within the confines of an outdoor activity centre or leisure centre, which has tightly defined and monitored health and safety procedures.

They will require the skills and knowledge in the following:

- ◆ preparing, leading, concluding and reviewing a session
- ◆ working and contributing to a team
- ◆ promoting safety, dealing with accidents and emergencies

The SVQ is 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:

- ◆ outdoor education centres
- ◆ activity holiday centres
- ◆ outdoor centres providing development training
- ◆ youth clubs and organisations providing outdoor experiences

Structure of the SVQs

This section lists the Units which form the SVQ 2 in Activity Leadership at SCQF level 5.

SVQ 2 in Activity Leadership at SCQF level 5 (GA02 22)

To achieve this SVQ, the candidate must complete **six mandatory Units** and **two optional Units**.

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FA4C 04	5	2	A52	Support the Work of your Team and Organisation
FA3R 04	5	4	D21	Prepare for Activity Sessions
FA3T 04	6	9	D22	Lead Activity Sessions
FA3V 04	5	4	D23	Conclude and Review Activity Sessions
FA4D 04	5	4	C22	Promote Health, Safety and Welfare in Active Leisure and Recreation
FA4E 04	6	2	D214	Support Equality and Diversity in Active Leisure and Recreation

Optional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FA3Y 04	5	3	A51	Administer Finance and Information
FA40 04	5	4	A54	Contribute to Joint Working with Other Organisations
FA41 04	5	2	B11	Support the Development of the Sport or Activity
FA4F 04	5	3	C12	Set Up, Take Down and Store Activity Equipment
FA4G 04	5	3	C16	Check and Service Activity Equipment
FA44 04	6	6	C239	Contribute to Environmental Conservation in Active Leisure and Recreation
F049 04	5	5	C32	Give Customers a Positive Impression of Yourself and Your Organisation

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FA46 04	6	6	C37	Look After Participants When They are Away from Home
FA47 04	6	9	D24	Enable Disabled People to Take Part in Activities
FA48 04	5	8	D25	Contribute to the Adventurous Activities
FA49 04	5	5	D31	Contribute to the Participants' Personal and Social Development
FA4A 04	5	4	D32	Contribute to Participants' Exploration and Understanding of the Natural Environment

An Assessment Strategy for the SVQ

As part of their review of the SVQ, the standards-setting body SkillsActive has developed an Assessment Strategy which defines a range of requirements:

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

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

Why would people be interested in the SVQ?

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

How do candidates begin?

Choosing the SVQ

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

Example

Mark is a trainee instructor at an outdoor centre. He is training to be an Outdoor Instructor, aiming at both National Governing Body (NGB) industry recognised qualifications and an SVQ 2 in Activity Leadership at SCQF level 5. Before he came to the centre Mark had no formal qualifications in this sector; however he did have some basic skills and knowledge of the outdoors.

Mark has been at the centre for two months and has received hard and soft skills training in in-house activities, ie hard skills — kayaking. In this time he has gained his First Aid certificate and other competency awards preparing him for his coaching NGB training/assessment courses. Mark also has a good understanding of how the centre operates as he has worked with a range of clients and has carried out various maintenance tasks.

The centre's SVQ training and development manager matched Mark's daily duties to the SVQ requirements. It was clear to see that he would be able to generate sufficient evidence to complete his SVQ by:

- ◆ Preparing, leading, concluding and reviewing an activity session (Units D21, D22, D23)
- ◆ Contributing to and promoting safety in the centre and in activities with a range of clients (Units C22, A52)
- ◆ Working as a member of a team and contributing to own and centre developments (Unit A52)
- ◆ Preparing/providing information, advice and assistance for a range of client groups (Units D21, D22, D23, C37)
- ◆ Understand how to support equality and diversity in active leisure and recreation, as well as be able to treat people equally and in a way that respects diversity (Unit D214)

Certain aspects were highlighted in the SVQ Units for which Mark would need further training:

- ◆ Health and safety (Unit C22)
- ◆ Risk assessments (Unit D21, C22)
- ◆ Child protection (Units D21, D22, D23, C37)
- ◆ Review techniques (Unit D23)
- ◆ Equality and Diversity (Unit D214)

The centre's Training and Development Manager met with the assessor(s) to assist with the creation of a list of evidence which Mark had to collect and with the construction of a portfolio to record how the criteria of these Units were met. This would be done by a system of checking off evidence against what the candidate must do and cover and know and understand. Evidence would be collected through witness statements from his assessor, other members of staff and clients and other supporting product evidence such as questioning, projects and scenarios.

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

2 Preparing to assess the SVQ

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

Your role and your candidate's role

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

Your role:

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

Candidates' role:

- ◆ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers Unit C22 — *Promote Health, Safety and Welfare in Active Leisure and Recreation*.

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

Unit D21 — Prepare for Activity Sessions					
Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Produce an activity session plan, incorporating: aims of programme, objectives, timings, sequences, health and safety requirements, equipment, facilities, predictable changes and collect other necessary information to complete the plan.	D21.1.1 — 6	Observation, candidate product evidence	07/12/10	Information about participants Planned activity programme	D22 and D23
Prepare yourself for the activity session by producing evidence on own competence and qualifications and have the correct PPE for the activity session.	D21.2 — 5	Observation, candidate product evidence	07/12/10	Activity risk assessment Evaluations from past activity sessions	
Prepare equipment and facilities by obtaining and checking equipment and facilities prior to session starting, deal with any unsafe/unserviceable equipment, encourage participants to help set-up equipment.	D21.3.1 — 7	Observation, candidate product evidence	07/12/10		

Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review	K1, K3, K12, K14, K15 and K17				
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Assessor's signature	<u>Paul Smart</u>	1st review due	<u>11/12/10</u>
Candidate's signature	<u>Mark Henton</u>	2nd review due	<u>18/12/10</u>
Date of agreement	<u>04/12/10</u>	Date of completion	<u>29/01/11</u>

Selecting methods of assessment

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

- ◆ By *valid* we mean that the assessment method should be appropriate to the standards
- ◆ By *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions
- ◆ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

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

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions 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:

- ◆ the candidate feels more comfortable in familiar surroundings
- ◆ evidence being generated 'naturally' across a range of Units
- ◆ possibility of relevant 'unplanned' evidence being generated in the course of work
- ◆ evidence being generated at a pace dictated by the candidate and their workload

The challenges might be:

- ◆ different working schedules to the assessor
- ◆ inappropriate time-scales
- ◆ ensuring fair assessments
- ◆ workload of coaches/managers and assessors
- ◆ meeting the needs of patients/clients/customers

Example

You might agree with a candidate the most appropriate methods of assessment when they intend to undertake the Unit D21 — *Prepare for Activity Sessions*. This aspect of their assessment will be carried out by **observation** as and when such situations arise. 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 review the session at the end. The assessor may wish to ask the candidate **oral questions** to cover aspects of the range the candidate may not have covered by actual performance.

Methods of assessment

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

Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the candidate
- ◆ arranging to visit when naturally-occurring activities are carried out by the candidate
- ◆ arranging for activities to take place

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

An example where an assessor could assess by observation would be for most of the mandatory and optional Units:

Mandatory Units

- D21 — *Prepare for Activity Sessions*
- D22 — *Lead Activity Sessions*
- D23 — *Conclude and Review Activity Sessions*
- A52 — *Support the Work of your Team and Organisation*
- C22 — *Promote Health, Safety and Welfare in Active Leisure and Recreation*
- D214 — *Support Equality and Diversity in Active Leisure and Recreation*

Optional Units

- A51 — *Administer Finance and Information*
- A54 — *Contribute to Joint Working with Other Organisations*
- B1 — *Support the Development of the Sport or Activity*
- C12 — *Set Up, Take Down and Store Activity Equipment*
- C16 — *Check and Service Activity Equipment*
- C239 — *Contribute to Environmental Conservation in Active Leisure and Recreation*
- C32 — *Give Customers a Positive Impression of Yourself and Your Organisation*
- C37 — *Look After Participants when they are Away from Home*
- D24 — *Enable Disabled People to Take Part in Activities*
- D25 — *Contribute to Adventurous Activities*
- D31 — *Contribute to Participants' Personal and Social Development*
- D32 — *Contribute to Participants' Exploration and Understanding of the Natural Environment*

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:

- ◆ Unit D21 — *Prepare for Activity Sessions*, Element 2 — Prepare for activity sessions. Here the candidate will have to produce a plan for the activity sessions, collect the necessary information about the participants, the planned activity programme, programme objectives, and health and safety considerations.
- ◆ Unit C22 — *Promote Health, Safety and Welfare in Active Leisure and Recreation*, Element 3 — Deal with injuries and signs of illness. Here the candidate must follow the relevant accident reporting procedures, which may be, the centre's own first aid report form. For bigger more serious accidents/illnesses, the candidate may have to complete the Health and Safety Executive's report forms. Candidates, who carry out any first aid on casualties, will need to produce a current first aid certificate.

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.

Unit D21 — Prepare for Activity Sessions, Element 2 — Plan activity sessions

Question: (PC 2) Describe how the sessions meet the overall aims of the programme?

Answer: The aims of the programme I have planned for were for a fun and recreation based programme based on the holiday course in August. The session plan was for a kayaking session, containing mixed abilities in the group. As it was part of the holiday course, I ensured that the plan included lots of games and some aspects of skill progression for the more experienced paddlers.

Question: (PC5) Describe how you adapted your plans, time, equipment and facilities to meet special needs that participants may have?

Answer: Generally most groups have participants who have special needs. These could include, medical needs such as asthma and diabetes, social needs, such as shyness, insecure about others in the group, and so on. Depending on what kind of needs of the group, my session plan would need to be adapted to suit the needs of the participants, which may change continuously through out as well, for example, changing a hill walk to a low level walk if participants in the group have health issues, ie heart, asthma, etc. In some cases types of equipment will need to be changed or adapted to enable participants to take part, for example, smaller/larger harnesses for climbing will need to be resourced.

Other methods of assessment

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

Personal statements

You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

Examples of where a personal statement can be used, are as follows:

- ◆ Where further details need to be recorded about the candidate's assessment.
- ◆ Where some assessments do not require direct observation from the assessor, ie dealing with customers and participants.

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.

Examples of who can give witness statements are:

Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.	A person in the same line of work as the candidate, ie other competent experienced centre staff who work at their centre, who are not the candidate's assessor.
Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.	A person in the same line of work as the candidate, ie sports coaches, fitness instructors, outdoor instructors, etc.
Someone who may be a colleague of the candidate, but with no knowledge of the standards.	A person who works alongside the candidate on a daily basis, ie office staff, domestic staff, leisure assistant, etc.
Someone with no or little knowledge of the candidate's work or no knowledge of the standards.	This person could be anyone who is in contact with the candidate, ie visiting clients, staff, participants, etc.

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.

Evidence Requirements and Assessment Guidance provided by SkillsActive. This document gives guidance to assessors on what aspects of the Unit(s):

- ◆ can be assessed by simulation or must be assessed by observation only
- ◆ the candidate has to do under the 'What you must cover' sections in the Elements
- ◆ covers the provision of evidence to confirm the candidate's Knowledge and Understanding

The SVQ 2 in Activity Leadership at SCQF level 5, *Agreed Common Evidence Requirements and Assessment Guidance* states that ‘Simulation is **only allowed** for aspects of the mandatory Units’, this would mean all other aspects of this Unit will have to be demonstrated through candidate performance, for example:

- ◆ Unit C22 — *Promote Health, Safety and Welfare in Active Leisure and Recreation*, Element 3 — Deal with injuries and signs of illness. This Element can be assessed by using simulation, where no naturally-occurring evidence is available.
- ◆ Unit D21 — *Prepare for Activity Sessions*, Element 3 — Prepare equipment and facilities for activity sessions, Assessment Criteria — identify any unsafe or unserviceable equipment and/or facilities and follow the correct procedures for dealing with these. Only this PC can be covered by simulation where no naturally-occurring evidence is available.

For more details on simulation and what constitutes performance in the workplace, look at the Assessment Strategy on SQA’s website: www.sqa.org.uk.

Other sources of evidence

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA’s *Guide to Assessment* (see section 5) has more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

3 Generating evidence

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

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

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

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

When an assessor is using observation as a form of assessment, a form of checklist is usually used. This checklist is linked to aspects of the Element that the candidate must do and cover through performance as stated in the *Agreed Common Evidence Requirements and Assessment Guidance* for the qualification. From this the assessor will ask a range of questions that will cover any aspects of what the candidate has not been able to cover through observation and also to cover any Knowledge and Understanding.

Candidates will also be required to generate **product evidence**. This type of evidence is gathered to back up candidate assessments as **proof** of the candidate carrying out a task, for example, for Unit D21 — *Prepare for Activity Sessions*. In some cases it may be more appropriate that the candidate writes a short personal statement, providing details of how the candidate has completed a range of tasks set by the assessor, or when the assessor was not present, for example, Unit C22 — *Promote Health, Safety and Welfare in Active Leisure and Recreation*.

Witnesses may be used to provide the assessor with evidence the candidate has completed one or more aspects of a Unit. The witness can cover a broad range of people, for example, a person who is:

- ◆ technically competent and knows the standards, eg another assessor
- ◆ technically competent, eg colleague, supervisor/line manager
- ◆ neither competent or knows the standards, but works with the candidate, eg works in a different department, bystander, spectator, etc

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.

Using observation as a form of assessment of a candidate may need to be planned by the assessor and agreed upon by the candidate, this is usually written down in the action plan. This is to ensure that both the candidate and assessor are both available in the workplace to carry out the assessment. During the candidate's assessment, the assessor should ensure that the candidate is carrying out their daily work duties, as agreed in the action plan. The assessor may use a type of checklist detailing what the candidate must do and what they must cover and may use integration over different Units and/or Elements.

Candidates may also be observed by others, for example, other colleagues, client group leaders, ie school teachers, etc. These are called witnesses and they too can provide evidence for the candidate to prove they have carried out tasks or work in their area of responsibility, for example in a statement.

Observation record

Unit/Element D21 — Prepare for Activity Sessions
Candidate's name Mark Henton
Evidence index number D21 — E1
Date of observation 07/12/10

Skills/activities observed	PC covered
Mark was able to competently plan an activity session. He was able to collect the relevant information needed to compile the plan as well as have the necessary aims of the programme he was planning for. The session plan took into account timings and sequences, relevant health and safety requirements for the activity and any contingencies. Finally the plan was approved by myself ready for Mark to go ahead with the planned session.	1–5

Knowledge and Understanding apparent from this observation

Assessment Criteria K7–12

Other Units/Elements to which this evidence may contribute

D22 and D23

Assessor's comments and feedback to candidate

Mark was able to plan a kayaking session for a holiday course. He ensured that all the relevant information was contained within the plan as well as taking into account participant needs and experiences.

I can confirm the candidate's performance was satisfactory.

Assessor's signature Paul Smart **Date** 11/12/10
Candidate's signature Mark Henton **Date** 11/12/10

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.

It is important that the candidate covers all the minimum requirements under Assessment Criteria at the end of the Unit. This type of questioning and candidate responses can be used to 'fill in the blanks'. The information contained in the National Occupational Standards, for example, in Unit D21 the candidate must show from their work they have written a session plan for a minimum of *two* (out of four) of the types of aims of the programme. This must be evidenced in the candidates work, for example, through observation, product evidence, etc. This leaves two out of the four not covered, therefore, the assessor should ask the candidate a question to answer. Both the question and candidate's response should be recorded.

Also the assessor may ask more questions relating to their performance during the assessment about specific tasks the candidate carried out and needed more clarification to complete their assessment.

Record of questions and candidate's answers

Unit	D21 — Prepare for Activity Sessions
Element	1
Evidence index number	D21 — E2
Circumstances of assessment	
Candidate to complete a session plan for an activity for a course during the summer holidays. Aspects of 'what you must cover' were not assessed on the day: b aims of the programme — two curriculum-based c participant — one adults	
List of questions and candidate's responses	
Q	What kind of group would require a curriculum-based programme, and how would you find out what their aims would be?
A	School/education groups would require this type of programme, I would need to gather information from the senior instructor, or contact the school/education group directly to establish what their aims for the programme would be.
Q	How would you change the programme to suit a group of adults?
A	Basic aspects of the programme would not change, however, aspects of the programme that may change would be as an example: equipment used, increasing journey times or including a journey in the programme.

Assessor's signature Paul Smart **Date** 20/01/11

Candidate's signature Mark Henton **Date** 20/01/11

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.

A candidate's personal statement can be used when the candidate wishes to provide details of how they have carried out the agreed tasks against certain Performance Criteria. This can be due to the assessor not being present while the candidate had carried out these duties/tasks, for example, when the candidate and assessor are on different shifts or venues.

The personal statement may also highlight areas of knowledge and understanding that have been identified, or the candidate will need to take part in further training in specific areas, for example, 'Does the candidate have the knowledge and understanding for: Unit D21 — *Plan for Activity Sessions*, K8 — Describe the importance of treating information about participants confidentially and what does this mean?

Personal statements will usually come accompanied with other evidence to back up the candidate's statement of events, such as, witness statements, product evidence, etc.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
07/12/10	D21 — E3	<p>For this assessment I had to complete an activity session plan. To be able to complete this task, I had to collect the necessary information about:</p> <ul style="list-style-type: none"> ◆ The activity and its duration ◆ Aims and requirements of activity ◆ Health and safety requirements ◆ Equipment to be used ◆ The types of participants taking place ◆ Participants needs/special needs <p>When compiling the plan, I had to look over participant's medical information, this was dealt with confidentiality in mind at all times. When including this as evidence, I ensured that personal information was blanked out on the medical forms and on the nominal roll.</p> <p>When I finished my activity session plan, I was able to get it approved by the senior instructor.</p>	D21 — E1, 2, 3, 4, 5, 6, 7, 8, 9 and 10	PC: 1–7 a1–8 b1, 3 and 4 c1–4

Candidate's signature

Mark Henton

Date

11/12/10

Witness testimony

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

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

Witness testimonies are also a way of backing up other pieces of evidence the candidate has produced for their assessment, for example, personal statement, product evidence, etc.

Witness testimony

SVQ title and level	SVQ 2 in Activity Leadership at SCQF level 5
Candidate's name	Mark Henton
Evidence index no	D21 — E5
Index no of other evidence which this testimony relates to (if any)	D21 — E1, E2 and E3
Element	Element 3
Date of evidence	11/12/10
Name of witness	Phil Thompson
Designation/relationship to candidate	Senior Instructor/supervisor
Details of testimony	
<p>I observed Mark carry out his duties as he prepared for the activity session. He was able to obtain the correct equipment and in the quantity required for the number of participants. He ensured that the equipment was checked and he dealt with one kayak that had missing parts correctly in line with the centre's policies and procedures.</p> <p>When the group arrived, he encouraged the participants to help with moving the kayaks to the waters edge, ensuring that the relevant health and safety lifting and handling techniques were conveyed to the participants beforehand.</p>	

I can confirm the candidate's performance was satisfactory.

Witness's signature Phil Thompson **Date** 11/12/10

Witness (please select the appropriate box):

- Holds A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

Filling the gaps

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

In this SVQ, such gaps are likely to occur in generating evidence for some of the Units, however, you may be able to overcome these through using different methods of assessment, for example:

- ◆ oral questioning
- ◆ written questioning
- ◆ simulation/project

Before carrying out any of the above, assessors must consult the *Agreed Common Evidence Requirements and Assessment Guidance* provided by SkillsActive. This document gives guidance to assessors on what aspects of the Unit(s):

- ◆ can be assessed by simulation or must be assessed by observation only
- ◆ the candidate has to do under the 'What you must cover' sections in the Elements
- ◆ covers the provision of evidence to confirm the candidate's Knowledge and Understanding

The evidence will be closely examined by the External Verifier on their visits to ensure that centres are working to the Assessment Strategy and common Evidence Requirements. Do not be surprised if simulation is not allowed!

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

Make sure that the candidate's work is authentic and:

- ◆ that any handwritten work, from the candidate or assessor, is in pen or has been photocopied (to avoid the work being tampered with)
- ◆ uses real evidence, not 'manufactured evidence' (unless the evidence is from a simulation and therefore should be marked as such)
- ◆ that both the candidate and the assessor sign and date their work and any work that has been submitted as evidence

4 Recording achievement

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

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

SQA provide centres with material which can be used for both assessors and candidates in their portfolio. Centres may wish to develop and produce their own material to suit their centre or organisation. All material contained within the candidate's portfolio, assessment decisions and internal verification records will have to be presented for External Verifiers on their visits.

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.

On the following page is an example of a Unit progress record. This form is used to show the progress of the candidate through their qualification. The Unit checklist is used as a visual aid to show instantly what Units have been achieved so far, by crossing or circling the relevant Units.

Unit progress record

Qualification and level SVQ 2 in Activity Leadership at SCQF level 5

Candidate's name Mark Henton

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

Unit checklist

Mandatory	A52	D21	D22	D23	C22	D214			
Optional	C37	C16							

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
A52	Support the Work of your Team and Organisation		
D21	Prepare for Activity Sessions	<i>Paul Smart</i>	20/01/11
D22	Lead Activity Sessions		
D23	Conclude and Review Activity Sessions		
C22	Promote Health, Safety and Welfare in Active Leisure and Recreation		
D214	Support Equality and Diversity in Active Leisure and Recreation		

Optional Units achieved

Unit number	Title	Assessor's signature	Date
A51	Administer Finance and Information		
A54	Contribute to Joint Working with Other Organisations		
B11	Support the Development of the Sport or Activity		
C12	Set Up, Take Down and Store Activity Equipment		
C16	Check and Service Activity Equipment		

Unit number	Title	Assessor's signature	Date
C239	Contribute to Environmental Conservation in Active Leisure and Recreation		
C32	Give Customers a Positive Impression of Yourself and Your Organisation		
C37	Look after Participants when they are Away from Home		
D24	Enable Disabled People to Take Part in Activities		
D25	Contribute to Adventurous Activities		
D31	Contribute to Participants' Personal and Social Development		
D32	Contribute to Participants' Exploration and Understanding of the Natural Environment		

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 in Activity Leadership 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)
D21 — E1	Observation record	Yes	KD 14/12/10
D21 — E2	Records of questions and candidate's answers	Yes	KD 27/01/11
D21 — E3	Personal statement	Yes	KD 18/12/10
D21 — E4	Activity session plan	Yes	KD
D21 — E5	Witness testimony	Yes	KD 18/12/10
D21 — E6	Nominal roll	Yes	KD
D2 — E7	Activity programme	Yes	KD
D21 — E8	Participant medical details	Yes	KD
D21 — E9	SOP's for activity	Yes	KD
D21 — E10	Client programme aims	Yes	KD

Completing the Element achievement record

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

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

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

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

Element achievement record

Unit D21 — Prepare for Activity Sessions

Element D21.1 — Plan activity sessions

Evidence Index No	Description of Evidence	What you must do							What you must know and understand													
		1	2	3	4	5	6	7	A1	A2	A3	A4	A5	A6	A7	A8	B1	B4	C2	C3	K7	K9
D21 — E1	Observation record	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D21 — E2	Records of questions and candidate's answers																	B2	C1			
D21 — E3	Personal statement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D21 — E4	Activity session plan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Unit D21 — Prepare for Activity Sessions

Element D21.1 — Plan activity sessions

Notes/Comments

Mark has demonstrated that he is competent in planning activity sessions. He has ensured that all relevant information has been collected for him to use in his overall plan. The plan incorporated the aims of the programme as requested by the client group, as well as taking into consideration of participant's individual needs. The plan had realistic objectives, sequences and timings as well as keeping in line with the sessions health, safety and centre's SOP requirements. Mark was able to identify any predictable changes, and finally sought approval from the responsible colleague prior to the session beginning.

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate's signature Mark Henton **Date** 20/01/11

Assessor's signature Paul Smart **Date** 20/01/11

Internal verifier's signature Keith Davis **Date** 20/01/11

5 Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Verification: A Guide for Centres

Guide to Assessment

Introduction to Assessment Arrangements for Schools and Colleges

SQA's Quality Framework: a guide for centres

Operational Help Centre

The Operational Guide for Centres has been replaced by the online Operational Help Centre on **www.sqa.org.uk**

Appendix 1: Blank recording forms

Unit progress record

Qualification and level

Candidate's name

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

Unit checklist

Mandatory										
Optional										

Mandatory Units achieved

Unit Number	Title	Assessor's signature	Date

Optional Units achieved

Unit Number	Title	Assessor's signature	Date

Unit

Element

Notes/Comments

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate's signature _____

Date _____

Assessor's signature _____

Date _____

Internal verifier's signature _____

Date _____

Assessment plan

Units Elements					
Activities	Performance Criteria (PC)	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review					

Assessor's signature _____ 1st review due _____

Candidate's signature _____ 2nd review due _____

Date of agreement _____ Date of completion _____

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, Elements, PC, and Range covered

Candidate's signature _____ Date _____

Observation record

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

Skills/activities observed	PC covered

Knowledge and Understanding apparent from this observation

Other Units/Elements to which this evidence may contribute

Assessor 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 name	
Evidence index no	
Where applicable, evidence number to which this testimony relates	
Element(s)	
Range	
Date of evidence	
Witness name	
Designation/relationship to candidate	
Details of testimony	

I can confirm the candidate's performance was satisfactory.

Witness's signature _____ **Date** _____

Witness (please select the appropriate box):

- Holds A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

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

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____