



**Achieving the SCQF Internal Verifier  
Qualification/Unit  
(L&D 11):**

**A Practical Guide to Developing Verifier-Candidate  
Competence**

# Before you start!

## The SCQF Verifier Awards

This material has been compiled as a resource to assist you to become a competent workplace verifier and as an aid to developing your skills and knowledge as you prepare to collect your evidence for assessment for:

### **Unit L&D11 Internally Monitor and Maintain the Quality of Workplace Assessment**

To decide whether this award is appropriate for you, consider where the assessment process you will internally verify takes place. If your role is to verify assessment which is conducted outwith the workplace of candidates, then the appropriate award for you is:

### **GF8R 48/H291 35 Conduct the Internal Verification Process.**

## Introduction

These materials have been compiled to assist verifier-candidates develop their understanding and practices in relation to the internal quality assurance of workplace assessment. They will also provide support to those who develop verifier-candidates. The materials are divided into five main sections:

**Preparation for the role** — Identifying and using the available sources of information that support the role of the internal verifier in quality assuring work based assessment

**Planning internal quality assurance** — Understanding the principles of quality assurance risk and what should be included in a monitoring and sampling plan

**Carrying out internal quality assurance** — Meeting the requirements of the various parts of the internal quality assurance function

**Meeting external quality assurance requirements** — Identifying the contribution the internal verifier makes where workplace assessment is being externally quality assured

**Matching current skills and knowledge against the Evidence Requirements of L&D11: Internally Monitor and Maintain the Quality of Assessment**

## Getting the most out of the activities

The materials include reading material, activities and self-assessed questions.

Here are some tips for getting the most out of them:

- ◆ The materials have been designed for learning purposes. They are not intended as a means of evidence gathering. This will come later once knowledge and skills have been put into practice.
- ◆ Use the materials as part of your development as a verifier to help you acquire and hone the skills you will need to quality assure the assessment process in your centre and for the assessment of your own knowledge and performance. It is advisable to seek support from experienced colleagues when undertaking the activities.
- ◆ You don't have to do the activities in order, or do all of them. Choose the ones that meet any personal development needs you have identified.
- ◆ There are no right or wrong answers to the activities. They have been designed to help you think through implications for your practice as a verifier.
- ◆ You may want to use the final self-assessment activity (Activity 9 on page 32) now and then repeat it after several activities and/or at the end of your development or training to help you review your progress.

## The symbols used in these materials



This indicates an **activity** which can be used to improve or consolidate your understanding of the topic in general or a particular feature of it. The activities are practically focused and will periodically ask you to reflect on your own practice and experience as a verifier.



This symbol indicates a **self-assessed question**. These questions can help you check your understanding of the section you have just covered and the appropriate part of L&D11. Suggested responses to the some of the self-assessed questions can be found in the annexes at the back of this material. **It is strongly recommended that you do not look at the responses prior to answering the question.**



This symbol indicates a short section of material that you can read before carrying out an activity.

## Further information

*Text italicised in blue font signifies where further information may be found on specific topics.*

## Terminology used in L&D National Occupational Standard 11

Assessment method	<i>Observation of performance, questioning, checking products of work, witness testimony, discussion with the candidate, examining candidate statements, assessing candidates in simulated environments, RPL</i>
Authentic evidence	<i>Being the candidate's own work</i>
Candidate	<i>The person being assessed</i>
Internal verifier-candidate	<i>The individual working towards achieving L&amp;D11 — Internally Monitor and Maintain the Quality of Assessment</i>
Organisation	<i>An awarding organisation, internal department or other organisation involved in assessment</i>
Reliable	<i>Assessors achieving a consistent approach to the way they make judgements about candidate evidence</i>
Role requirements	<i>Could include holding an assessor/verifier qualification and/or occupational experience in the area being assessed</i>
SSC/SSB	<i>Sector Skills Council/Standard Setting Body. Responsible for the development of the National Occupational Standards</i>
Special Assessment Arrangement	<i>An agreement made with the candidate and the organisation to ensure fair assessment of the candidate without diluting the standards, for example taking account of shift working by arranging assessment opportunities to suit the candidate's work patterns</i>
Sufficient	<i>Enough evidence as specified in Evidence Requirements or Assessment Strategy</i>
Valid	<i>Relevant to the criteria against which the candidate is being assessed</i>

## Preparation for the role



### Understanding roles and responsibilities

Internal verifiers do not work in isolation. They will usually work with a number of individuals/teams to ensure that the effort to maintain quality in workplace assessment is coordinated.

All approved centres offering SVQs must appoint internal verifiers and assessors. In some centres, usually those with large candidate numbers, a Lead Verifier is also appointed. The Lead Verifier is normally responsible for a group of assessors and internal verifiers working in the same occupational area.

Just like any business where there are a number of different job roles, it is important that roles and responsibilities are defined and understood. This is an Awarding Organisation requirement and, on a practical level, it avoids chaos! To achieve this, many centres give their assessors, internal verifiers and those with support roles job descriptions/role profiles.

### Activity 1



Look at the examples of a role profile and job description in Annexe 1 on pages 35 and 36.

How does their content compare with your own job description? Make a list of the differences for further discussion with colleagues and/or your own assessor.

Often there is a lot of emphasis placed on **what** an internal verifier does (internal verification procedures and policies), and less on **how** they operate. The **how** is important to the delivery of the **what**! For example, to be successful, an internal verifier needs to be able to really listen and value other opinions and to remain objective when making decisions, otherwise those they deal with could get frustrated and resentful. This could affect activities such as achieving consensus during standardisation or prevent assessors accepting your feedback. The qualities required by an internal verifier (as listed in Annexe 1) are important and in many ways are similar to those required of any manager/supervisor.

## Activity 2



This activity asks you to identify all the policies and procedures you need to support you in your internal verifier role within your centre. It will also help you to understand how your centre implements the policies and procedures associated with the internal quality assurance function.

Find out what your centre's policies and procedures are, and look at any associated documentation in each of the following areas. Tick them off as you obtain them, read through them and make a note of anything you don't understand. Check these out with your centre manager or a more experienced internal verifier.

It is important to make a note of the location of all of the sources of information you find, so that you can quickly refer back to them.

Area	Location	Notes for clarification on understanding
<p>Internal Verification Policy and Procedures/Internal Verification Strategy</p> <p>SSC/SSB Assessment Strategy</p> <p>Sampling arrangements</p> <p>Monitoring/verification records</p> <p>Standardisation arrangements</p> <p>Evaluation and quality improvement</p> <p>Centre arrangements for:</p> <ul style="list-style-type: none"><li>◆ Candidates with particular requirements (sometimes called special assessment requirements.)</li><li>◆ Complaints and appeals</li><li>◆ Health and Safety</li><li>◆ Data protection</li><li>◆ Access, equality and diversity</li><li>◆ Assessor/IV recruitment and CPD</li><li>◆ Other:</li></ul>		

## Importance of following policies and procedures

As an internal verifier responsible for internally quality assuring workplace assessment, it is important you have a full understanding of the regulatory requirements that affect your role.

For those internal verifiers who will internally quality assure SVQs, there are a number of important factors that must be considered.

### Self-Assessed Question 1



**Which of the following statements are true in relation to internally quality assuring SVQs?**

Statement	True/False
My centre will receive qualification verification visits in relation to the SVQ qualifications/Units I will be quality assuring.	
The Assessment Strategies for SVQs are devised by each centre.	
It is an Awarding Organisation's requirement that your centre devises its own internal verification policies and procedures.	
It is each assessor's responsibility to ascertain how each part of the SVQ Unit will be assessed.	
It is part of an SVQ internal verifier's responsibility to monitor the practice of assessors including observing their assessment practice.	

Compare your answers with those given in Annexe 7 on page 42.



The previous activity was designed to get you to think about the different responsibilities of the various organisations involved with SVQs. The remainder of this section gives an overview of the responsibilities of the:

- ◆ Awarding Organisation
- ◆ SSC/SSBs
- ◆ Approved centre



### **Awarding Organisation**

The operating requirements detailed in the various documents developed by Awarding Organisations do have an impact on the role of the SVQ Internal Verifier as they include the conditions and arrangements that must be adhered to if valid certification is to take place.

The Awarding Organisation approves centres to offer SVQs, to register and certificate candidates and ensures the quality of the delivery of SVQs issued in its name. Awarding Organisations appoint qualification verifiers to monitor each centre's compliance against specified approval criteria on an ongoing basis.

Specifically an SVQ Awarding Organisation will be responsible for:

- ◆ developing the detailed assessment methodology, instruments and documentation to be used for the assessment of SVQs. SVQ awarding bodies must adopt the general principles for assessment specified by the sector bodies and approved by Accrediting Bodies.
- ◆ maintaining and monitoring the quality and consistency of assessment of accredited SVQs and Units
- ◆ ensuring rigorous external quality assurance; recruiting, monitoring and ensuring the competence of qualification verifiers for SVQs
- ◆ advising on the occupational expertise required by verifiers and assessors, based on the general principles specified by sector bodies
- ◆ administering SVQs, including approving and monitoring centres, and issuing certificates
- ◆ providing appropriate advice and guidance on the implementation of your qualifications for your customers; promoting the SVQs to ensure optimum uptake

It is each Awarding Organisation's responsibility to organise and manage a schedule of external quality assurance. This is normally organised on an annual basis.

External quality assurance is an integral component of the overall quality assurance mechanism. Organised visits/events allow qualification verifiers to check a centre's internal quality systems, monitor the consistency of assessment practice, and ensure that centre staff are assessing to national occupational standards.

*Further information about external quality assurance of SVQs can be obtained by logging onto SQA's website: <http://www.sqa.org.uk> and searching for the Quality Assurance Criteria which centres are verified against.*

### **Sector Skills Councils/Standard Setting Bodies**

The SSC/Bs have responsibility for developing an Assessment Strategy for each SVQ or range of SVQs within a given occupational area.

All SVQ qualification frameworks must have either:

- ◆ a specific SVQ Assessment Strategy or
- ◆ an overarching Assessment Strategy which covers a range of SVQs within a particular sector area.

The Assessment Strategy must make reference to:

- ◆ the SVQ titles
- ◆ SVQ levels
- ◆ External Quality Control of Assessment
- ◆ Use of simulation, ie which Units the SSC/B has determined can be undertaken in simulated conditions
- ◆ Occupational competence and CPD requirements for Assessors and Verifiers
- ◆ Definition of a realistic working environment (RWE).

### **Activity 3**



Compare your centre's approach to assessment with the SSC/B strategy for the same Units and qualifications (this should tell you how effectively your centre is meeting Assessment Strategy requirements). Make a note of any points you wish to discuss in relation to how your centre has implemented the strategy with a more experienced centre representative.

*A list of Assessment Strategies can be found in the Accreditation Section of SQA's Website: <http://www.sqa.org.uk>*

Awarding Organisation Qualification Verifiers play a key role in ensuring Assessment Strategy and awarding organisation requirements are applied. The importance of this is exemplified by the fact that non-compliance can result in sanctions being applied by SQA which can affect candidate certification.



### **Approved Centres' Internal Verification Systems**

Every approved centre has the responsibility to ensure that its internal verification system meets SQA quality criteria. Centres must have an internal verification system to ensure that:

- ◆ results are consistent between assessors where more than one assessor assesses the same Unit
- ◆ assessors' judgements are consistent for different candidates
- ◆ assessment and recording procedures are followed
- ◆ evidence of assessment is available for external quality assurance

Internal verification procedures should ensure that:

- ◆ roles and responsibilities are clearly documented.
- ◆ all learning and assessment materials are subject to internal verification.
- ◆ all assessors and internal verifiers involved in the qualification meet regularly to agree and familiarise themselves with the materials to be used and to establish consistency of interpretation and assessment of the standards. These meetings will take place before, during and after the assessment of the qualification. The purpose of these meetings is to ensure that appropriate assessment materials are available before delivery, to monitor consistency of assessment decisions during delivery, and to review assessment practice after delivery. Decisions and action points are recorded.
- ◆ there is a statement of the methods used by the centre's internal verifiers, eg sampling assessments to monitor consistency; countersigning of assessment records; observing a sample of assessments to monitor their consistency; supporting assessors by offering guidance and advice.

Centres must have an internal verification review system to ensure that:

- ◆ the IV system is monitored effectively
- ◆ any necessary changes are implemented

## Activity 4



Look at your centre's internal verification strategy and compare it with SQA quality criteria for approval of a centre in the table below.

SQA Quality Criteria for Approval	Does our centre meet this criterion?
2.4 Records must be maintained to provide evidence that the centre has sufficient competent staff who have the necessary qualifications, occupational experience and understanding to support the assessment and internal verification of qualifications being offered in the centre.	
2.8 There must be evidence of initial and on-going reviews of assessment environment(s), assessment procedures, equipment, learning and assessment materials.	
4.1 The centre's assessment and verification procedures must be documented and implemented to meet qualification and SQA requirements.	
4.2 The centre must provide documented evidence to ensure that assessments are valid, reliable, equitable and fair.	
4.3 Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.	
4.5 The centre must take steps to ensure that assessment evidence is the candidate's own work.	
4.6 The centre must comply with requests for access to premises, records, information, candidates and staff for the purpose of external quality assurance.	
4.7 Candidate evidence must be retained in line with SQA requirements.	
4.8 Outcomes of External quality assurance must be disseminated to appropriate staff and any action points must be monitored against agreed timescales.	



It is recommended you find out exactly what policies and procedures your organisation has in place in support of the assessment process — as you, as internal verifier, will be monitoring their implementation.

In some centres, all the relevant information is included in this one document. There are certain advantages in having all information in one place, however centres wishing to do this must ensure that the document is kept up to date to avoid what could potentially become non-compliance issues.

TIP = A good way to remember where all the main sources of information in relation to internally verifying workplace assessment is to remember the four As — they are the:

Assessment Strategy

Awarding Organisation

Assessment requirements/Evidence Requirements

Approved centre

We have already covered sources of information relating to three of the above but have not yet covered assessment/Evidence Requirements.

### **Assessment/Evidence Requirements**

Assessment/Evidence Requirements are particularly important for a number of reasons, the main ones being:

- ◆ SVQ assessors plan their approach to assessments based on stipulated assessment requirements. This helps ensure that the evidence produced is valid.
- ◆ SVQ assessment/Evidence Requirements often stipulate the quantity of evidence that is required. This gives assessors a gauge for judging sufficiency.
- ◆ The standardisation process, contributed to by assessors and managed by internal verifiers, uses Unit assessment/Evidence Requirements as part of judging the reliability of the assessment decisions made.
- ◆ Unit assessment/Evidence Requirements provide a benchmark for all of the assessors within a team, helping them to come to agreement on their judgements.

It is important therefore from an internal verification perspective that the assessment/Evidence Requirements contained in Units/awards are as clear and comprehensive as they can be, as they are used to facilitate a number of assessment and internal quality assurance processes.

## **Quality assuring workplace assessment**

As an internal verifier, you are quality assuring the assessment process and practices and therefore need to have an understanding of how assessment happens within your subject area.

You play an important role in supporting workplace assessors when they are preparing for, planning, conducting and reviewing summative assessment. These stages are commonly referred to as the assessment cycle and are connected with the methods of assessment used by the workplace assessor.

## The principles of assessment

The principles of assessment and quality assurance, commonly referred to as VARCS (validity, authenticity, reliability, currency and sufficiency) must be understood by everyone within the assessor and verifier team. Why? — because they inform the way in which assessment is designed and the resulting assessment and quality assurance decisions that are made as a result of assessment. Their level of importance is exemplified in the following documents:

- ◆ The SQA Quality Criteria which must be complied with to avoid sanctions on your centre.
- ◆ Internally Monitor and Maintain the Quality of Assessment (the qualification you are working towards, for those internally verifying workplace assessment). See the Evidence Requirements in Activity 9 on page 32.
- ◆ Assess Workplace Competence Using Direct Methods and Assess Workplace Competence Using Direct and Indirect Methods (the qualifications for workplace assessors).
- ◆ In addition to VARCS, SQA's Assessment principles include the requirements for assessment to be practicable, equitable and fair.



### Self-assessed Question

Check your policies and procedures re the planning and carrying out of assessment and how they support the assessment quality assurance principles and ascertain whether or not they meet the VARCS requirements.

#### Questions

Yes/No

**Valid:** Are all of the assessment methods being used appropriate to the activity/evidence being assessed?

**Authentic:** Do assessment procedures make provision for the fact that assessment decisions must be based upon evidence that has solely been produced by the candidate?

**Reliable:** Would an assessor be able to look at another assessor's evidence in your centre and come to the same decision and can assessors be relied upon to make the same decisions with other candidates?

**Current:** Can assessors confidently make decisions about the currency of skills and knowledge based on past achievement?

**Sufficient:** Do all assessors have a consistent interpretation of what it means to provide sufficient evidence? What do they use as their benchmarks?

For more detail on VARCS and assessment methods, see the Practical Guide for Assessors.



## Holistic assessment

A holistic approach to assessment should be encouraged. Done properly, this approach can make assessment more time and cost effective, which is obviously helpful to the candidate as well. Some SVQ Assessment Strategies require a holistic approach. For more guidance on this look at your own Assessment Strategy and SQA's 'Guide to Assessment'.

## Self-assessed Question



Consider the following questions:

- ◆ What are the benefits to your centre's practice of holistic assessment compared with the Unit by Unit approach?
- ◆ If this does not already happen within your centre, would it be a feasible approach? If so, how can you introduce it?



## Special assessment requirements/arrangements

Assessment requirements in relation to meeting candidate needs will at times differ. In terms of workplace assessment, assessors may have to make arrangements to assess candidates during for example late shifts, night-shifts or at weekends. In these situations, assessment is organised around candidate work patterns. Similarly, the assessor is duty bound to adjust the assessment process to meet the needs of candidates with for example hearing impairment or speech difficulties, etc providing that the candidate is able to carry out the job role to the National Occupational Standards.

*SQA have a webpage dedicated to making assessment arrangements to meet a host of different assessment needs: [www.sqa.org.uk](http://www.sqa.org.uk)*

In all of the situations described above, assessment should be planned to ensure that all candidates have equal access to assessment **without diluting the standards**.



## Legal requirements

It is incumbent upon all those who have a verifier role to have a good understanding of the legal requirements that surround workplace assessment.

The following are the main areas of relevant legislation:

- ◆ Appeals and complaints
- ◆ Equal opportunities
- ◆ Data protection
- ◆ Health, safety

*Additional information on all of the above can be accessed from a number of SQA publications: [www.sqa.org.uk](http://www.sqa.org.uk)*

## Self-assessed Question



Here is the list of the knowledge requirements in the first element of L&D11 — Prepare to carry out internal Quality Assurance. Are there any you are not yet familiar with?

Knowledge requirements	Further clarification required
1 The standards being assessed and the assessment/Evidence Requirements.	
2 The relevant Assessment Strategy and external and internal Quality Assurance requirements.	
3 The principles of assessment and Quality Assurance.	
4 Procedures to follow when preparing for monitoring activity. <b>(covered in the next section)</b>	
5 Agreed procedures for planning, preparing for and carrying out assessment.	
6 Criteria for judging the quality of the assessment process.	
7 Roles, responsibilities of, and requirements for, assessors/Lead IV/IVs/QVs.	
8 Special assessment arrangements.	
9 The uses, benefits and drawbacks of different assessment methods.	
10 Legal issues, policies and procedures including those for health, safety and welfare.	

## Planning internal quality assurance

### Identifying risk and sampling

Before carrying out any monitoring of assessment processes and practices, you need to give some thought to how you as the internal verifier will utilise the resources (time mainly) you have been allocated to ensure the quality of workplace assessment. As part of this process, you need to identify where the quality assurance risks currently lie within your centre and anticipate where quality may be compromised if those risks are not dealt with.

### Activity 5



#### Identifying risk

This activity asks you to identify the risks associated with workplace assessment and plan for ways of dealing with them.

You might want to do this activity with the help of a more experienced colleague.

Look at the areas listed in the left-hand column on the table below and use them to pinpoint possible areas where the quality of assessment may be at risk. Add any others that are relevant to your particular circumstances. Examples have been given to get you started:

Possible area of risk	Example of what you might sample
1 A new assessor has joined you	His/her assessment practice, then compare this with the rest of the team
2 Changes to the Assessment Strategy — such as assessors needing to use a holistic approach	Observation of all assessors planning with candidates
3 New or revised standards	Assessment decisions across the new Units/standards
4 Your example	
5 Our example	



## Sampling

Once you have identified possible areas of risk, you have the information to formulate your sampling strategy. This in essence means that your sampling, as part of your monitoring plan, will not look exactly the same every time. Weaknesses in verification sampling very often arise because the same approach is taken all the time regardless of circumstances, eg 10% of evidence/Units available. It is common for example that a 100% of a new assessor's decisions are internally verified to begin with and then dropped to, ie a 10% sample thereafter. If this policy is applied regardless of what was found during previous sampling, then the need to follow policy has overtaken the reason for having such a policy in the first place, which is to support and quality assure the work of new assessors!

Although it is important that the sampling included in monitoring plans is customised to meet the circumstances at the time of the plan's development, it is important that internal verifiers work within a structured quality assurance framework — this will ensure that all of the necessary points will be considered prior to sampling decisions being made.

If you work for an organisation offering SVQs, there are certain requirements that must be included in your sampling strategy. The CAMERA mnemonic is well known and remains the best way of remembering the framework for sampling SVQs and other workbased assessment:

**C**andidate cohorts, eg full-time/part-time, size, ability

**A**ssessors — experienced, inexperienced, those that require additional support

**M**ethods of assessment — all those used by assessors in the occupational area you are quality assuring

**E**lements — all elements/Units of the qualification

**R**evised and new qualifications and Units (also problematic Units)

**A**ll assessment locations over time

The **size** of sample is also extremely important as the internal verifier must be satisfied that their sample is reliable enough to inform final internal verification decisions. It would not be appropriate for example to make a final verification decision on certification of an award based on a sample of one assessor's decisions (out of a team of 15 assessors), in relation to two Units (from an award that has 10 Units in total) where only two out of six assessment methods had been used.

## Planning

There are a number of different approaches that can be adopted when it comes to sampling. Some centres have pro formas that must be completed; those records also sometimes act as an actual sampling record. Monitoring is then planned as a separate activity and focuses on the processes the assessor follows and the practices he/she uses.

Some centres have a recorded dialogue between the internal verifier and assessor where sampling and monitoring are discussed holistically and planned at one time. The most important point to remember is that there is a requirement to undertake both sampling and monitoring activities — the choice in terms of how both are managed and presented is left to each approved centre.

## Activity 6



Review the Monitoring and Sampling Plan in Annexe 2 on page 37 and identify if it:

- ◆ meets all of the CAMERA requirements we have just covered?
- ◆ takes account of risk and is tailored to meet the needs of current circumstances?

The above Monitoring and Sampling Plan also includes formative verification and summative verification.



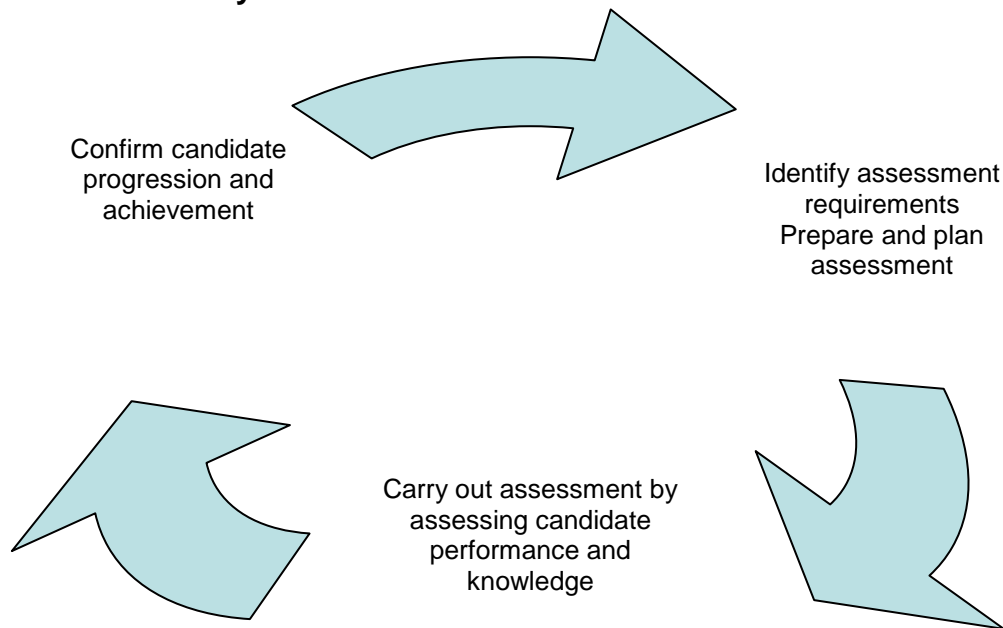
**Formative verification** (sometimes referred to as interim verification) allows you to 'dip in and out' of the assessment process at various stages, to allow you to formulate an overall picture in terms of how each assessor is doing. As a support mechanism, it can be of great benefit to new assessors and from a quality assurance perspective it allows the verifier to keep their finger on the pulse of assessment within their occupational area as a check that assessment is generally staying on the right track.

**Summative verification** is about carrying out objective checks on completed evidence, where assessment decisions have already been made. This type of verification is crucial to ensure the validity of the certification process.

The internal verification function has met with some criticism in the past where it has been reported that too much of the verifiers' time had been spent on the summative verification phase and not enough on the formative phase. This resulted in poor practice. Interim verification enables the internal verifier to pick up problems at an early stage and so avoid the situation of turning down final decisions. It will also highlight where individual assessors need support or training which in turn may be used to develop the assessment team as a whole. Similarly it provides an opportunity to identify and share good practice within the centre, particularly where one or more of the assessors have wider experience.

The example Monitoring and Sampling Plan in Annexe 2 takes account of practice — **how** an assessor carries out assessment and the processes they follow (the **what**). When sampling the processes, monitoring and sampling activities should take account of the Assessment Cycle. This ensures that over time, all parts of the assessment process are monitored.

### The Assessment Cycle



### Self-Assessed Question



Here is the list of knowledge requirements in the second element of L&D11 — Plan internal quality assurance. Are there any you are not yet familiar with?  
**(Some statements will have been covered in the first element)**

Knowledge requirements	Further clarification required
1 Procedures to follow when planning monitoring activity	
2 Principles of assessment (Validity, Accuracy, Reliability, Currency, Sufficiency (VARCS))	
3 Assessment cycle - when you would use interim and final verification	
4 Principles and techniques of sampling, and their application including the appropriate use of technology ( <b>technology covered in next section</b> )	
5 Quality Assurance risk management	
6 Internal Quality Assurance policies/procedures/strategy	
7 Policies, procedures and requirements re information management, data protection and confidentiality in relation to assessment and Quality Assurance ( <b>confidentiality covered in next section</b> )	

### Carrying out your monitoring and sampling responsibilities

The purpose of conducting monitoring and sampling activities is ultimately to maintain the quality of the assessment practices and processes allocated to an internal verifier(s) within a designated occupational area. The approved centre will aim to replicate this across all occupational areas they operate within.

Monitoring and sampling form the core of what the internal verifier does and is given a high level of importance in the internal verifier qualification: Internally Monitor and Maintain the Quality of Assessment (L&D11).

As with all sequential processes, each of the verification stages described throughout the sections of these materials link. The first section dealt with acquiring knowledge of policies, procedures and standards, a necessity for all internal verifiers. The previous two sections followed the stages of preparation and planning that is associated with internal quality assurance and we are about to cover the culmination of those processes — carrying out monitoring and sampling.

Once a plan has been formulated and agreed, the internal verifier will implement it. All of the centre's procedural documentation will be used to record the outcomes of monitoring and sampling, which is important from an internal and external audit point of view.

## Self-Assessed Question



Review the example documents in Annexes 3, 4 and 5 on pages 38 to 40 and decide whether the statements below are true or false. The documents are:

- ◆ Assessor Monitoring Record (Annexe 3)
- ◆ Evidence Sampling Record (Annexe 4)
- ◆ Sampling Grid (Annexe 5)

Statement	True/False
<p>The documents followed on from the Monitoring and Sampling Plan in that they covered:</p> <ul style="list-style-type: none"><li>◆ All parts of the assessment cycle</li><li>◆ Observation of assessment practice</li><li>◆ Formative (interim) and summative sampling of Unit evidence</li><li>◆ A sample of Units across the complete award</li><li>◆ The various methods used by the assessor</li></ul> <p>Monitoring was used as an opportunity to identify where further support might be required</p> <p>Candidate interviews</p>	



## Evaluate the results of sampling

Once monitoring and sampling have taken place, there will be actions required such as communicating your verification decisions to assessors which will provide them with confirmation and may also include areas they need to address.

Evaluation of results (especially where a number of assessors have been monitored and evidence sampled over the same period of time) can help you identify common areas of strength and weakness which can be worth sharing.

What do the collective results of your monitoring and sampling activities tell you about assessment in your area?

- ◆ Are assessor responsibilities understood and applied in the same way?
- ◆ Are assessors consistent in their assessment decisions?
- ◆ What areas of good practice can be shared?
- ◆ Are there areas of risk that require to be addressed?
- ◆ Where you have identified common developmental issues, how will you address them?

### **The use of technology**

The creation and storage of electronic assessment/evidence records has opened up new possibilities for your internal verification practice as you can have access to assessment records and evidence as and when required without interrupting the assessment process. As a result, internal verification can be done remotely without having to visit assessment sites to sample evidence each time. This has allowed centres to operate in a more time and cost effective way. Centres that have this technology must however bear in mind the Awarding Organisation requirement to conduct visits to all sites over time.

Technology is being used more and more to support the assessment process. Here are some examples of where and how technology is being used:

- ◆ audio records of assessor/candidate discussions and witness testimonies
- ◆ video records of candidates as they perform duties in their place of work, eg running meetings, delivering training
- ◆ computerised storage and auto-referencing of evidence
- ◆ computer assisted assessment

Where computerised assessment is taking place, the principles underpinning the assessment remain the same. All of the guidance SQA gives on assessment instruments and how to use them, the assessment principles and the assessment process applies to computer assisted assessments.

Centres allowing candidates to use technology to record evidence must be mindful of plagiarism as candidates now have access to rich sources of evidence from intranets, internets and through social networks.

Technology is commonly used to track candidate contact, progress and achievement and provides a useful tool for internal verifiers when they are monitoring assessor performance.



## Management of information

It is important that candidate assessment records are stored securely and that candidates understand on a general level the information that is kept on them and who has access to that information — for data protection reasons.

Your centre should also have a policy on dealing with disputes and concerns about the quality of the assessment or internal quality assurance process and on dealing with matters of a confidential nature and how this information should be treated and stored. Issues may arise at any stage of the assessment process, therefore assessors must understand what to do and how to process such information when confidential issues arise. It is part of the internal verifier's role to monitor compliance with the handling and processing of candidate information related to assessment and internal quality assurance.



## Standardisation processes

Awarding Organisations such as SQA expect internal verifiers to operate in a way that shows a satisfactory level of consistency when conducting verification across their centre. This is important as they, in turn, internally quality assure the assessment processes and practices that also should show a satisfactory level of consistency.

Standardisation is a term that is used to describe the ways in which consistency is promoted and achieved.

## The benefits of achieving consistency

Consistency can be difficult to achieve between group members as individuals will join a group with different levels of qualifications and experience. This can also be very positive in that the experience of group members can be used to strengthen the overall effectiveness of the decisions the group make as a whole.

The benefits of achieving consistency across an occupational group of assessors are manifold — the following are the main ones as reported by assessors:

- ◆ increased confidence when providing candidates with advice and support on assessment decisions
- ◆ heightened levels of satisfaction, knowing that the advice and support being given will help candidates achieve a nationally recognised satisfactory standard
- ◆ security in decision making; knowing that your decisions are unlikely to be overturned by the internal verifier at a later stage
- ◆ improved team working — groups accustomed to reaching decisions by consensus tend to come up with solutions that tick more boxes. Apart from the obvious benefits of inclusive team working, well thought out group solutions are usually the best ones.

Consistent assessor/verifier groups already have an agreed 'bag of answers and party-lines' covering the main issues centres are likely to encounter. However, the effort involved in arriving at this point cannot be underestimated as an effective team is usually underpinned by the quality of their:

- ◆ standardisation activities
- ◆ internal communication and team development
- ◆ willingness to apply agreements and procedures

There are a number of ways in which the internal verifier supports standardisation. Common ones are to:

- ◆ hold regular standardisation meetings to allow members to discuss and agree for example:
  - the interpretation of parts of the standards, ie criteria/evidence/knowledge
  - previously assessed candidate evidence
  - the interpretation of Awarding Organisation/Standards Setting Bodies' requirements
  - exemplar evidence/assessment records created to address specific issues
- ◆ develop quizzes/questionnaires to test policy, procedures and prior agreements
- ◆ carry out cross verification of evidence

As internal verifier, you are key in managing situations where group discussion takes place with the aim of coming to the right decisions. Your role is that of facilitator in this situation, enabling the decision making process whilst remaining objective. A thorough knowledge of existing policies and procedures is essential. At times decisions may have to be deferred until others are consulted, eg the Awarding Organisation.

Decision Logs can assist in recording the outcomes of the standardisation process. As standardisation is an inclusive process, continuous Decision Logs can ensure all group members, whether or not present at the time of the meeting, have access to all past decisions, promoting a stronger 'party line' approach. Decision Logs can also allow group members to come to agreements and make decisions without having to physically meet which can allow those affected by the decisions made to receive a more timely response. The overall purpose of the Decision Log is to ensure that all group members have ease of access to all of the most relevant past and current group decisions made on one up to date record.

Standardisation is also about keeping the assessment team up to date. This can be achieved through emails, newsletters and intranet portals, etc.

## Activity 7



Consider the ways in which standardisation is organised in your occupational area. Discuss with colleagues/centre manager how (if at all possible) it could be improved, taking account of the information you now have.

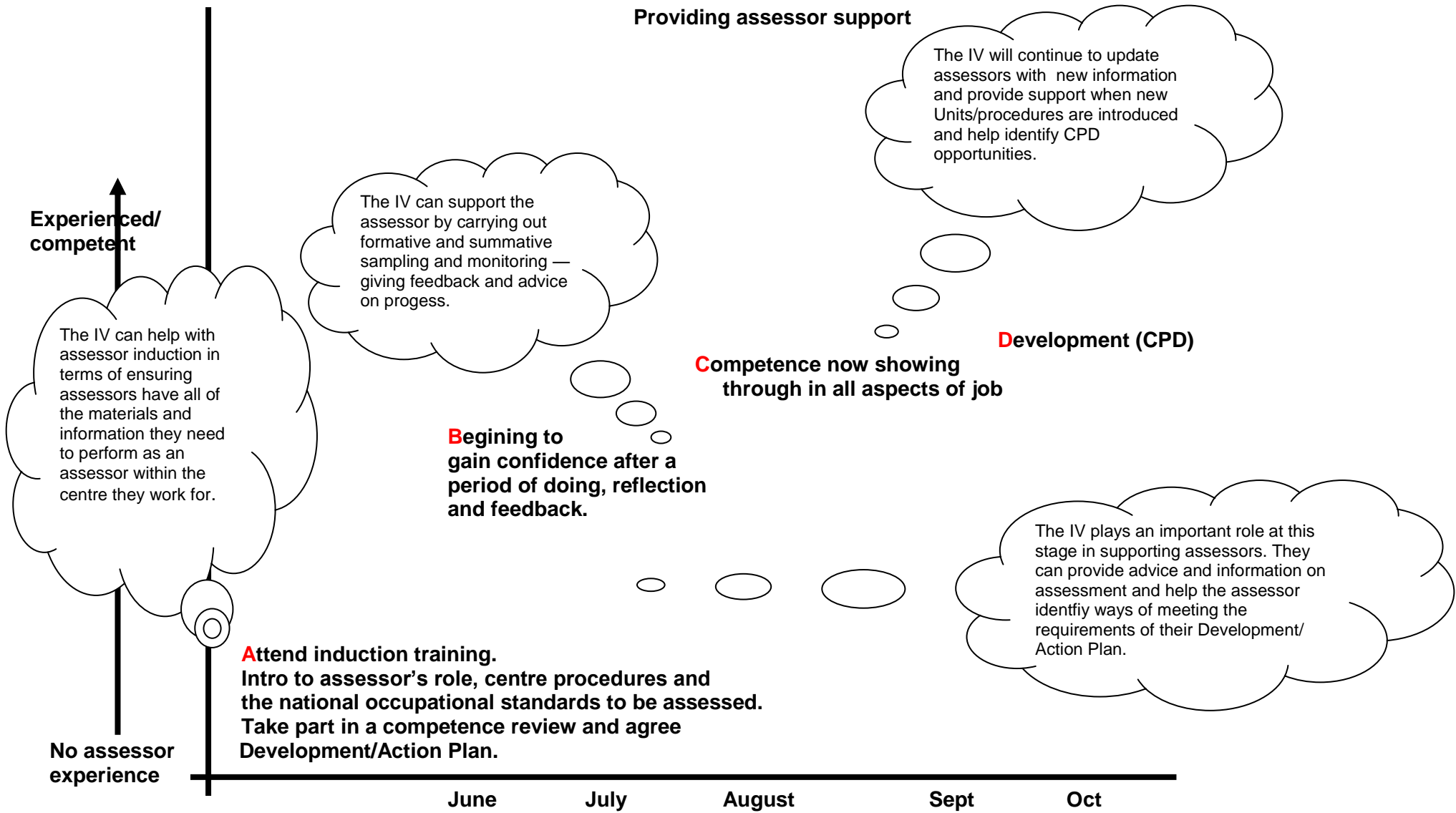
### Assessor support

A key part of the internal verifier's role is providing advice and support to assessors. For new assessors, this will happen at various stages of their development from induction through the various stages of development to eventually becoming confident and competent in all aspects of the role. Similarly, experienced and established assessors require support from their internal verifier when for example the standards they have been assessing change or when new policies and procedures are being introduced. The internal verifier has to work out what support is required and the optimum time to provide it. This is especially important from the point of view of managing risk.

The graph on the next page shows the curve of learning that is typically experienced by new assessors as they move from having no assessor experience (Point A) to becoming experienced (Point D). The callouts illustrate the type of support the internal verifier can provide assessors at each of the stages.

The graph is also relevant for those experienced assessors who join a centre/organisation as they will still require to be inducted (A) into the way the centre operates, they will still need to be supported in the use and interpretation of centre policies, procedures and documentation (B) and you as internal verifier will want to be satisfied, ie through interim/formative sampling and monitoring that the assessor is competently assessing in the same way as his/her colleagues (C). In comparison with new assessors the amount of support required in the initial two stages will normally be less, but in all cases levels of support should be determined by the needs of individual assessors. The internal verifier will continue to support experienced assessors (C–D) and as they continue to develop professionally. Finally, the internal verifier has a global view of assessment within a centre/occupational area, therefore is in an ideal position to identify generic CPD for the complete team of assessors and can assist with identifying suitable CPD on an individual assessor basis (D).

**An example Induction Checklist can be viewed in Annexe 6 on page 41.**



## Self-Assessed Question



Here is the list of the performance and knowledge requirements in the third element of L&D11 — Carry out planned monitoring of the quality of assessment. Are there any you are not yet familiar with? (***Some statements will have been covered in the previous two elements***)

Performance/Knowledge statements	Further clarification needed
<ul style="list-style-type: none"> <li>(a) Determine whether assessment processes and systems meet and operate according to quality requirements</li> <li>(b) Check that assessors meet the requirements for their role</li> <li>(c) Check that assessments are planned, prepared for and carried out according to agreed procedures</li> <li>(d) Check that assessment methods are safe, fair, valid and reliable</li> <li>(e) Check that assessment decisions are made using specified criteria</li> <li>(f) Compare assessor decisions to ensure that they are consistent</li> <li>(g) Provide assessors with feedback, advice and support to help them maintain and improve their assessment practice</li> </ul>	
<ul style="list-style-type: none"> <li>1 Assessment and Quality Assurance principles, requirements, policy and practice (Validity, Accuracy, Reliability, Accuracy, Sufficiency (VARCS))</li> <li>2 Agreed procedures for planning, preparing and carrying out assessment</li> <li>3 Assessor/IV roles and requirements</li> <li>4 Assessment specifications and risk identification and management</li> <li>5 Criteria for judging quality of assessment</li> <li>6 Methods of monitoring assessor practice and recording sampling to showing a clear audit trail</li> <li>7 Standardisation processes and how to coordinate and contribute to these</li> <li>8 Types of feedback, advice and support that assessors need and how to meet those needs</li> <li>9 Procedures to use when there are disputes and concerns about quality of assessment and Quality Assurance</li> <li>10 Equality and Diversity issues in relation to assessment and Quality Assurance and how these should be addressed</li> <li>11 Requirements for information management, data protection and confidentiality and communication in relation to assessment and Quality Assurance</li> <li>12 Continuous Professional Development (CPD) planning and implementation including working towards national standards in assessment and verification</li> </ul>	

## **Meet appropriate External Quality Assurance Requirements**

### **Why do we need External Quality Assurance?**

Qualification Verification is one of a range of Quality Assurance measures used by SQA and other Awarding Organisations to confirm that:

- ◆ centres' assessment decisions are sound (ie valid, reliable and practicable)
- ◆ national standards are being uniformly applied
- ◆ assessments are accurately and consistently applied across all candidates and levels

This ensures that qualification certification is credible with all candidates being assessed to a common standard.

To ensure national consistency in assessment decisions, SQA appoints experienced practitioners who have relevant and recent experience in the delivery and assessment of their subject to carry out qualification verification in centres.

### **The Qualification Verification process**

Visiting verification is normally, but not solely, the method used to externally quality assure SVQs. This involves the qualification verifier (QV) contacting each of the centres they have been allocated on an annual basis to establish a feasible time to visit. The optimum time for a visit is when centres have a sufficient range and quantity of evidence to enable the qualification verifier to make an informed decision. The date of planning a visit therefore is of real importance to both the centre and the qualification verifier.

Once a date has been confirmed, your centre will be asked to supply information on assessment activity in relation to all of the candidates enrolled for the Units/awards the qualification verifier has been allocated to sample. The QV will use this information plus the information received from SQA to inform their sample. Qualification verifiers will wish to include as part of their sample:

- ◆ candidates' evidence at various stages of assessment (evidence showing various levels of maturity).
- ◆ different sites/assessment locations and the quality assurance rules that applied to those locations.

Qualification verifiers will also wish to interview assessors and/or internal verifiers and candidates.

Once the sample has been agreed with each centre, the QV will confirm the sample in a Visit Plan, which is then normally communicated to centres re an e-mail attachment.

## Activity 8



Revisit SQA's Quality Criteria and consider those specified for qualification verification. How would you, as an IV, prepare for your centre to receive a visit?

### Quality reviews

Each approved centre has the responsibility to periodically formally review its internal assessment and internal quality assurance provision. This review could involve a number of quality assurance staff/departments and take account of a range of information drawn from sources such as:

- ◆ internal team/standardisation meetings
- ◆ course/programme evaluations
- ◆ internal verification reports and records
- ◆ qualification verification reports and records

Most centres will publish dates and timescales for formal reviews to take place and invite staff to input agenda items in advance. There is also usually a mechanism for members of an assessment and verification team to raise issues that require to be addressed in a more time critical way so that the provision of quality does suffer in between formal meetings.

### Self-assessed Question



Here is the list of the performance and knowledge requirements in the fourth element of L&D11 — Meet appropriate External Quality Assurance requirements. Are there any you are not yet familiar with? ***(By this point, most of these will have already been covered in the previous three elements)***

Performance/Knowledge requirements	Further clarification required
(a) Work with others to ensure the standardisation of assessment practice and outcomes	
(b) Follow agreed procedures when there are significant concerns about the quality of assessment	
(c) Follow agreed procedures for the recording, storing, reporting and confidentiality of information	

Performance/Knowledge requirements	Further clarification required
1 External Quality Assurance requirements prior to, during and post monitoring activities 2 Procedures to use when there are disputes and concerns about quality of assessment 3 Standardisation processes and how to coordinate and contribute to these 4 Methods of reporting on internal Quality Assurance and reviews of practice 5 Organisation's Quality Assurance responsibilities and requirements re information management, data protection, confidentiality and communication	

### **Matching current skills and knowledge against the Evidence Requirements of L&D11: Internally Monitor and Maintain the Quality of Assessment**

Self-assessment is an important method for identifying development needs, and to decide if and when you are ready to be assessed. This activity asks you to identify where you are now and what you need to do next by assessing yourself against the Evidence Requirements for L&D11.

You have already looked at the performance and knowledge for each element, placed at the end of each section throughout these support materials. This final exercise allows you to look at the Evidence Requirements for each element which proves you are in possession of the relevant skills and knowledge.

It is recommended that you discuss the results of this exercise with the relevant personnel as the results could help to formulate further agreed action/development and/or assessment.



## Activity 9



### Assess where you are against the Unit Evidence Requirements

Look at L&D11 Evidence Requirements below, and assess your level of your development and current practice by ticking the relevant column on the right.

Prepare to carry out Internal Quality Assurance	I have this evidence	I have to gather this evidence
<p><b>Performance</b></p> <p>The information the verifier-candidate gathered to inform planning of their monitoring of the assessment process covering at least two assessors' work with at least two candidates each, covering at least three assessment decisions in total.</p> <p>A report (verbal or written) with supporting documentation on how they gathered information on the standards being assessed, assessment and Quality Assurance requirements, numbers of candidates and assessors, assessment context, Quality Assurance risks</p> <p><b>Knowledge</b></p> <p>Evidence that you have all the knowledge specified. This may be evidenced through one or more or a combination of the following:</p> <ul style="list-style-type: none"> <li>◆ discussing with the verifier-candidate</li> <li>◆ recorded questions and answers (written or oral)</li> <li>◆ verifier-candidate statement</li> </ul>		
<p><b>Plan Internal Quality Assurance</b></p>		
<p><b>Performance</b></p> <p>A plan for the monitoring of at least two assessors appropriate to their experience, the assessment cycle, candidate cohorts, assessment methods, assessment principles, VARCS, Assessment Strategy, external Quality Assurance requirements. The monitoring plan should cover each assessor's work with at least two candidates covering at least three assessment decisions in total.</p> <p>A record of the verifier-candidate's communications with relevant people about the plan and the administrative arrangements</p>		

<b>Prepare to carry out Internal Quality Assurance</b>	<b>I have this evidence</b>	<b>I have to gather this evidence</b>
<p><b>Knowledge</b></p> <p>Evidence that the verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:</p> <ul style="list-style-type: none"> <li>◆ discussing with the verifier-candidate</li> <li>◆ recorded questions and answers (written or oral)</li> <li>◆ verifier-candidate statement</li> </ul>		
<p><b>Carry out planned monitoring of the quality of assessment</b></p>		
<p><b>Performance</b></p> <p>Internal Quality Assurance records of planned monitoring activity for at least three assessment decisions for at least one qualification including monitoring of at least two assessors' practice including observation of them providing feedback to their candidates.</p> <p>Observation of the verifier-candidate monitoring the activities of one assessor. The observation need only cover a sample of the monitoring activities such as planning, feedback, or standardisation.</p> <p>A statement on how their monitoring activities were appropriate to assessor experience, the assessment cycle, candidate cohorts, assessment methods, assessment principles, VARCS, Assessment Strategy, external Quality Assurance requirements.</p> <p>Records of the verifier-candidate's feedback, including advice and support to relevant people, agreements about any remedial action or changes to assessment processes to ensure consistency and to inform plans for CPD activity.</p> <p><b>Knowledge</b></p> <p>Evidence that the verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:</p> <ul style="list-style-type: none"> <li>◆ discussing with the verifier-candidate</li> <li>◆ recorded questions and answers (written or oral)</li> <li>◆ verifier-candidate statement</li> </ul>		

Prepare to carry out Internal Quality Assurance	I have this evidence	I have to gather this evidence
<b>Meet appropriate External Quality Assurance</b>		
<p><b>Performance</b></p> <p>Internal Quality Assurance reports covering the activities in <b>'Carry out planned monitoring of the quality of assessment'</b> and an endorsing statement in relation to the acceptability of the verifier-candidate's work from a Quality Assurance practitioner such as a qualified internal verifier, centre coordinator or qualification verifier.</p> <p>Records of their contribution to standardisation activities/events to ensure consistency in assessment.</p> <p><b>Knowledge</b></p> <p>Evidence that the verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:</p> <ul style="list-style-type: none"> <li>◆ discussing with the verifier-candidate</li> <li>◆ recorded questions and answers (written or oral) verifier-candidate statement</li> </ul>		

## **Annexe 1**

### **Example role profile — SVQ Assessor**

#### **Job Purpose**

- ◆ To act as an assessor to a group of up to XX candidates
- ◆ To support SVQ candidates by developing their underpinning knowledge.

#### **Job Activities**

#### **Learning Support**

- ◆ Develop candidates' underpinning knowledge
- ◆ Provide appropriate learning support to enable effective assessment
- ◆ Prepare candidates for assessment in their workplace.

#### **Assessment**

- ◆ Assess candidates in their workplace and provide feedback and support
- ◆ Assist candidates in portfolio preparation
- ◆ Undertake all necessary administration associated with workplace assessment.

#### **Management**

- ◆ To participate in enrolment and induction of candidates onto programmes
- ◆ To provide up to date information related to the role of SVQ Assessor to the Internal Verifier and Training Manager.

#### **Training and Personal Development**

- ◆ Undertake and record professional development activities in line with identified agreed Development Plans
- ◆ Participate in review of performance through appraisal system.

#### **Equal Opportunities**

It is the responsibility of the assessor to promote equal opportunity and recognition of diversity when working in the candidates' workplace

- ◆ The performance of duties must be in full accordance with the centre's policies and procedures relating to equal opportunity and diversity.

#### **Health and Safety**

- ◆ The post holder will be required to:
  - promote health, safety and welfare when conducting assessment
  - undertake duties and responsibilities in full accordance with the centre's Health and Safety policy and procedures
  - take reasonable care to safeguard their own safety and that of others with whom they work

## **Example Job Description — SVQ Internal Verifier**

### **Responsibilities**

### **Essential Requirements**

#### **Applicant is able to:**

- ◆ provide all necessary resources to assessors ie standards, Evidence Requirements, etc
- ◆ guide and support assessment teams and individuals.
- ◆ monitor and develop assessors' practice
- ◆ conduct formative, interim and summative internal verification.
- ◆ monitor candidate records, progress and achievements
- ◆ work closely with the centre manager on the development of the centre's systems, procedures and staff competencies
- ◆ instigate and manage standardisation events and team meetings
- ◆ answer queries relating to assessment and verification practices and processes
- ◆ support assessors in specific ways such as providing for simulations and special needs
- ◆ meet awarding organisation and centre quality assurance requirements
- ◆ ensure centre's quality assurance policies and procedures are adhered to, monitored and evaluated.

#### **Desirable**

It would also be beneficial if the applicant could:

- ◆ develop assessor job specifications
- ◆ contribute towards assessor recruitment
- ◆ design quality assurance systems/policies.

#### **Personal Qualities**

- ◆ have good organisational skills
- ◆ can build and maintain effective working relationships
- ◆ be a flexible thinker, able to share and develop ideas
- ◆ have developed oral and written communication skills
- ◆ be approachable, empathetic and enthusiastic and exercise assertiveness when required
- ◆ remain objective, decisive and consistent
- ◆ be able to influence decisions to achieve positive outcomes and results
- ◆ be self-motivated and have a sense of humour

## **Annexe 2**

### **Monitoring and Sampling Plan**

#### **Award accreditation**

Learning and Development SVQs accredited January 2011

#### **Experience/qualifications of assessor in relation to awards/Units**

Barry is a qualified trainer and already has experience of assessing this award since its accreditation. He is however new to our centre's systems and is still working towards the achievement of his assessor qualification (L&D9DI). In accordance with the Assessment Strategy which requires that the assessor and verifier Units are assessed by an experienced and qualified assessor, he will assess the L&D Units other than L&D9D, L&D9DI and L&D11.

#### **Plan**

I will carry out some interim verification of Units in November and March to see how you are progressing. I will summatively verify at least two Units of each candidate across complete award, and also verify some complete candidate portfolios, this will take account of all the assessment methods you are required to use.

I have agreed to monitor you carrying out live assessments in the centre (assessing a new trainer delivering to a group) in September — date tbc. More dates will be agreed after this. This monitoring activity is to help identify any support that you may require in the early stages and also to confirm your understanding of our procedures. As part of my monitoring activities I will interview some candidates as part of this process.

Lindsey will countersign your assessment decisions (until you achieve your assessor Unit). Lindsey will also provide you with general ongoing 'buddy' support.

This is only the second year we have delivered the L&D SVQs, therefore we will still be holding a higher than usual level of Standardisation Meetings (bi-monthly) which you will be expected to attend and we look forward to receiving your valuable contributions at those meetings.

I will provide formal feedback to you via the Internal Verifier Sampling Record, Assessor Monitoring Record and CPD Plans as contained within the Internal Verification Strategy.

Welcome on board, contact me at any time, I am here to support you.

**Internal verifier signature: Gavin Gray 15/07/14**

**Assessor signature: Barry Blue 15/07/14**

## Annexe 3

### Assessor Monitoring Record

<b>Name of IV:</b>	Gavin Gray		
<b>Name of Assessor:</b>	Barry Blue	<b>Date:</b>	11 November 2014

<b>Planning</b>		<b>Yes</b>	<b>No</b>
(a)	Plans assessments effectively	X	
<b>Assessing</b>			
(b)	Interprets outcomes reliably and in relation to other assessors	X	
(c)	Applies principles of validity, authenticity, reliability, currency, and sufficiency (VARCS)	X	
(d)	Applies relevant health, safety and environmental protection	X	
<b>Candidate support</b>			
(e)	Maintains an effective working relationship with candidates	X	
(f)	Candidate reviews are effective and frequent		X
(g)	Constructive advice/feedback is given to candidates at appropriate intervals	X	
(h)	Assessment decisions and next stages of the assessment process are clearly explained to candidates	X	
<b>Internal quality assurance</b>			
(i)	Conforms to all quality assurance procedures	X	
(j)	Contributes to standardisation procedures	X	
(k)	Works in line with assessor standard and appropriate Assessment Strategy requirements	X	X

#### Assessor observation of assessment practice:

*I reviewed a number of assessment plans, reviewed products of work and discussions with candidates. I also interviewed three candidates. I observed Barry assessing one of his candidates who was delivering a short group training session. The assessment encompassed Units L&D6 and L&D8.*

*I observed him giving feedback to his candidate at the end of the session. He was very specific in his feedback, and checked his candidate understood what he had said and discussed what would be assessed next. The feedback was balanced and highlighted Barry's clear understanding of the Unit requirements.*

*I am confident that Barry made the correct assessment decisions in relation to the Units he assessed.*

Site: Ballycastle Training Room

#### Feedback to assessor:

*Although planning effectively, Barry needs to ensure plans are re-visited, reviewed and taken through to a conclusion. Planning is important from a candidate's perspective as it keeps them on track.*

*I also discussed use of witness testimony with Barry, identifying potential suitable witnesses and where/how they should be used. I suggested he look at how others within the assessment team have supported their witnesses and how it is being recorded.*

*Barry has no major queries and has settled into the team well and brings a lot of valuable experience.*

*Next monitor, January 2015*

**IV signature:** *Gavin Gray*

**Assessor signature:** *Barry Blue*

## Annexe 4

### Candidates interviewed

Candidates 1, 4, and 8

### Evidence Sampling Record

<b>Name of Assessor:</b>	Barry Blue
<b>Name of IV:</b>	Gavin Gray

**SVQ Award/Units Sampled:**

*Learning and Development Level 3, L&D5, L&D6, L&D7, L&D8*

**Assessment methods sampled:**

*Observation, Work Products, Discussion, Candidate Statement*

	Yes	No
Unit specifications/Evidence Requirements have been followed	✓	
Evidence is sufficient to meet complete Unit requirements	✓	
Appropriate judgment of evidence has been made	✓	
Assessment Strategy requirements have been satisfied	✓	

**Actions required:**

*It is important to reference your discussions with candidates against the PC/knowledge being claimed. The digital counter numbers can be used to help you do this. See Professional Discussion Guidance from SQA.*

**Actions addressed:**

*Discussions all referenced.*

**Assessor signature:** *Barry Blue*

**Feedback to assessor:**

*The evidence contained within these Units is appropriate and meets the standards and Evidence Requirements.*

*You have a tendency to ask candidates questions to cover areas already covered elsewhere. I suggest you make more use of discussions to capture knowledge evidence not already covered.*

*You have provided clear audit trails of your assessment decisions and candidate interviews corroborate your approach. Assessment conforms with centre and SQA requirements.*

<b>IV:</b>	Gavin Gray	<b>Date:</b>	5th July 2014
<b>Assessor signature:</b>	<i>Barry Blue</i>	<b>Date:</b>	5th July 2014



## Annexe 5

### Sampling Grid

**Assessor:** Barry Blue

**Internal Verifier:** Gavin Gray

<b>L&amp;D SVQ 3 Units</b>	1	2	3	4	5	6	7	8
<b>Candidate Names</b>	B. Young	C. Temple	G. Harper	S. Green	F. Layton	K. Trainer	L. James	V. Opera
L&D2	I June 2nd July 5th	July 5th		July 5th			July 5th	July 5th
L&D4								
L&D5				July 5th	July 5th	July 5th	I June 2nd	July 5th
L&D6		I June 2nd	July 5th	July 5th				
L&D7							I June 2nd	July 5th
L&D8	I June 2nd July 5th	July 5th		July 5th				July 5th
L&D9D								
L&D9DI								
L&D10			I					
L&D13S			I					
MSCD1		I						
<b>Code: Interim quality assurance</b>			I					
<b>Code: Summative quality assurance</b>								
<b>Code: Interim and Summative quality assurance</b>			I					

<b>Possible assessment methods</b>	<b>Methods sampled</b>
Observation	✓
Questioning	✓
Witness Testimony	✓
Discussion	✓
Work Products	✓
Recognising Prior achievements	
Candidate statement	✓
Assessment in simulated environments	

## Annexe 6

### Induction checklist for assessors

<b>Induction checklist for assessors</b>	
The assessor and internal verifier should sign the checklist when all items have been completed. This checklist is best completed in stages, however all items should be covered within the first six weeks of the assessor commencing his/her role.	
<b>Items to be covered</b>	✓
Assessor/internal verifier team information	
Location of candidate evidence and assessment records (portfolio?)	
Candidate information	
Allocation of candidates	
Assessor handbook/assessment procedures and documentation	
SSC Assessment Strategy	
Company intranet/assessor domain	
SQA website/Sector skills website	
Quality assurance manual	
Internal quality assurance strategy	
Schedule of quality assurance activities	
Schedule of standardisation meetings	
Internal verifier sampling plan explained	
Assessor development plan explained	
CPD record template and guidance	
Schedule of shadow visits completed	

<b>Assessor signature:</b>		<b>Date:</b>	
<b>IV signature:</b>		<b>Date:</b>	

## Annexe 7

### Answers to Activities/Self-Assessed Questions

**Self-assessed Question 1** — Which of the following statements are true in relation to internally quality assuring SVQs?

Statement	True/False
My centre will receive qualification verification visits in relation to the SVQ qualifications/Units I will be quality assuring?	True
The Assessment Strategies for SVQs are devised by each centre? <b>They are written by the SSC/B</b>	False
It is an Awarding Organisation requirement that your centre devises its own internal verification policies and procedures (sometimes included in an Internal Verification Strategy).	True
It is each assessor's responsibility to ascertain how each part of the SVQ Unit will be assessed? <b>They do have some autonomy, but the range of methods to be used are stipulated by the Awarding Organisation.</b>	False
It is part of an SVQ internal verifier's responsibility to monitor the practice of assessors including observing their assessment practice?	True

### Self-assessed Question 6

Statement	True/False
The documents followed on from the Monitoring and Sampling Plan in that they covered:	
◆ All parts of the assessment cycle	True
◆ Observation of assessment practice	True
◆ Formative (interim) and summative sampling of Unit evidence	True
◆ A sample of Units across the complete award	True
◆ The various methods used by the assessor	True
Monitoring was used as an opportunity to identify where further support might be required	True
Candidate interviews	True