Assessment Guidance

Diploma in Digital Technology: Cyber Security at SCQF level 8 (GT8Y 48)

Diploma in Digital Technology: Data Analytics at SCQF level 8 (GT90 48)

Diploma in Digital Technology: Software Development at SCQF level 8 (GT91 48)

History of changes

Edition	Description of change	Date

Contents

About this guide

This guide offers practical advice on how to assess your candidates for the Diploma in Digital Technology at SCQF level 8. This competency-based qualification is intended for workplace delivery and assessment.

Three qualifications are available:

1. **GT8Y 48 Diploma in Digital Technology: Cyber Security at SCQF Level 8**
2. **GT90 48 Diploma in Digital Technology: Data Analytics at SCQF Level 8**
3. **GT91 48 Diploma in Digital Technology: Software Development at SCQF Level 8.**

Additional qualifications may be added at a later date. Each qualification has a unique qualification code. Candidates must be entered for the appropriate qualification.

The assessment guidance contains some general examples of assessment practice that are typical to most job roles. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well. This guide also contains suggested recording documentation, which you may amend as appropriate.

Before assessing any candidate, **you must read the assessment strategies for the qualification**. For the Diploma in Digital Technology at SCQF level 8, Skills Development Scotland has produced the following documents:

♦ Overarching Assessment Strategy for Competence-Based Qualifications
♦ Appendix: Assessment Strategy for the Diploma in Digital Technology at SCQF level 8

These documents are available on the SVQ / CBQ subject page on SQA's website **(https://www.sqa.org.uk/sqa/14515.html**).

The Overarching Assessment Strategy outlines the following requirements:

♦ quality assurance requirements.
♦ workplace assessment.
♦ evidence of prior achievement.
♦ simulation in a realistic work environment.
♦ occupational expertise of assessors, internal verifiers, and external verifiers.
♦ meta-skills.

In addition, the Assessment Strategy for Digital Technology provides information on the contextualisation of the Overarching Assessment Strategy for these specific qualifications.

This guide expands and exemplifies the information contained within these documents.

Qualifications

Each qualification is defined by Skills Development Scotland and approved by SQA Accreditation.

Candidates must achieve at least 78 SCQF credits, defined below.

Diploma in Digital Technology: Cyber Security at SCQF Level 8

Total number of credits (min 78, max 80 SCQF credits).

The following units are mandatory (70 SCQF credits).

Unit code	Unit title	SCQF level	SCQF credit
J6VC 48	Supporting Digital Business Transformation	8	9
J6TS 48	Applying Methods and Principles in Project Management	8	12
J6V0 48	Developing Meta-skills and Personal Professionalism	8	16
J6TT 47	Contributing to Cyber Security Risk Assessment and Risk Management	7	7
J6TV 48	Contributing to Intrusion Detection Activities	8	9
J6V9 48	Providing Incident Management and Response	8	9
J6VD 47	Supporting Security Audit and Compliance Checking	7	8

At least one optional unit, selected from the following (at least 8 SCQF credits).

Unit code	Unit title	SCQF level	SCQF credit
J6TX 48	Delivering Threat Intelligence	8	9
J6TW 48	Contributing to Scoping and Implementing Security Testing	8	8
J6V5 48	Maintaining Security Operations	8	10
J6V7 49	Performing Digital Forensic Analysis	9	10

Diploma in Digital Technology: Data Analytics at SCQF Level 8

The following units are mandatory (85 SCQF credits).

Unit code	Unit title	SCQF level	SCQF credit
J6VC 48	Supporting Digital Business Transformation	8	9
J6TS 48	Applying Methods and Principles in Project Management	8	12
J6V0 48	Developing Meta-skills and Personal Professionalism	8	16
J6V6 47	Managing Data Assets	7	8
J6V8 48	Planning Data Analysis	8	7
J6V4 47	Locating and Accessing Data Sources	7	6
J6VE 48	Transforming Data for Analysis	8	8
J6TR 48	Analysing Data	8	11
J6VF 47	Visualising and Communicating Data	7	8

Candidates may additionally undertake the following unit, which is optional.

Unit code	Unit title	SCQF level	SCQF credit
J6V2 48	Implementing Machine Learning Models	8	8

Diploma in Digital Technology: Software Development at SCQF Level 8

The following units are mandatory (95 SCQF credits).

Unit code	Unit title	SCQF level	SCQF credit
J6VC 48	Supporting Digital Business Transformation	8	9
J6TS 48	Applying Methods and Principles in Project Management	8	12
J6V0 48	Developing Meta-skills and Personal Professionalism	8	16
J6V3 48	Implementing Software Methodology	8	10
J6TY 48	Designing Software	8	12
J6V1 48	Developing Software	8	16
J6VA 48	Providing Software Testing and Assurance	8	10
J6VB 48	Providing User and Software Documentation	8	10

Unit specification

Unit specifications have the following structure.

Title	This is the accredited unit title.	
Learning outcomes		**Assessment criteria**
Learning outcomes set out candidate objectives, to be achieved through a balance of knowledge and understanding; performance abilities and workplace skills, gained through a process of learning.		Assessment criteria specify the standard and context which a candidate is expected to meet, to demonstrate that the learning outcomes of each unit have been successfully achieved. For the Diploma in Digital Technologies every unit has a comparable range of knowledge and performance criteria. All assessment criteria must be achieved successfully to close a unit, by provisioning tangible evidence for each.
Additional information about the unit Appropriate additional information may be added here.		
Unit purpose and aim(s) This provides a succinct summary of the learning outcomes of the unit and a generic purpose statement as the high-level unit overview.		
Details of the relationship between the unit and other standards or curricula This will only be completed where there are relevant other professional standards or curricula.		
Assessment requirements specified by a sector or regulatory body This will only be completed where a particular approach to assessment is required to meet the requirements of one or more qualifications. For example, the Assessment Strategy guidance is used in this section for the Diploma in Digital Technologies unit specifications, to confirm which units are not suggested to be suitable for simulation evidence.		

Assessment (evidence) requirements:

This section outlines the types of evidence that candidates must produce, how much evidence is required and where applicable, any restrictions on the way in which the evidence must be produced, ie the conditions of assessment, to meet the requirements of the Assessment Criteria. For example, types of evidence could be:

There should be a mixture of knowledge and understanding; product; and performance evidence methods, provided by the candidate to meet the assessment criteria standards.

For example, restrictions on the way in which the evidence must be produced could be:

The candidate must provide a range of workplace evidence to support this unit and its assessment criteria. The candidate can also provide simulated evidence such as from the classroom environment or relevant online learning resources.

Guidance on instruments of assessment:

Instruments of assessment should be selected to meet the evidence required by the assessment criteria within the unit. In this section, some instruments of assessment may be suggested. However, their use is not mandatory. For example, some instruments of assessment suggested, could be:

Observation or witness testimony, which provides performance evidence of the candidate visualising and communicating data, should be carried out within their organisation by the candidate's assessor or expert witness. These types of instruments and methods of assessment are strongly encouraged for this unit's workplace evidence submissions.

The unit specifications for all units within this qualification are available on the SQA website (**www.sqa.org.uk**).

Who is involved in this qualification?

There are several roles:

Candidate: The person who wants to achieve the qualification (eg, an employee or apprentice).

Assessor*: The person who assesses the candidate, their evidence and decides if they are competent (eg, supervisor, training provider).

Internal verifier*: An individual nominated by the centre (training provider) who ensures that assessors apply the standards uniformly and consistently, and support the candidate to produce authentic evidence.

External verifier*: An individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the qualification, and provides feedback and support to centres approved to deliver, in this case, the Diploma in Digital Technology.

Expert witness: A person with occupational expertise who can provide evidence to the assessor of the candidate's competence. The assessor must make assessment decisions.

Mentor: An experienced work colleague who can advise and guide the candidate.

*Assessors and verifiers in centres will be obliged by SQA to prove they have the appropriate occupational competences and academic qualifications, to assess and verify the qualification. Occupational competence will have been defined in the Assessment Strategy.

Assessors and verifiers are also expected to obtain (prior to approval or working towards) an appropriate qualification in assessment and verification — this can be the assessor / verifier units offered by SQA on their website **https://www.sqa.org.uk/sqa/48368.html**

How to deliver assessment and support for candidates registered for this qualification

In deciding whether a candidate should get a qualification, you will consider and review the following with them and (where applicable) their employer representative:

♦ planning for assessment; including authentic situations, scenarios and environments which support the assessment requirements.
♦ generating and collecting evidence of the candidate's competence in the units; using a variety of assessment methods and instruments.
♦ reviewing the evidence provided, of the candidate's ability and making an assessment decision based on the evidence and delivering constructive feedback.
♦ recording the assessment decision and the candidate's achievement; including the provision of their evidence and its curation for the required retention period.

How do candidates begin?

Choosing the right qualification

You should make sure that candidates get guidance before starting out on this qualification — they need advice to ensure, for example their existing job remit, skills, experience, and their plans for progression, are matched to the qualification selected. The most appropriate way to do this is to measure the candidate's suitability to achieve the qualification, as being part of a robust initial assessment. It does not have to be you as the assessor, who carries out the initial assessment process, but whoever has responsibility for this should ensure that the assessment opportunities, support, and resources available to the candidate are also considered.

1 Preparing to deliver and assess this qualification

The purpose of this section is to offer practical advice and guidance on the best methods around assessing candidates and preparing them to commence, and subsequently achieve, this qualification.

Your role and your candidate's role

Assessing the qualification will involve several stages. In general, your approach should be initial assessment (pre-planning); induction (planning); planned assessment visits (progression); and achievement (completion). Both you and the candidate should be clear on your roles in the assessment process before you begin. We recommend an induction visit, of some kind, be arranged immediately after the signup / registration process. This induction visit should be the key planning meeting, to set expectations and objectives and set the candidate on the path towards a positive outcome.

Your role

♦ Carry out a documented process of initial assessment (pre-planning) to clarify the candidate's suitability and commitment to achieving the qualification.
♦ Ensure candidates understand what is to be assessed and how it is to be assessed; including the types of situations, scenarios, and environments to consider for assessment purposes.
♦ Ensure the conditions and resources required for assessment are available are fair and are accessible. This would include workplace, classroom, and other resources (online learning) that are available to candidates.
♦ Support and coach candidates to identify and gather evidence.
♦ Decide on the most appropriate assessment methods to help the candidate achieve their learning objectives. For example, assessment methods and how they should be adopted could include:
  — question candidates and record results.
  — observe candidates and record observations / demonstrations.
  — assess the candidate's work.
  — support candidates to present evidence optimally.
  — authenticate the evidence candidates provide.
  — review evidence and make assessment decisions.
  — identify and feedback gaps where evidence needs expanding.
♦ Provide feedback to candidates throughout the assessment process.
♦ Record achievement.

Candidate's role

♦ The candidate should be employed in a technical role and have relevant qualifications in this field.
♦ Candidates should be familiar with the component units, what is to be assessed and how it is to be assessed, including the support and guidance they will receive.
♦ Identify sources of evidence and how these could be provisioned for assessment.
♦ Carry out workplace activities and produce evidence from their work, and answer questions relating to their work role. Be prepared to demonstrate knowledge and understanding; performance and skills; product information.
♦ Gather, collate, and present evidence for assessment.
♦ Receive, be attentive to, and act positively on feedback from assessors.

Evidence considerations

You and the candidate are encouraged to use digital documentation to capture and record evidence. Recordings (video and audio), emails, chat applications and Cloud services, should be used to provide authentication. Digital documents are also simpler to revise, share, update and edit as you review progress with the candidate and provide feedback on assessment decisions.

Planning

As you are planning assessment, don't forget to make the most of opportunities to integrate assessment. This means planning to assess an activity that draws on the contents of different units or learning outcomes, which saves time and is more authentic. Using online tools, video conferencing platforms and remote visits is encouraged.

One of the mandatory units (*Developing Meta-Skills and Personal Professionalism)*, will be used as an example and to guide you through the rest of this assessment guidance document.

Structure of the unit

Unit title	DEVELOPING META-SKILLS AND PERSONAL PROFESSIONALISM

Unit purpose

To develop meta-skills and personal professionalism through reflective practice, goal setting and active learning to improve own performance in line with organisational requirements.

This is about taking responsibility for the development of own meta-skills and personal professionalism. This involves reflecting on and learning from practice; seeking and acting on feedback; agreeing and working towards own goals for continuous professional development (CPD); and managing own wellbeing.

Learning outcome

1 Understand the principles of meta-skills.
2 Demonstrate continual professional development in the workplace.
3 Evaluate the benefits of meta-skills for an IT Professional.
4 Explain personal and professional development objectives.
5 Provide evidence of continual professional feedback and support.
6 Explain wellbeing and its importance in personal and professional development.

Performance requirements	Knowledge and understanding
1 Self-evaluating meta-skills regularly to identify own strengths and improvement needs for development.	1 The purpose and importance of meta-skills including their definitions and how they relate to own work.
2 Identifying own strengths and improvement needs for professional development.	2 The importance and impact of personal professionalism within the organisation and own role.
3 Setting and agreeing SMART objectives for personal development and to achieve business objectives.	3 How to use critical reflection and reflective practice to identify gaps in role specific knowledge, skills and meta-skills and the purpose and importance of this.
4 Planning development activities to improve own performance and to achieve business objectives.	4 How to participate effectively in performance reviews.
5 Completing formal and informal activities to support and progress own development.	5 How to set and agree SMART goals — Specific, Measurable, Achievable, Realistic, Time-bound.
6 Seeking and acting on feedback to improve own performance.	6 How to prepare development plans, including their content and duration.
7 Critically reflecting on own performance and involvement in activities to support own development and achievement.	7 The importance of career and personal goals, including collective organisational learning, when planning own development.

Performance requirements	Knowledge and understanding
8 Completing and maintaining records and documents in line with organisational policy and procedures.	8 Sources of up-to-date and appropriate information to support own CPD activities. 9 The impact and benefits of CPD including the organisation's key performance indicators (KPIs) and how they are measured and recorded. 10 The importance of managing well-being for success in own role and where to get support. 11 Appropriate ways to seek and act on feedback to develop own skills and knowledge including the process of 360-degree feedback. 12 Different learning models and styles and how to use these for own development.

Assessment plan

Some examples of how you could plan to assess and map this unit's assessment criteria.

Unit	DEVELOPING META-SKILLS AND PERSONAL PROFESSIONALISM				
Learning outcomes	1 Understand the principles of meta-skills. 2 Demonstrate continual professional development in the workplace. 3 Evaluate the benefits of meta-skills for an IT Professional. 4 Explain personal and professional development objectives. 5 Provide evidence of continual professional feedback and support. **6** Explain wellbeing and its importance in personal and professional development.				
Activities	**Assessment criteria mapped**	**Method of assessment / Sources of evidence**	**Date of assessment**	**Evidence scenario**	**Links to other units (Assessment criteria)**
Conduct an observation of your candidate receiving a one to one with their line manager. Ask your candidate to provide annotated screenshots of the review and calendar detail, for product evidence, as well as the candidate's Meta-Skills' logs and tracker for product evidence	K2 – K7 P2 – P7 K2 – K7 P2 – P7	Observation either recorded, written or both Review documentation (product evidence) Question and answer / recorded discussion	By 31/03/22 By 24/03/22	Carry out planned observation of candidate having a formal one to one review with their line manager. To be carried out during scheduled assessor review meeting.	

Activities	Assessment criteria mapped	Method of assessment / Sources of evidence	Date of assessment	Evidence scenario	Links to other units (Assessment criteria)
Carry out a professional recorded discussion with your candidate, where you discuss the criteria with them around their professional development, feedback and support they receive in their organisation	K1 – K7 P1	PRS to be submitted for review	By 31/03/22	Set a deadline for the candidate to complete and send this product evidence 7 days before the planned assessor review meeting.	
Complete agreed personal reflective statement for capturing knowledge on Meta-Skills	K1 P1		By 24/03/22	Have a planned professional recorded discussion with your candidate on these subjects. To be carried out during scheduled assessor review meeting. Set a deadline for the candidate to complete and send this product evidence 7 days before the planned assessor review meeting.	

Alternatively, it is encouraged that you can plan and confirm your assessment intentions with your candidate, via the calendar tools of email systems. You should be sending email invitations to your candidates and line managers as part of best practice for planning, agreeing, and confirming assessment planning with them.

Selecting methods of assessment

The methods of assessment you use should be authentic, consistent, and relevant.

♦ By authentic the definition means that the assessment should be appropriate to the units' assessment criteria, and the evidence is the candidate's own work.

♦ By consistent the definition means that the assessment should ensure consistent and fair results when used with different candidates, different assessors and in different work situations. There is also a requirement for consistency in the content and detail provided in the candidate's evidence, for a particular assessment criterion or learning outcome.

♦ By relevant the definition means that the assessment(s) chosen in partnership with the candidate, assessor and (if applicable) expert witness, will make best use of available resources, equipment and time.

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials, have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are authentic, consistent and relevant, and are standardised by the centre.

These qualifications are workplace qualifications and, as such, the evidence will normally be produced as a natural by-product of workplace activities. Assessment activities must reflect this. They must draw on the candidate's normal working duties as the primary source of assessment evidence. Simulation is permitted in specific units.

Methods of assessment

Assessment may involve a range of assessment methods. For this qualification, some of the most used and straightforward methods are observation, product evidence, recorded discussions and personal reflective statements.

The following section describes common assessment methods and gives guidance on the instruments of assessment to use.

Observation

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

♦ working alongside the candidate to observe their workplace performance (face to face or remotely using video conferencing software)

♦ arranging to visit when naturally occurring activities are carried out by the candidate (this could include observed collaboration with others too, such as mentors, expert witnesses, or customers).

Observation can often be supplemented by other types of assessment such as questioning.

Example

Observation could be used for assessment evidence of this unit in a variety of ways such as:

♦ You could observe the candidate undertaking a review of their professional development objectives. The candidate could share their current workplace objectives and any training or CPD plan where these objectives have been recorded with their line manager, mentor, or expert witness. The candidate could also show you their meta-skills learning plan.

♦ You could ask questions of the candidate while observing their actions. This can fill gaps in their observed workplace activities.

♦ You can encourage the candidate to maintain a commentary on what they're doing, focusing on the learning outcomes of the unit and their relevance to the candidates work role.

Product evidence

Product evidence are screenshots of workplace systems, applications, policies, procedures, reports, and other similar resources, which allow the candidate to demonstrate their workplace competence. Similarly screenshots of classroom or online learning labs, assignments, and projects, can also be used (when simulation is permitted). Candidates should be encouraged annotate their product evidence.

For this example, unit of *Developing Meta-Skills and Personal Professionalism*, types of actual product evidence that a candidate could provide are:

♦ Their current meta-skills development plan and continual professional development log.

♦ Any appraisal or training plan held by the candidate in conjunction with their line manager, mentor or expert witness. This plan should include agreed objectives and the plans and support required for them to fulfil the objectives, as well as an

agreed and realistic timeline to achieve them.

♦ Examples from the candidate of their interactions with peers and customers, resulting in the candidate receiving critical feedback.

Questioning

When capturing knowledge, it is important that you consider authenticity. Questioning is a good way of authenticating evidence. Candidates must demonstrate that they satisfy the knowledge requirements for the qualifications. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work role. When it is not, oral questioning can provide supplementary evidence.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions and multiple-choice assessments. Where digital documents are used to capture a candidate's answers, it is encouraged that you clearly map the knowledge to the units being evidenced. This makes it clear for internal verifiers and external verifiers to decide if the questions are appropriate.

You should be careful that questioning does not go beyond the competence required for the qualification and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written questions. Candidates are assessed against the criteria, not one another or your opinion of what constitutes appropriate levels of evidence.

Example
Oral questioning examples for this unit.

Q Define and explain what you believe meta-skills are, in principle, and how they relate to the workplace and professionalism?

A Meta-skills are the mixture of performance and competencies I develop as I grow in my job role and with every new experience I have. They relate to the workplace because they reflect how I have grown in the workplace both as a person and as a tech professional. It is important to realise that meta-skills are part of the continual learning process and the skills and competencies I develop are ongoing and shaped in my role and the environment and support around me.

Q How important is personal professionalism in your own role and experiences? How do you demonstrate and promote personal professionalism in your organisation?

A Personal professionalism helps me to set achievable and incremental goals in the workplace. I can move from small steps, such as learning a new system, or getting to know a certain team in my organisation, to progressing to moving up to a higher skill level of job role and more seniority. I set monthly and annual objectives with my line manager, some behavioural and some performance

related. These allow me to show how personal professionalism is manifested in my role and organisation.

Personal reflective statements

When explaining to a candidate what a personal reflective statement is, you could define it as a knowledge statement or essay, which would focus on all or some of the unit's knowledge.

When asking a candidate to give a reflective account, it can help in the planning of the assessment to give them some guidance on what activities, experiences and resources they should consider explaining in their statement. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. It is good practice to provide them with an answer template. The template should include the assessment criteria that you want the candidate to satisfy, with accompanying guidance points. The guidance points are there to help the candidate provide their reflective account and, at the same time, work within acceptable parameters so they don't provide too much evidence.

Candidates should be encouraged to authenticate their evidence by providing their names, unit title and date of completion in the header or footer area of the document(s). Candidates should also be encouraged to write in the first person, provide various examples of their work experiences and occupational competencies. It is also good practice to use plagiarism tools if there are any concerns in this regard.

Some candidates may be uncomfortable with an over-emphasis on personal reflective statements. The candidate should have the opportunity to decline an assessment method if it doesn't support their learning style or they have additional support needs not suited to it. You should propose an appropriate alternative method of assessment in these circumstances.

Example

A personal reflective statement for the unit *Developing Meta-Skills and Personal Professionalism*, could be used as part of the unit's overall assessment. You could propose that the candidate writes knowledge statements for all of the knowledge points of the unit (12 criteria) for this unit. The candidate could provide reflective knowledge evidence on how all of the 12 knowledge points meet their experiences, development, feedback and understanding of CPD processes and policies in their workplace. The candidate could also provide annotated screenshots to demonstrate their understanding.

Professional recorded discussion

When considering alternative to personal statements, or as a standalone knowledge gathering assessment, professional recorded discussions can be used. Professional recorded discussions allow candidates to demonstrate their knowledge and understanding.

Professional discussions should be recorded. Video conferencing software and smartphone devices can be used. A professional recorded discussion can also be linked observation evidence, by encouraging candidates to share resources and product evidence, and demonstrate their use, whilst the recording is taking place.

It is essential to ask candidates for their permission before recording a discussion.

The following steps are suggested.

1. Ask candidates for permission to contribute and collaborate on a professional recorded discussion.
2. Conduct a preparatory discussion with the candidate around the context and structure of the planned discussion.
3. Commence the recording. At the start of the recording
    a. introduce the date; yourself; your candidate; the unit to be discussed.
    b. include the candidate giving permission for the recording.
4. Give a short opening statement and ask the candidate to respond in detail.
5. The candidate should then do the majority of the talking during the recording.
6. Restrict each recording to 8–12minutes.
7. Make sure you lead and control the discussion and cover what's required in the timeframe.
8. Share resources such as documents (for observation) or direct questions (questioning).
9. Save the recording and upload it to the candidate's portfolio.

In most cases, unless visual identification is necessary, an audio recording is sufficient.

Witness testimony

Witness testimony is normally provided via a mentor, line manager or expert witness.

You shouldn't expect all performance criteria for a unit to be covered in a witness testimony. It should be seen as supportive evidence from a valid third party that covers some relevant assessment criteria. For example, for the unit *Developing Meta-Skills and Personal Professionalism*, a witness testimony could cover the following performance criteria:

3 Setting and agreeing SMART objectives for personal development and to achieve business objectives.
4 Planning development activities to improve own performance and to achieve business objectives.
5 Completing formal and informal activities to support and progress own development.
6 Seeking and acting on feedback to improve own performance.

Witness testimony should be printed (or stored) and signed and dated. Email can be used. The witness should reply, either with their testimony in the body of the email or on a valid attached document, as follows:

♦ You email the witness with the criteria to be demonstrated.
♦ The witness adds their narrative and returns to you.
♦ The email should be clearly titled, for example, *'Witness Testimony; Developing Meta-Skills and Personal Professionalism; candidate D. candidate".*
♦ The witness's email signature should clearly show their name, job title, contact details (for clarity)
    — T. Manager.
    — IT Service Desk shift manager.
    — Tech Solutions Ltd.
    — **T.Manager@Tech-Solutions.co.uk**.
    — Mobile 12345 678910.
♦ The assessor should screenshot the evidence of the email trail, along with the testimony.

Simulation

This is a work-based qualification and, as such, assessment should normally be carried out in a normal working environment and the main source of evidence should be naturally occurring by-products of normal working practices.

However, there may be circumstances when this is not possible. For example, where there is a potential risk to the candidate or others (see Overarching Assessment Strategy for Competence Based Qualifications, page 6). In the context of digital technology, other circumstances may require the use of simulation. These include the following.

- Activities that require live data, where errors would pose unacceptable risks.
- Activities that would incur unacceptable costs if mistakes are made.
- Activities that would compromise the privacy or confidentiality.

The Assessment Strategy (Appendix) for Digital Technology (SCQF level 8) provides additional information (see page 3).

Simulation may be used in specific component units. The units are defined in the above document (page 4) and in Section 4 of this guide, *Further and Detailed Unit Guidance*.

The use of simulation to provide performance evidence should be agreed in advance by the assessor and candidate at the assessment planning stage. When simulation is used, it must be used in a realistic working environment with respect to timescales, customer requirements and other working conditions. Simulation is not expected to be used as the sole source of evidence for any unit.

Other sources of evidence

Other sources of evidence can be previous experience or learning, case studies or assignments. It is also possible to use recognised prior learning, specific or closely matched academic attainment, which already exists on a candidate's SQA Connect record — **https://connect.sqa.org.uk/**

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

2 Generating evidence

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence and skills. When sampling and reviewing evidence and assessment decisions, internal and external verifiers should look for consistency and authenticity. Consistency in that all assessment criteria are covered proportionally and fairly in their evidence provisions. Authenticity in that the evidence is clearly the candidate's own work, and contributions from the assessor and / or expert witness are also relevant.

We described earlier the circumstances in which you might choose to use different methods of assessment, including considering the use of remote and online tools to facilitate assessment.

The following section provides guidance on recording and presenting evidence:

♦ observation (by the assessor), using two methods:
— remote video conferencing.
— a written digital template.
♦ questions and responses, using remote video conferencing.
♦ personal statement (produced by the candidate).
♦ witness testimony.
♦ simulation, using classroom project / assignment.

Observation

Observation is likely to be the most common method of generating evidence of candidates' competence. Satisfactory performance must be recorded. This could be done using an observation checklist, video recording or both.

The following form could be used to record candidate performance using observation, discussion or questioning.

Evidence record

Candidate name: _____

Observation ☐ Professional discussion ☐ Questioning ☐	Unit / element	PC, Range, K&U

Assessor and candidate should sign and date the evidence record directly below the last line of the observation.

Candidate signature: _____   Date: _____

Assessors signature:_____   Date: _____

Questions and responses

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

Record of questions and candidate's answers

Unit	DEVELOPING META-SKILLS AND PERSONAL PROFESSIONALISM
Learning outcome(s)	1 Understand the principles of meta-skills. 2 Evaluate the benefits of meta-skills for an IT Professional.
Candidate's name	A. Candidate.

Circumstances of assessment
Review visit with candidate, provided question template at previous review, asked for completion at this meeting. (Considering Assessment Criteria: K1, K2, K8 and K9 in particular)

List of questions and candidate's responses	
Q	Define and explain what you believe meta-skills are, in principle, and how they relate to the workplace and personal professionalism?
A	Meta-skills are the mixture of performance and competencies skills I develop as I grow in my job role and with every new experience I have. They relate to the workplace because they reflect how I have grown in the workplace both as a person and as a Tech professional. It is important to realise that Meta-Skills are part of the continual learning process and the skills and competencies I develop are ongoing and shaped in my role and the environment and support around me.
Q	How important is personal professionalism in your own role and experiences? How do you demonstrate and promote personal professionalism in your organisation?

A	Personal professionalism helps me to set achievable and incremental goals in the workplace. I can move from small steps, such as learning a new system, or getting to know a certain team in my organisation, to progressing to moving up to a higher skill level of job role and more seniority. I set monthly and annual objectives with my line manager, some behavioural and some performance related. These allow me to show how personal professionalism is manifested in my role and organisation.

Assessor's signature A. Sessor **Date** 16/03/22

Candidate's signature A. Candidate **Date** 16/03/22

Questioning can also be carried out using the same principles and guidance screenshots set out in this section for professional recorded discussion, see further below. It is encouraged that candidates and assessors holistically map both types of assessment methods into one robust and comprehensive recording session, either face to face or via a video conferencing platform.

Candidate's personal statement

If a personal reflective statement is being used as evidence; it should be completed by the candidate. The statement should record what they did, explain what they know (how and why it's relevant) and what activities or scenarios they're reflecting on, in relation to the knowledge points of the relevant unit(s). It is recommended as best practice that if a candidate is reflecting on the knowledge points of a unit specification, the candidate should reference the relevant knowledge points in their evidence template for mapping purposes. Likewise, the assessor could provide a standard answer file template for the candidate to provide their own subjective and specific experiences, explanations, and evaluations. This technique works well as the assessor can pre-map the answer file, and then plan and discuss with the candidate how they should complete the answer file. Then the assessor will agree a period (normally from one planned visit to the next) for the candidate to complete the document with their own authentic evidence.

Professional recorded discussion

Remember when you carry out a professional recorded discussion, there are best practice steps to follow, outlined as follows:

Professional recorded discussion step by step guide.

♦ Ask the candidate for permission to contribute and collaborate to a professional discussion.
♦ Have a preparatory discussion with the candidate around the context and structure of the planned discussion.
♦ Start the recording, using the chosen device / application, and at the beginning of the recording
  — Introduce the date; yourself; the candidate; the unit to be discussed.
  — Capture on the recording at this point that the candidate's gives permission for the recording.
♦ Begin the recorded discussion by giving a short opening statement and asking the candidate to respond in detail.
♦ The candidate should do the majority of the talking during the recording.
♦ Recording length best practice is 8–12mins.
♦ Make sure you lead and control the discussion and cover what's required in the timeframe.
♦ Share other resources such as documents (for observation) or direct questions (questioning) to incorporate other available assessment methods holistically.
♦ Save the recording and map the discussion to the assessment criteria.

Witness testimony

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

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

Witness testimony example

See below the witness testimony document provided by the expert witness.

Witness Testimony for Candidate Rae for Apply Risk Assessments for Customer Service Career Skills (FE2F04)

I have witnessed Candidate displaying the appropriate attributes of a Tech Ltd IT Support Technician and following our business processes and procedures to correctly risk assess and fulfil customer service requirements.

- Candidate is an integral part of our support team to all of our user base and customers, and regularly maintains a first point of contact for our customer service process. Candidate is well versed and experienced in our customer service support and Candidate understands the risks involved in maintaining:
  - Our Service Level Agreements
  - Maintaining quick speed of answer to customer calls and emails and face to face
  - Understanding our customer's needs regarding priority of issues and subsequent tickets raised
  - Escalate issues immediately as required
- Candidate is aware of the financial costs, penalties, over SLA fees or otherwise that can impact our customer service
- Candidate understands the reputational cost to us all regarding our commitment to maintaining our reputation through positive service of our customers
- Candidate is aware that when assigning and planning field work with our customers it may be necessary to make them aware at this stage of any H&S requirements to be followed
- Candidate will make sure all of the above risks and costs are taken into account to avoid short cuts, risk to self or others and the business in delivering below quality customer service
- Customers are made aware of all potential and reasonable risks to their devices, business, networks and services before agreeing to any planned work hardware or software related
- Candidate like the rest of us will communicate any additional risks, such as known issues at a customer site or with customer device as and when required
- Candidate is aware that many of the risks we interact with are medium to low however they are important to be considered during any and all support
- Candidate is aware of the importance and emphasis placed on customer personal data and who and why we back it up in agreement with our customers before carrying out any work on their storage
- Candidate will contact me or Chris, his other senior colleague, if he determines any risk to the business that he alone is uncomfortable completing himself
- We have priorities of escalation, service level agreement, type of issue and these are recorded and can be reported on via our Email Tickets ticketing system
- We work as a close team, Candidate included, to make each other aware of current or potential risks to customer service to proactively resolve them rather than wait to react to them
- An example of minimising our customer risk is taking ownership of tickets, meeting SLAs, keeping customers and line manager informed of regular updates on ticket cases, particularly high priority ones

Expert Witness Name – _____A.Witness_____   Date _____05/03/2022_____

Filling the gaps

There may come a time when the candidate has provided evidence for most of the unit (or qualification), but there are some gaps. For example, you may find that certain situations, such as stakeholder evidence, communication protocols or any evidence gathering restricted by GDPR or security reasons may arise. To cover this situation, it is best to use witness testimony and professional recorded discussion.

Another reason that candidates may have to 'fill in the gaps' with their evidence is when you feel that some criteria require additional evidence. The best way to do this is initially feedback to the candidate how they can add additional evidence and return it for review. Otherwise, you can ask the candidate to complete professional recorded discussion or use expert witness testimony to fill gaps. You may also ask expert witnesses to record additional testimony or for the candidate to provide further evidence. It is your responsibility to make sure the candidate and expert witness understand what they need to do to make sure all assessment criteria meet internal and external verification requirements.

Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, clear, and constructive. Feedback should be given against the units, relating it to the evidence provided. You should set out at the induction visit with the candidate and employer how feedback will be communicated, both formal and informal. Formal feedback and guidance would be done during scheduled review visits. Informal feedback would be done during support visits, email and telephone calls with candidates. It is important that candidates know about, and have confidence in, the various forms of support available to them.

Additional support needs of candidates

All candidates will have varying learning styles and different needs. In your role as assessor, you should recognise and support candidates in respect to their specific needs. If you have a robust and transparent initial assessment process, many of the additional needs can be identified, and plans put in place to support the candidate. However sometimes, for understandable reasons, candidates may choose not to disclose their additional needs, or they may not be aware that they have additional needs. An important part of your role as assessor is to recognise behaviours and patterns demonstrated by candidates that suggest additional support needs.

In general, if additional support needs are disclosed or identified:

♦ Put a support plan in place with the candidate.
♦ Recognise the types of assessment methods that work better for them and avoid those that don't.
♦ Consider face to face reviews rather than remote for those candidates who respond more confidently to in-person support.

- Provide additional time (capture it on review documents and assessment plans / meeting requests) for candidates to complete their evidence submissions.
- Consider smaller workloads over a wider number of visits; consider shortening the average length of visit too.
- Provide (where possible) referrals to safeguarding, candidate services support and online tools to support additional needs.
- Some resources and support to consider are:
    - **https://conceptnorthern.co.uk/**
    - **https://www.sqa.org.uk/sqa/74922.html**

Reviewing candidate evidence and making an assessment decision

In reviewing and providing assessment decisions on evidence, you must be satisfied that candidates can work consistently to the required standard, and that the evidence they have produced is their own. External verifiers will generally look for consistency and authenticity.

In general, you must consider whether candidates understand and apply knowledge evidence and how this links to assessment evidence for their units and overall portfolio.

Evidence must:

- be relevant to the overall qualification, unit standards (learning outcomes) and show consistency and be authentic.
- show current competence from a range of scenarios, experiences, and resources.
- be sufficient to help you form a decision about the candidate's competence.

Insufficient evidence

You must decide whether the candidate has produced enough evidence required by the units for you to reach a decision about their evidence. Be confident, clear and concise when discussing with candidates and expert witnesses that there is a justifiable need for further evidence, normally relating to specific assessment criteria. Insufficient evidence is often simply due to the candidate's uncertainty about what they need to provide.

When you consider that there is insufficient evidence, you must begin by informing the candidate. The best way to do this is initially feedback to the candidate how they can supplement the existing evidence and return it for review. Set a timescale and support plan in these circumstances. You could also arrange to complete professional recorded discussion with them and their expert witness. You may also ask expert witnesses to record additional testimony or for the candidate to provide further product evidence. It is your responsibility to make sure that the candidate and expert witness(es) understand what they need to do to ensure that the assessment criteria meets internal and external verification requirements.

Authenticating candidates' evidence

Authentication of the candidate's evidence can be done in several ways.

♦ Discuss at induction to highlight the plagiarism policy that will be followed during assessment reviews and decision making.
♦ Evidence should be their own, written in the first person (where applicable) and demonstrate organisational evidence by referencing policy, procedures, systems, and protocols specific to that candidate's work role.
♦ Product evidence of company resources, systems and policies should be annotated to allow the candidate to authenticate the evidence provided.
♦ Professional recorded discussion / questioning can confirm knowledge and understanding already provided in personal reflective statements, project and assignment evidence.
♦ Observation of the candidate in the workplace by the assessor or expert witness.
♦ Witness testimony provided by the line manager or expert witness to corroborate the candidate's evidence.

Example

For this unit, outcome 2 requires candidates to 'Demonstrate continual professional development in the workplace'. The candidate could achieve this by providing product evidence of a recent one to one review or annual appraisal document between them and their line manager. This would provide authentication of actual workplace experience relevant to the outcome. The annotation provided should describe what the evidence shows and why it supports the learning outcome. The line manager could confirm the document provided within the body of a witness testimony to additionally confirm authenticity.

3 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification. All evidence for a candidate's portfolio (for SVQs like this diploma), should be retained for up to three full weeks after certification, or longer, where an EV visit has been scheduled.

Please see the following SQA retention document for further information and confirmation:

https://www.sqa.org.uk/files_ccc/SQA_Evidence_retention_requirements.pdf

The candidate's evidence is normally kept in a file, often called a portfolio. Currently with a Computing Science award, such as this qualification, it is recommended that evidence will be retained securely within a portfolio system (not a paper-based portfolio). The portfolio system should support the mapping of the units completed by the candidate and the cross-referencing of specific evidence to each unit. The clearer evidence can be mapped against the standards, the more straightforward it is to satisfy internal and external verification.

There are various reasons why record-keeping is important.

♦ It provides a way of tracking a candidate's progress in achieving a qualification and demonstrates the levels of support they've received.
♦ It helps candidates make claims for certification of their competence and for evidencing future recognised prior learning.
♦ Internal verifiers and external verifiers use the records to sample assessment decisions and validate that assessment processes are being conducted accordingly (to the Awarding Body standards).
♦ It allows centres to demonstrate and affirm their compliance with SQA external verification guidance.
♦ It allows continual monitoring and supports standardisation of the quality assurance of SQA qualifications.

If the candidate's evidence is incomplete or cannot be located or if there is inaccurate cross-referencing to the units, there is a risk that an internal verifier or external verifier will be unable to confirm assessment decisions as fair and valid.

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

♦ Using a valid evidence index / summary of achievement, which clearly and concisely confirms achievement for each candidate record.
♦ Linking evidence to the relevant standards for each unit completed, using a transparent mapping procedure.
♦ Uploading recognised prior learning, such as evidencing a candidate's existing SQA Connect results, to justify the use of RPL evidence (where appropriate); see SQA link to the use of RPL: **https://www.sqa.org.uk/sqa/67029.html**

Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected and where it can be found.

The index of evidence should be completed by entering:

♦ the index number/summary of achievement for each completed unit and the associated evidence documents (including their mapping)
♦ validation of the assessment method assigned to each piece of evidence, and the corresponding assessment criteria
♦ the place or location where evidence of recognised prior learning can be found
♦ some evidence of feedback to show the learning journey and the support / feedback received.

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day to day work is kept in its normal location, but anything which has been produced through assessment for the qualification, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or external verifier might be unable to confirm your assessment decisions.

Index of evidence

Qualification title and level	

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
4	Observation record of workplace review	Yes — Section 1, page 4	SM — 04/04/19
5	Personal statement reflecting on health and safety meeting	Yes — Section 1, page 5	SM — 04/04/19
6	Record of questions and answers	Yes — Section 1, page 6	SM — 04/04/19
7	Witness testimony of responsible people	Yes — Section 1, page 7	SM — 04/04/19

Completing the unit progress record

You should map the evidence and record it on forms or a portfolio application. You should do this each time the candidate achieves a unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. A portfolio system can be used effectively to map evidence against the appropriate assessment criteria. This enables you to see at a glance what stage the candidate is at in the qualification.

Unit progress record

Qualification and level: **Diploma in Digital Technology: Cyber Security**

Candidate's name   Paul Lee

To achieve the qualification, you must complete all mandatory units and some optional units.

Unit checklist

Mandatory	J6VC 48							
Optional								

Mandatory units achieved

Unit number	Title	Assessor's signature	Date
J6VC 48	Supporting Digital Business Transformation	*Peter Hoskins*	*01/04/23*

Optional units achieved

Unit number	Title	Assessor's signature	Date

4 Further unit guidance

Rules of combination overview and guidance on simulation

This qualification will be delivered and assessed in the workplace. This requires that candidates are engaged in a digital technology role and that work-based learning is aligned to, and assessed against, the assessment (evidence) requirements defined within each unit specification.

Assessment should involve work-based activities and evidence should be naturally occurring from routine workplace duties. However, in certain circumstances, simulation may be used. The exceptions may include the following.

♦ Digital technology activities that are based on live digital and data environments and where mistakes made in carrying them out would pose unacceptable risks to the organisation and / or its customers (eg in certain digital technology cyber security and data environments).
♦ Costs incurred would be unacceptably high if mistakes were made during a digital technology assessment activity (eg operating with complex digital technology infrastructure).
♦ Situations where the qualities and outcomes of the candidate's behaviour are almost impossible to distinguish from those of their peers or colleagues, making authenticity uncertain (eg in some collaborative digital technology teamwork contexts).
♦ Digital technology activities or situations that are sufficiently unusual and infrequent (eg processes such as an initial configuration or deployment of cyber security control implementations).
♦ When the collection and / or review of evidence of workplace performance would intrude unacceptably on personal privacy or confidentiality (eg in some data, software and cyber security settings under GDPR, or where the digital technology context is subject to personal information such as healthcare or financial, etc).
♦ A requirement to work with new techniques and / or work practices which may not be available in all workplaces (including cyber security, eg digital forensics).

Some units within the qualification may be assessed using simulation if one or more of these circumstances apply.

(W) = Workplace evidence only; (W&S) = Workplace and simulation evidence

Mandatory units for all three qualifications

♦ Supporting digital business transformation (W).
♦ Applying methods and principles in project management (W).
♦ Developing meta-skills and personal professionalism (W).
Data Analytics

- ♦ Managing data assets (W).
- ♦ Planning data analysis (W).
- ♦ Locating and accessing data sources (W&S).
- ♦ Transforming data for analysis (W&S).
- ♦ Analysing data (W&S).
- ♦ Visualising and communicating data (W&S).
- ♦ Implementing machine learning models (W&S) (Optional, not essential).

Cyber Security

- ♦ Contributing to cyber security risk assessment and risk management (W).
- ♦ Contributing to intrusion detection activities (W&S).
- ♦ Providing incident management and response (W&S).
- ♦ Supporting security audit and compliance checking (W).
- ♦ Delivering threat intelligence (W).
- ♦ Contributing to scoping and implementing security testing (W&S).
- ♦ Maintaining security operations (W&S).
- ♦ Performing digital forensic analysis (W&S).

Software development

- ♦ Implementing software methodology (W).
- ♦ Designing software (W).
- ♦ Developing software (W).
- ♦ Providing software testing and assurance (W).
- ♦ Providing user and software documentation (W).

The assessment strategy assumes, in line with this document, that assessors will have the experience and competencies to support candidates in producing suitable evidence for each assessment criterion.

Specific assessment guidance on the three mandatory units

Mandatory unit guidance — Supporting digital business transformation

In line with the Assessment Strategy, this unit should be evidenced from the workplace.

The candidate must provide a range of workplace evidence to support this unit's learning outcomes and its assessment criteria. Evidence documents should cover all the assessment criteria, both performance and knowledge, as well as collectively meeting the broader objectives of the learning outcomes.

The learning outcomes and assessment criteria require candidates to evidence their occupational competencies and workplace experiences. Guidance towards evidence instruments and resources:

♦ digital applications; systems; and platforms that are common within businesses nowadays

— office applications, databases, cloud computing solutions, mobile applications.
— financial systems, cyber security tools and any other valid digital system focused on business transformation.

The learning outcomes and assessment criteria also require the candidate to evidence:

♦ business processes, policies, procedures, and organisational management solutions

— used to apply digital systems' transformation within a business or professional organisation.

The learning outcomes and assessment criteria encourage the candidate to demonstrate:

♦ Involvement in collaboration and inclusion

— supporting the digital systems and technologies used to transform contemporary businesses.

Guidance on assessment instruments and methods to generate this unit's evidence include:

♦ Observation or witness testimony, which provides performance evidence of the candidate supporting digital business transformation, should be carried out within their organisation by the candidate's assessor or expert witness. These types of instruments and methods of assessment are encouraged for this unit's workplace evidence.
♦ Professional recorded discussion and / or personal reflective statements can also be used to allow the candidate to demonstrate their knowledge and understanding of digital business transformation. Due to the unit purpose statement, its learning outcomes and criteria, the evidence should be from organisational sources.
♦ Product evidence, sourced from normal workplace activities, is encouraged for this unit. This could include a range of annotated screenshots of organisational policies, procedures, strategies, and documentation supporting digital business transformation. The evidence should be redacted where GDPR and data policies require it.

Mandatory unit guidance — Applying methods and principles in project management

This unit should be evidenced from the workplace.

The candidate must provide a range of workplace evidence to support this unit's learning outcomes and assessment criteria. Evidence should cover all of the assessment criteria, both performance and knowledge, as well as collectively meeting the broader objectives of the learning outcomes.

The learning outcomes and assessment criteria require candidates to evidence their occupational competence. Guidance towards evidence instruments and resources:

♦ The learning outcomes and assessment criteria encourage candidates to provide evidence of involvement with a workplace project, around any digital focused task, in line with organisational requirements.

— the task should have an agreed start and completion date.
— the task must have agreed milestones and deliverables.
— the task should involve collaboration and feedback.
— the task must embed and demonstrate standard project methodologies.
— the task must demonstrate reporting and provide stakeholder awareness.

Guidance on assessment instruments to generate this unit's evidence could include:

♦ Observation or witness testimony, which provides performance evidence of the candidate applying methods and principles in project management, should be carried out within their organisation by the assessor or expert witness. These types of instruments and methods of assessment are encouraged for this unit's evidence.
♦ Professional recorded discussion and / or personal reflective statements can also be used to allow the candidate to demonstrate their knowledge and understanding. Due to the unit purpose statement, its outcomes and criteria, the evidence scenarios, and experiences for this unit, should be from organisational sources.
♦ Product evidence, sourced from normal workplace activities, is encouraged for this unit. This could include a range of organisational projects, so long as the activity has an agreed lifecycle and a specific aim.

Mandatory unit guidance — Developing meta-skills and personal professionalism (W)

The candidate must provide a range of workplace evidence to support this unit's learning outcomes and its assessment criteria. Evidence documents should cover all the assessment criteria, both performance and knowledge, as well as collectively meeting the broader objectives of the learning outcomes.

The learning outcomes and assessment criteria require candidates to evidence their occupational competence. Guidance towards evidence instruments and resources:

♦ To demonstrate understanding of meta-skills and professional and personal development in the workplace

— document their continual development in the workplace.
— provision of feedback received and candidates' responses to it.
— tracking and recording of professional development objectives and achievements.
— recognise organisational requirements to meet professional development goals.
— candidates should contribute to their wellbeing needs and awareness.

Guidance on assessment instruments and methods to generate this unit's evidence could include:

♦ Observation or witness testimony, which provides performance evidence of the candidate demonstrating meta-skills and professional development, should be carried out within their organisation by the assessor or expert witness. These types of instruments and methods of assessment are encouraged for this unit's workplace evidence. Any form of feedback of the candidate's personal and professional development, including wellbeing, in the workplace is encouraged.
♦ Professional recorded discussion and / or personal reflective statements can also be used to allow the candidate to demonstrate meta-skills and

professionalism. This unit should be fully evidenced from experiences in the workplace. The candidate should be reflective towards their wellbeing, its value and importance to their continual professional and personal development.

♦ Product evidence, sourced from normal workplace activities, is encouraged for this unit. Any evidence that demonstrates feedback, support, understanding and demonstration of professionalism should be used.

Internal and external verification

The qualifications will be internally assessed by qualified assessors and externally verified by SQA's external verifiers.

The occupational competence for assessor and verifiers is detailed in the Assessment Strategy document and in the SQA guidance on qualifications for assessors and internal verifiers.

This qualification is part of the Computer Science (357) verification group, which comprises at team of external verifiers and one senior external verifier (at the time of publication). External verifiers ensure that consistent standards are maintained across centres. Centres will be visited by one, or more, external verifiers periodically to ensure that national standards are consistently applied within and between centres.

SVQ / CBQ qualifications are quality assured across a group award rather than on a unit-by-unit basis as is currently practice in HNVQ. External verifiers have been trained in metaskills and will consider this aspect of this qualification during visits.

SQA's Quality Assurance process is outlined in its Quality Assurance Criteria. The criteria cover six categories as follows.

1   Management of a Centre.
2   Resources.
3   Candidate Support.
4   Internal Assessment and Verification.
5   External Assessment.
6   Records / Data Management.

Its principal aim is to ensure that standards are set and consistently maintained. The publication is for staff in SQA approved centres and aims to provide a summary of our mutual responsibilities for quality assurance.

Internal verification underpins all SQA's internally assessed qualifications. It is one of the key processes by which SQA and its approved centres ensure equality of access to assessment for all candidates. SQA requires that all candidates in a centre entered for the same qualification are assessed to a specified standard. A centre's internal verification procedures should confirm that assessors are making consistent and accurate assessment decisions.

Centres must have written procedures for ensuring that all assessment decisions are consistent with national standards and must maintain records of the internal verification process. This guide will help in this regard.

5 Further information

What else should I read?

SQA has developed a wide range of generic guidance on assessment, verification, quality assurance, etc. The following publications provide additional information which would be beneficial in implementing the QCF qualifications. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales, and Downloads' section. They can be ordered from SQA's Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

Assessor / Verifier Units: assessment guidance
https://www.sqa.org.uk/files_ccc/InternalVerificationGuideforCentres.pdf

External Verification: A Guide for Centres
https://www.sqa.org.uk/files_ccc/qualification-verification-process-guidance-centres.pdf

Guide to Assessment
https://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf

SQA's Quality Framework: a guide for centres
https://www.sqa.org.uk/files_ccc/AA_QualityAssurance.pdf

Operational Help Centre
https://www.sqa.org.uk/sqa/94426.html

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