



Assessment Strategy and Guidance

SVQ in Community Justice: Work with Victims, Survivors and Witnesses at level 3

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General introduction

This document is based on the final assessment strategy which was produced by Skills for Justice.

Skills for Justice is the Sector Skills Council (SSC) covering all employers, employees and volunteers in the criminal justice sector throughout the United Kingdom. This includes:

- 1 the police
- 2 custodial care: including prisons, secure transport and electronic tagging
- 3 community justice: including supervision and rehabilitation of offenders, services for victims, survivors and witnesses and community safety
- 4 court services: including court administration and management, judges and magistrates
- 5 HM Revenue and Customs law enforcement
- 6 prosecution services: including the Crown Prosecution Service in England and Wales, the Crown Office and Procurator Fiscal Service in Scotland and the Public Prosecution Service in Northern Ireland

Skills for Justice have brought together the work of three former National Training Organisations (NTOs), the Police Skills and Standards Organisation, the Custodial Care NTO and the Community Justice NTO. Between them these three NTOs were responsible for four suites of National Occupational Standards: Policing, Custodial Care, Community Justice and Youth Justice. Each of these suites had a related assessment strategy. With the creation of the Sector Skills Council for the justice sector it is appropriate to now bring those four assessment strategies together and to provide a coherent and cohesive approach to assessment across the sector.

Workplace assessment

Assessments of candidates' performance must take place in a work-based situation, except for those Units for which simulation has been deemed acceptable. In order to ensure that the evidence used to assess candidates against the National Occupational Standards is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence. Skills for Justice believe that direct observation by a competent assessor or testimony from an expert witness is always to be preferred. Expert witness testimony has parity with assessor observation unless otherwise stated in Unit Evidence Requirements. The assessor is responsible for making the final judgement in terms of the candidate meeting the Evidence Requirements for the Unit. Skills for Justice recognises that there are alternative evidence sources, which may be used where direct observation is not possible or practical, eg work products, records, reflective accounts, professional discussion, etc.

Simulation

Simulations should only be used where stated in the National Occupational Standards. Where simulation can be used within individual units, it is specified in the Evidence Requirements.

The SVQ in Community Justice: Work with Victims, Survivors and Witnesses

The SVQ is a nationally recognised award accredited by the Scottish Qualifications Authority (SQA), and is suitable for those working in the community justice sector.

To achieve the SVQ in Community Justice: Work with Victims Survivors and Witnesses, candidates must achieve **eight** Units in total — **five** mandatory and **three** optional Units and there are two different routes available to candidates.

The full selection of Units that make up the SVQ in Community Justice: Work with Victims Survivors and Witnesses level 3 can be found in the SVQ Information Sheet which is published on SQA's website www.sqa.org.uk.

The following pages offer assessment guidance to candidates, assessors, expert witnesses, internal verifiers and External Verifiers — in short — anyone who is involved in the assessment process.

About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications, which set the level of occupational competence required by workers in their particular field. These are called standards and they have been designed and developed by Sector Skills Councils (SSCs) through consultation with employers and practitioners from across the statutory and voluntary sectors.

SVQs are nationally recognised awards, which cover a wide range of activities. They also have levels assigned to them, which are related to the responsibilities of a person's actual job. In undertaking this SVQ at level 3 — the candidate would be expected to already have some experience and be able to work without direct supervision, and to take some responsibility for supporting offenders serving sentences in the community as well as protecting individuals, their family and the wider community from risk.

To achieve this SVQ, candidates must provide evidence of experience from working within the wider community justice sector, including supervision and rehabilitation of offenders, services for victims and survivors and witnesses, women's refuges or other specialist women's services, eg Rape Crisis.

What does an SVQ look like?

All SVQs follow the same format. There are:

- ◆ **Units**
- ◆ **Elements**
- ◆ **Performance Criteria**
- ◆ **Scope**
- ◆ **Knowledge Specification**
- ◆ **Evidence Requirements**

Units are simply different tasks that are familiar areas of work to all workers employed in community justice and social care sectors.

Each Unit contains **Elements** which describe the activities workers are expected to perform.

Performance Criteria (PCs) are built into each Element and are **the standards** against which the work activities should be measured and for which evidence of actual performance must be provided.

Scope is a statement to ensure candidates can carry out workplace competences in a variety of contexts and situations. There are suggestions about this in each individual Unit.

Knowledge Specification requires that candidates **understand** their actions, and can integrate knowledge and practice.

Evidence Requirements are specific to each Unit, and detail what particular evidence is required for the Unit in order for a candidate to meet the Performance Criteria and Knowledge Specification. It is important that these instructions are followed. For example, if it says 'the assessor/expert witness **must** observe the candidate', then observation **must** be done — simulation or witness testimony will not do instead.

Who is involved in SVQs?

- ◆ **the candidate:** a person who wants to achieve the SVQ (eg an employee). The responsibility of a candidate is to meet with the assessor, plan what Units to complete and then produce evidence to demonstrate their competence.
- ◆ **the assessor:** a person who assesses the candidate and decides if they are competent (eg supervisor), based on a variety of evidence. The assessor is normally (but not always) in the same workplace as the candidate. The assessor has the responsibility to meet with the candidate regularly, to plan, support, judge and give feedback on performance.
- ◆ **the expert witness:** a person who is occupationally competent in the candidate's area of work and who may see the candidate working on a daily basis — more so than the main or 'co-ordinating' assessor. They are able to make a judgement about competence, but it is still the role of the assessor to incorporate these judgements into the final (or summative) assessment decision for the whole SVQ.

- ◆ **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). This is normally carried out by sampling evidence on a regular basis and by ensuring that candidates are being properly supported to achieve their award.
- ◆ **the External Verifier:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ. Centres are normally visited by an External Verifier twice a year. SQA's External Verifiers (EVs) also meet with EVs from other Awarding Bodies to ensure UK wide standardisation.

Required expertise of assessors, expert witnesses and internal verifiers

Assessors

All assessors must:

- ◆ Be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the Units they are assessing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector. They would normally occupy a more senior position in the organisation however, this can be someone of a similar designation who holds a relevant qualification at level 3 or above and/or has more practical experience. Centres must be aware of the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process.
- ◆ Be able to demonstrate a current knowledge and understanding of the National Occupational Standards (NOS) as a practitioner, trainer or manager.
- ◆ Be familiar with the NOS and must be able to interpret and make judgments on current working practices and technologies within the area of work.
- ◆ Maintain their occupational competence by actively engaging in Continuous Professional Development (CPD) activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector.
- ◆ Hold or be actively working towards the assessor qualification as approved, and specified by, the regulatory authorities (eg A1/A2). Achievement of the qualification must be within the timescales laid down by the regulatory authorities. Approved centres will be required to provide the Awarding Body with current evidence of how each assessor meets this requirement, for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards an assessor qualification for assessing SVQs, Awarding Bodies require that assessment decisions are countersigned by another assessor who holds an assessor qualification. Where a new SVQ, such is the case with Working with Offending Behaviour, is being introduced and there are not sufficient occupationally competent assessors to meet the counter-signatory requirements as above, centres may use qualified Health and Social Care SVQ assessors who are not occupationally competent for up to 18 months from introduction of this SVQ so they can achieve the necessary experience of

assessing within the sector. Any such arrangements should be agreed with the Awarding Body and be monitored through the external verification process.

- ◆ Be able to take the lead role in the assessment of the candidate by observing their practice for the five mandatory Units.

Expert witnesses

All expert witnesses must:

- ◆ Be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the Units to which they are contributing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector.
- ◆ Maintain their occupational competence by actively engaging in CPD activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector.
- ◆ Be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the NOS that they are witnessing as a practitioner, trainer or manager.
- ◆ Be familiar with the NOS and must be able to interpret current working practices and technologies within the area of work.
- ◆ Have had an appropriate induction to Skills for Justice SVQs, the assessment centre and Awarding Body requirements, and have access to on-going training and updating on current issues relevant to these SVQs and NOS.
- ◆ Should hold either a qualification in assessment of workplace performance or have a professional work role which involves evaluating the practice of staff.

Internal verifiers

All internal verifiers must:

- ◆ Be occupationally knowledgeable across the range of Units for which they are responsible prior to commencing the role. It is crucial that internal verifiers understand the nature and context of the community justice settings due to the critical nature of the work and legal and other implications of the assessment process. Internal verifiers must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the NOS, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the NOS. Internal verifiers must also sample the assessment process, closely monitor any peer assessors and resolve differences and conflicts on assessment decisions.
- ◆ Understand the content, structure and assessment requirements for the SVQ they are verifying.
- ◆ Maintain their occupational competence by actively engaging in CPD activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector.

- ◆ Hold or be actively working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the regulatory authorities.
- ◆ Occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an internal verifier.
- ◆ Have an appropriate induction to Skills for Justice SVQs and the NOS that they are verifying provided to them by the centre, and have access to on-going training and updating on current issues relevant to these SVQs and NOS. Information on the induction and CPD of internal verifiers must be made available to the External Verifier.

Assessment methods

There are a number of methods of assessing evidence that can be used to demonstrate a candidate's competence. These are:

- | | |
|-------------|---|
| DO | D irect O bservation by the assessor or expert witness of real work activities. For this SVQ, the assessor must do the observation for the mandatory Units, although the expert witness may provide additional evidence, if required. |
| RA | R eflective A ccount by the candidate, which is a detailed description of real work activities. Sometimes this reflection on practice can take the form of a professional discussion (which also must be recorded). |
| EW | Evidence provided by an E xpert W itness — this can be either observation of practice or questioning/professional discussion on a particular area of work. The expert witness could also give a candidate feedback on a reflective account. |
| P | P roducts — these are usually reports and recordings made by candidates as part of their normal work duties. Projects and assignments from college or in-house courses could also be considered as products, as well as Achievement of Prior Learning (APL). |
| Q/PD | Q uestioning/ P rofessional D iscussion — can be used to cover some gaps in PCs, for clarification of observed practice or for knowledge. |
| WT | W itness T estimony — this is a statement or comment by someone who was present while the candidate was carrying out an activity (eg colleague, service-user, carer or other) and can confirm that the candidate's evidence is authentic. Care and sensitivity must be exercised if service-users are providing this. |

In addition to the Evidence Requirements for each Unit of the SVQ, SQA from time-to-time issues 'assessment guidance' where it is thought that guidance may assist the process of assessing a candidate. This information is provided on the Care Scotland web pages on the SQA website www.sqa.org.uk. In addition, the **Care Scotland Bulletin**, which is published by SQA twice per year, and distributed to all assessment centres, provides the same information.

Evidence

- ◆ **Observation:** The assessor/expert witness records judgements of observed practice, showing the skills demonstrated by a candidate, and records how PCs and knowledge have been provided in the candidate's practice. It is not acceptable for candidates to record assessor observations: if this is done, then it has the status of a reflective account.
- ◆ **Reflective account:** Candidates are required to produce reflective accounts that are written in the first person and describe their actions in completing a task. The candidate is expected to indicate the PCs, and knowledge which are demonstrated in the practice. The reflective account should always explicitly focus on the candidate's real work and not on what **might** be done.
- ◆ **The expert witness:** Is a person who is occupationally competent in the candidate's area of work and who may see the candidate working on a daily basis — more so than the main or 'co-ordinating' assessor. They are able to make a judgement about competence, but it is still the role of the assessor to incorporate these judgements into the final (or summative) assessment decision for the whole SVQ. The expert witness can observe and record practice for any of the optional Units, question and record the candidate's answers or give feedback on a reflective account. The candidate should not record the observation done by the expert witness. Who can be an expert witness must be determined and agreed in advance with the SVQ co-ordinator in the centre.
- ◆ **Product:** Any work product that shows how a candidate meets the PCs, and knowledge can be used as evidence. PCs that indicate that the candidate should have recorded information are best met by products. Products should be the candidate's own work, or clearly identify the work of the candidate, eg the contribution made to a case conference, evaluation of a group-work programme. It is not necessary for work products to be actually in the portfolio, as long as the assessor/internal verifier and External Verifier has access to them and there is an audit trail.
- ◆ **Witness testimony:** If someone other than an assessor sees the candidate carry out some work, then the assessor can request confirmation of this from a witness. Whereas a witness can make a qualitative comment on the performance of the candidate, it is the assessor who makes the judgement of the witness testimony matched against the specific PCs and knowledge.
- ◆ **Simulation:** Simulation is used by assessors where the work task is unlikely to occur. An artificial version of the situation is created to allow the candidate to demonstrate performance and possibly knowledge in a given area by simulating the activity and judging how the candidate would deal with the task if it happened, eg dealing with an emergency. Simulation is only permitted if the Evidence Requirements explicitly say so.
- ◆ **Projects and assignments:** Projects and assignments are occasionally set by assessors to allow the candidate to meet some gaps in performance and knowledge evidence. Assignments from college courses can also be used for knowledge evidence.
- ◆ **Accreditation of prior learning (APL):** Prior achievements by the candidate can be used to evidence the PCs, and knowledge, provided there is an audit trail. However, current practice must also be included to show that the candidate still has the skill at the time of completing the qualification. Candidates using work from, eg an HNC assignment, must clearly indicate on the evidence the PCs and knowledge being claimed.

- ◆ **Knowledge Specification:** Each Unit lists the knowledge and understanding that is required to effectively carry out the specific area of work practice. Most of the knowledge should be inherent in the candidate's work and must be explicitly evident in the records of observations, reflective accounts or by answers to questions.

Further guidance on knowledge evidence

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. When reading the Knowledge Specification for a particular Unit, **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for **all** knowledge points in every Unit (**NB assessors must be aware of duplication**) and you can claim the knowledge in a number of ways:

- ◆ In reflective accounts and/or in the direct observation — but it needs to be explicit. If not explicit enough, then additional questioning or professional discussion on the practice may be necessary, eg legislation, codes of practice — which must be recorded.
- ◆ On assessed work from courses (eg HNC assignments or similar) — if so, the knowledge evidence numbers should be marked in the relevant sections of the assignment. However, candidates would still have to demonstrate through questioning or discussion with the assessor that they are still able to put this knowledge into practice, especially if the course work was done some time ago.
- ◆ By evidence from in-house courses — provided it is clear how and on what the candidate was assessed. If there was no assessment, then the course content can be used along with additional questioning by the assessor to ascertain application of knowledge — or by the candidate's own comments in reflective accounts showing how they are using the knowledge.
- ◆ Through written and oral questions by the assessor — all of which need to be recorded (if oral, this can be written up either by the assessor or the candidate).

It is essential that knowledge evidence is primarily recorded through reflective accounts and direct observations as only using questions diminishes the importance of the integration of knowledge and practice. Question banks, which have their place are **not** acceptable as the only form of knowledge evidence.

In each case, the evidence number where a particular knowledge point is to be found should be entered into the box beside that knowledge point.

Remember, the 'amount' and 'depth' of knowledge required should be consistent with your job role.

A glossary of terms related to each specific SVQ is included in the candidate guidance and portfolio.

How to get started

The guidance and explanations provided should be sufficient to allow an assessment to commence.

The best way to fully understand an SVQ award is **simply to start**.

At the start, the assessor and candidate should meet and draw up an **assessment plan**.

The first assessment plan should contain some general decisions about how often the candidate and assessor will meet, and where. It may be important to agree a place where meetings will not be interrupted. Subsequent plans should be specific about what evidence is suitable for the particular Unit(s) being discussed, when this evidence will be collected and should include review dates.

It is a good idea to make a decision about which Unit will be picked first. It is encouraging to try and start with a familiar area of everyday work, and be very specific about what piece of work the assessor will observe. The candidate, with the help of the assessor, should also leave the planning meeting with a very clear idea of what has to be written for the reflective account. Finally, a date should be agreed when the assessment plan for the Unit (or Units) will be reviewed and a target date set for completion.

At subsequent planning sessions it is recommended that candidates and assessors take a more 'holistic' view of both the job role and the assessment of competence. What this means is that you are encouraged **not** to approach the SVQ on a Unit-by-Unit basis, but to see how normal day-to-day workplace activities will provide evidence of competence for several SVQ Units. This 'holistic approach' may not happen when you start your SVQ as some people may prefer simply to focus on one Unit. However, after this you and your assessor will be more familiar with the standards and should use this more holistic approach to your work.

Example Forms

The following pages contain some worked examples of how to write evidence of performance and knowledge and how to match it against the Elements, PCs and knowledge of the Unit(s). The examples do not necessarily show all the evidence which would be required to complete a Unit.

We hope you will find the worked examples helpful. Please note, that whilst you are requested to use the SQA recording documentation, it is recognised that candidates and assessors will have different styles describing, explaining and writing about events and incidents. You should do this in the way most suitable to you.

Assessment Plan

UNIT(S) TO BE ASSESSED (Insert title(s) and number(s))	F9FG 04 Support Victims/Survivors of Domestic and/or Sexual Abuse/Violence Within Safe Accommodation
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Activities	Date	Assessment method and possible criteria to be covered			
Planned observation in early August re meeting with Social Worker involved with service user A.	Early Aug	Direct observation			
Agreed to look at any referrals and write them up in case files as well as link them to the Unit. We will have two vacancies in early August and are able to accommodate referrals then.	Early August	Reflective account			
Meeting to review progress with service user who is continuing to meet her abusive partner.	07/08/10	Reflective account			
Identify any knowledge evidence already achieved	Which course	How will this be used?			
Record of any additional discussion including when there will be a review of the above work					
At this stage we agreed to focus on one of the optional Units but when we next meet in mid-August we agreed to look at cross referencing to the mandatory Units. You could try to cross reference with one of your reflective accounts to one of the mandatory Units and we can look at what you have achieved when we next meet on 19/08/10.					
Candidate signature	<i>Mary Bloggs</i>	Assessor signature	<i>Jack Brown</i>	Date	27/07/10

Evidence gathering form		
Evidence no	3	Date 04/07/2010
<i>Identify evidence type</i>		
Direct observation	<input checked="" type="checkbox"/>	Reflective account <input type="checkbox"/>
Questions	<input type="checkbox"/>	Expert witness <input type="checkbox"/>
Product	<input type="checkbox"/>	Witness testimony <input type="checkbox"/>
Candidate name	Mary Bloggs	

Evidence	Unit, Element, PCs	Knowledge
<p>I observed the candidate meeting with a social worker who was working with a person in our service. She had referred her to us after she had left a violent relationship. She had little knowledge of English and required a translator to support her. The candidate explained that the young woman was now in one of our quieter services and the others in the service were making efforts to support her, we had arranged for a radio which picked up her own language programs and were in the process of locating newspapers as well. The social worker asked how the person was making plans in terms of staying in the area or looking to return to her own country. The candidate advised that she had, with the support of a translator, been to see a solicitor to ensure she had legal status to remain in the country and been informed that she may have to leave, but was being advised at present. The candidate stated she had thought carefully about her options but was not prepared to return to her partner due to the level of physical abuse and whilst her son had not been harmed, she felt he could be at risk. She had spoken at length to the candidate about what she would be entitled to if she was able to stay in the country. She had discussed accommodation and may be moving to another part of the country, to start again although the issue of residency was a possible stumbling block. The social worker agreed to look into this and see what she could determine in terms of accommodation as the organisation could not offer prolonged support.</p> <p>The social worker discussed the issue of the person returning to her partner as she had raised this with her, the candidate stated she had not discussed this with her but felt she could feel there were little options if she wanted to remain in the country. The candidate also discussed the feelings that may be present in terms of returning to any sense of security albeit with the risk of violence. The candidate also addressed the issue of having asked the person if they would attend the Rape Crisis Centre as this had been raised in discussions with the person after she</p>	DK41 04/1.5b F9FG 04/1.3	F9FG 04/27 DK41 04/4 and 5a
	DK41 04/2.3 DK41 04/3.2b	F9FG 04/13 DK41 04/7f
	F9FG 04/1.9	

<p>had arrived at the site but so far she had refused to consider this.</p> <p>The candidate stated that in the early stages of being in the service the people may express different views to different organisations, and staff that come into contact with them. She felt it was best to let her settle into the service, offer her all the options and lines to explore and then let her take these onboard before trying to help her come to any decisions. The social worker agreed to continue to meet with both the candidate and the person in service and continue the placement for another few months to enable her to get the information required for her to make any definite decisions.</p>	<p>F9FG 04/1.1</p>	<p>F9FG 04/11</p> <p>F9FG 04/17 DK41 04/16d</p>
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Additional evidence and clarification	Unit, Element, PCs	Knowledge
<p><i>This might be used to record additional questions or the candidate may use it to write an additional paragraph.</i></p>		

Comments/Feedback to candidate
<p>You passed on the information necessary to support a decision around the person remaining in accommodation, you identified the confusion a person feels having left an abusive relationship and the decision that they often make where they agree with perceived authority figures, you played an advocate role supporting the person to achieve a longer time for any choices or actions to be taken.</p> <p>If witness testimony used, please state who supplied testimony and relationship to candidate.</p>

Expert witness signature <i>(if applicable)</i>	
Candidate signature	<i>Mary Bloggs</i>
Assessor signature	<i>Jack Brown</i>
Date	04/07/10

Evidence gathering form			
Evidence no	1	Date	04/07/2010
<i>Identify evidence type</i>			
Direct observation	<input type="checkbox"/>	Reflective account	<input checked="" type="checkbox"/>
Questions	<input type="checkbox"/>	Expert witness	<input type="checkbox"/>
Product	<input type="checkbox"/>	Witness testimony	<input type="checkbox"/>
Candidate name	Mary Bloggs		

Evidence	Unit, Element, PCs	Knowledge
<p>I received a referral by phone from a social worker who was looking for urgent accommodation for a young woman and her son who were in emergency housing following them leaving the family home the day before. She informed me that following a visit to the GP, she had been contacted and had placed them in bed and breakfast accommodation for the night but was looking for a placement with ourselves to help support her to have a safe place to stay where she could be supported to rebuild her self-esteem and look at guidance in planning her future. (See case file Evidence Index 4)</p> <p>I arranged to meet with the young woman at our main office with her son, and ensured that I contacted our regular translator who has worked with us on several occasions. I arranged for us to meet in one of our offices for privacy and began by welcoming her to our service. I explained with the help of the translator what we could provide for her and her son and how we could support her in terms of accessing financial support in terms of benefits she would be entitled to. I explained that the service managers would work with her to go to the appropriate benefits office and support her to claim those benefits she would receive, we spoke about her need to access a bank or building society account to receive this aid and she said she did not have one at present. I explained that the service does not provide 24 hour support and that we only can offer staffing until 6.00pm but that staff are on a call system and if there are any issues we can be contacted.</p> <p>Taking time for the translator to convey the information I asked her about her future plans, had she any family or contacts that she could look to for long-term support in the future. She stated that she did have the right to be in the country independently of her partner but felt the community would not support her for leaving her partner and had no family in the country. I confirmed this information giving eye contact and non-verbal support of her. I asked if she had come to the attention of Social Workers or any other</p>	<p>F9FG 04/1.1 DK41 04/1.2</p> <p>F9FG 04/1.7</p> <p>DK41 04/1.3b F9FG 04/1.2 F9FG 04/2.6</p> <p>F9FG 04/1.10</p>	<p>DK41 04/2 F9FG 04/4</p> <p>F9FG 04/26 and 28</p> <p>F9FG 04/11 F9FG 04/22</p> <p>DK41 04/3b</p>

Evidence gathering form			
Evidence no	2	Date	07/08/10
<i>Identify evidence type</i>			
Direct observation	<input type="checkbox"/>	Reflective account	<input checked="" type="checkbox"/>
Questions	<input type="checkbox"/>	Expert witness	<input type="checkbox"/>
Product	<input type="checkbox"/>	Witness testimony	<input type="checkbox"/>
Candidate name	Mary Bloggs		

Evidence	Unit, Element, PCs	Knowledge
I met with my Manager for supervision, we firstly discussed the service users in the various refuges across the city and how each refuge was progressing and any issues in relation to safety issues, staffing and any issues that were happening.	DK41 04/3.7	
I raised my progress in terms of the fire safety inspections as they had been intermittent in the past as there was some confusion regarding who had responsibility for the fire safety of our buildings. (See file on fire testing, Evidence Index 5). I explained how I had met with the managers of the sites to organise regular fire tests, and weekly fire checks as well as have better information made available to all service users in the buildings, and have documentation made available when people first come into the service and have it in various languages as not all people accessing the service have English as their first language, this criteria met with the Health and Safety at Work Act 1974. I also had put a system in place where the organisation was responsible for the maintenance of the alarms as there had been some uncertainty as there were several people who had responsibility for the building and no one had taken ownership of this. This meant that in the meantime the organisation had to take responsibility for this until a more permanent agreement was in place as a faulty alarm could place people at risk. I arranged for a contractor to visit and maintain the alarm system. It is our responsibility under the Fire Scotland Act 2005 to ensure safe systems are in place, and would be part of our role within the Scottish Social Services Council Codes of Practice identifying safe working practices in-line with safe equipment. I then went on to discuss a breach of rules regarding one of the women in our services. I had received a call from one of the women who had been in the service for a month to say another woman had been speaking to her partner outside the building and had done this for several days. She was going out to chat to him in an evening once staff had left for the day and it had caused a degree of anxiety amongst the other people in the	DK41 04/7b DK41 04/3.1 F9FG 04/2 F9FG 04/2.6 F9FG 04/23 F9FG 04/16	

<p>service, as they were worried she would take him in as she had spoken about this.</p> <p>I explained that I had gone to the site and spoken to the women involved who had admitted to the incidents.</p>		
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Additional evidence and clarification	Unit, Element, PCs	Knowledge
<p><i>This might be used to record additional questions or the candidate may use it to write an additional paragraph.</i></p> <p>I reiterated the rules and reasons for them, I asked if she was going to continue to see her partner and she felt she would. I confirmed this was a breach of the site rules and she may lose the place she had on-site. She stated she wanted to leave the site and return to her partner. I pointed out the options for her and arranged for her to leave the site, contacting her social worker and the case manager who discussed the matter with her. I filled in the organisational paperwork necessary for a person who leaves the service (See case file Evidence Index 6). I had contacted my manager at the time with a brief update at the time that it had happened. I discussed with my manager the fact that I felt we had perhaps failed with this woman as she had gone back to her partner and I discussed with the manager my feelings about this, and recognising this was her right and the difficulty that women who are in abusive relationships can have in making a permanent break with their abuser and the control they can have over their lives. We can only support the woman if she is able to take the support and guidance and not make the decisions for them.</p>	<p>DK41 04/1.7</p> <p>F9FG 04/1.10</p> <p>F9FG 04/1.2</p> <p>DK41 04/2.5b</p> <p>DK41 04/2.6a</p>	<p>F9FG 04/20</p> <p>DK41 04/15</p> <p>F9FG 04/29</p>

Comments/feedback to candidate
<p>If witness testimony used, please state who supplied testimony and relationship to candidate.</p>

Expert witness signature (if applicable)	
Candidate signature	<i>Mary Bloggs</i>
Assessor signature	<i>Jack Brown</i>
Date	07/08/10