

# **Assessor's guidelines for the SVQ in Associated Industrial Services (Construction) (Water Jetting) at level 2**

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# About this guide

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

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

# Introduction

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

## About SVQs

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

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

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

### Explanation of levels

- Level 1** Defines competent performance in a range of activities which are largely routine and predictable.
- Level 2** Specifies that competent performance must be shown in a broader range of work activities which are less routine and predictable. The employee will have more autonomy and responsibility, and may have to work as part of a team.
- Level 3** Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.
- Level 4** Specifies competence as complex technical or professional work activities which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.
- Level 5** Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

## How are standards defined in SVQs?

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

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

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

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

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

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

## Who is involved in SVQs?

There are several roles:

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

\*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational

competence has been defined by the standards-setting body in the assessment strategy for this SVQ.

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification) either in their current form or as ‘D-Units’, or an alternative qualification which SQA also recognises.

## **The steps involved in assessing a candidate for an SVQ**

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

- ◆ planning for assessment
- ◆ generating and collecting evidence of the candidate’s competence in the Units
- ◆ judging the evidence of the candidate’s ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate’s achievement

# 1 The SVQ in Water Jetting

The SVQs in Water Jetting have been developed by Construction Skills as the standards setting body (SSB) for the Construction Industry, and are intended for people in Water Jetting and Construction occupations.

These people may be working as Water Jetting Operators. They will require skills and knowledge in: Drain and Sewer Cleaning or Surface Cleaning; Industrial Cleaning; or Graffiti removal etc. These people may be working as assistant Operators, Operators Supervisors. They will require a good knowledge of the Health and Safety requirements associated with these types of operations.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include: Approved SVQ training providers or partnerships (eg college/training provider/employer).

## Structure of the SVQ

This section lists the Units which form the SVQ in Water Jetting at level 2.

### SVQ in Water Jetting at level 2 (G8DJ 22)

#### Mandatory Units

SQA Ref	NTO Ref	Title
DX9J 04	VR01	Conform to General Workplace Safety
DX9H 04	VR02	Conform to Efficient Work Practices
DY4A 04	VR03	Move and Handle Resources
D8GA 04		CITB Health and Safety Test
F0X8 04	VR84	Set Up and Prepare Water Jetting Equipment

#### Plus one of the following optional routes

SQA Ref	NTO Ref	Title
F0X9 04	VR85	Remove Materials/Deposits by Water Jetting
F0X4 04	VR86	Cut and Break Materials by Water Jetting

## **An assessment strategy for the SVQ**

As part of its review of the SVQ, the standards-setting body Construction Skills has developed an assessment strategy which defines a range of requirements:

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

The relevant parts of the assessment strategy are available for download from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk). Both SQA and centres must comply with these requirements.

## **Why would people be interested in the SVQ?**

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

## **How do candidates begin?**

### **Choosing the SVQ**

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

### **An example**

Joe had worked as an assistant Operator (2nd man) for four years but did not possess any formal qualifications. He wanted to do a qualification which would give him national recognition of the skills he already had. As he had a lot of experience in both planning and delivering and setting up operating equipment, the Training and Development Manager in his company advised him to consider a level 2 SVQ in Water Jetting to improve, Joe's position in the company.

When the T&D Manager matched Joe's job remit and existing skills and experience with the SVQ, it emerged that Joe should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

- ◆ Conform to General Workplace Safety
- ◆ Conform to Efficient Work Practices
- ◆ Set Up and Prepare Water Jetting Equipment

The T&D Manager arranged for an assessor within the company to provide Joe with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Joe also had some experience in relation to the rest of the Units, however, some planning was required in order to provide him with the opportunity to demonstrate competence in these areas and possible further training would be necessary to obtain these Units.

The Units were:

- ◆ Move and Handle Resources
- ◆ Remove Materials/Deposits by Water Jetting.

The T&D Manager arranged for the assessor to accompany Joe onsite, to observe and assess him for the first of these Units. A simulated emergency situation was set up for the assessment of the second Unit, and plans were made to assess the Unit through a combination of observation, questioning and assessment of work products.

Joe had little experience of the areas covered by the final Unit, which was:

- ◆ Remove Materials/Deposits by Water Jetting

Since Joe's job remit would not cover all these areas of the SVQ, the T&D Manager arranged for him to attend a local Training Provider, and also made arrangements for him to shadow a senior member of staff for observation and practice in relation to the company's operational procedures.

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

## 2 Preparing to assess the SVQ

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

### **Your role and your candidate's role**

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

#### **Your role**

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

#### **Candidates' role**

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

## **Planning**

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers Unit VR84: *Set Up And Prepare Water Jetting Equipment*. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

## Assessment plan

PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
PC1 scope (a)	Direct observation of candidate. Oral questioning. Candidate portfolio.	01/11/06	Candidates portfolio. Personal statement. Witness testimony.	Unit VRO2 Conform To Efficient Work Practicies, PCs 1,2,3
PC2 scope (b)	Monitor candidate selecting appropriate PPE & equipment within the legislative requirements.			UNIT VR03 Move And Handle Resources, PCs 1,2,3,4
PC2 scope (b) PC3 scope (c)	Monitor candidate selecting, procuring and handling materials & equipment suitable for security of site.			
PC2 scope (b) PC4 scope (d)	Orally question candidate with a scenerio of an event, and what types of emergency procedures are in place.			
PC5 scope (e) PC6 scope (f)	Monitor candidate setting up site and equipment, carrying out all appropriate checks, stop & start checks against legislative and company policy procedures, whilst working in a safe manner.			
PC1 scope — (a) PC2 scope — (b) PC5 scope — (e)	Oral questions			Oral questions

Assessor's signature: *R Elyob* 1st review due: *01/11/06*

Candidate's signature : *Joe Squires* 2nd review due *04/12/06*

Date of agreement: 02/10/06 Date of completion: 04/12/06

## Selecting methods of assessment

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

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

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

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ Familiarity of the work area and the equipment, so the candidate is comfortable during the assessment.
- ◆ Resources to be used are already available.
- ◆ Performance and product evidence will be valid and can be authenticated.
- ◆ Candidate can seek guidance from fellow colleagues and supervisors if required.
- ◆ Candidate can progress at his/her own pace.

The challenges might be:

- ◆ Pressure of work.
- ◆ Location of the workplace.
- ◆ All criteria not met during the time and date of assessment — all the criteria required may not occur in the workplace, so simulations may have to be used.

### An example

You might agree with a candidate working on a site, who has to demonstrate how to deal with difficult customers, that this will be carried out by observation as and when such situations arise. If you are an assessor who is working alongside the candidate you should be well placed to observe the candidate's performance,

perhaps using a prepared checklist, and to question the candidate about the situation afterwards, where this is not possible then the use of simulations and different scenarios may be used to allow the candidate to report on how best to deal with the given situation. This can be done orally or as a written exercise.

## **Methods of assessment**

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

### **Observation**

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

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

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

- ◆ Observation of the candidate planning a workload with others, and making changes if required.
- ◆ Observation of the candidate completing work records/time sheets, bonus sheets, job cards etc.
- ◆ Observation of the candidate setting up security of a site, signing and guarding the site etc.

### **Product evaluation**

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence include:

- ◆ In terms of Water Jetting, an example of end products, would be the clearing of a blocked drain, or the removal of graffiti from a surface, restoring them back to their original conditions.
- ◆ Observation would allow the candidate to show that through the procedures of Water Jetting and the methods used, the candidate would be monitored, setting up and operating the appropriate equipment in a safe manner and performing the necessary methods of operations to obtain the

end product of restoring the drains and the surfaces back to their original conditions. Evidence would be direct observation and oral questioning of the candidate performing all procedures for a water jetting job, and reaching an end result of job completion.

## Questioning

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

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

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

(Q1) State four methods of communicating with colleagues within the industry?

(A1) Any four from the following:

- ◆ Notes.
- ◆ Telephone.
- ◆ Fax.
- ◆ Two-way radio.
- ◆ Memo.
- ◆ E-mail.
- ◆ Letters
- ◆ Drawing
- ◆ Schedules
- ◆ Specifications.
- ◆ Face to face.

(Q2) State three main advantages of spoken messages?

(A2) Advantages:

- ◆ A quick method of communicating.
- ◆ Verbal messages can be understood more clearly, and allow explanations to be given.
- ◆ They are more informal, user friendly.

## Other methods of assessment

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

### Personal statements

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

Candidates operating as an assistant Operator within the water jetting industry will most likely be serving as assistants with different operators from time to time. Allowing the candidate to supply a personal statement either of events and past experiences, or a statement on a particular job role, will allow the candidate to show their underpinning knowledge and understanding of the specific roles they have played as they have worked within the industry, or to show their understanding and knowledge of a given task.

### Witness testimony

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

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

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

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

### **An example**

In Unit No VR02 (C1.2) *Conform to Efficient Work Practices*, A witness testimony written by, the candidate's supervisor operator, would be very useful as it could detail the skills and abilities of the candidate in their works role. The supervisor confirms by testimony that they have witnessed the candidate carry out the duties and responsibilities of their job role, also the supervisor's testimony confirms what the candidate has also written in his/her personal statement, giving added clarification of the candidate's statements of his/her experiences and knowledge of the job.

### **Simulation**

*Simulation* is any structured assessment exercise involving a specific task which reproduces real-life situations.

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

Construction Skills has defined what it regards as simulation, and has specified in the standards when simulation is and is not acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy available for download from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

### **Examples**

- ◆ In Unit VR01 (C1.1) Scope 2 'Safe use of fire extinguishers, as appropriate to the fire'. PC2 Comply with all workplace safety legislation requirements at all times', when it requires the safe use of fire extinguishers, as appropriate to the fire.  
A simulation can be a practical method of assessment, and a check list of drills and use of fire extinguishers could be used.
- ◆ In Unit VR01 (C1.1) PC4 scope 4, 'Comply with all emergency procedures in accordance with the organisation policy'.  
Organisation procedures in case of accident/fire

Simulation: Can be carried out by scenarios of accidents and how to deal with them and also the completing of an accident book entry, following procedures as required within the company policy, practical methods of direct observation and a

check list of procedures to ensure candidate follows procedures should suffice for the assessment requirements.

### **Other sources of evidence**

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

SQA's *Guides to Assessment and Quality Assurance* (see section 5) have more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

# 3 Generating evidence

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

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

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

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

## Observation

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

# Observation record

**Unit/Element(s):** VR84 (C3.4.37)

**Candidate:** J SQUIRES

**Date of Observation:** 04/12/06

**Evidence index number:** 1

<b>Skills/activities observed:</b>	<b>PCs covered:</b>
<ul style="list-style-type: none"> <li>◆ Direct observation whilst selecting PPE equipment, all equipment checked for defects.</li> <li>◆ Direct observation of Joe selecting tools and equipment for job, checking for defects &amp; handling and storing equipment.</li> <li>◆ Direct observation of Joe selecting equipment for site security, checking for defects &amp; handling and loading to vehicle.</li> <li>◆ Unload and set up onsite for protection.</li> <li>◆ Carry out stop &amp; start checks</li> </ul>	<p>1-2</p> <p>1-5 scope A-B,C,D,E</p> <p>5-6 scope E,F</p> <p>3 scope F (Pre checks)</p>

## **Knowledge and understanding apparent from this observation:**

Joe obviously understood policy procedures for obtaining equipment and was able to show knowledge of the purpose and uses of the equipment he selected for the job, through some oral questioning for underpinning knowledge, PCs 1-4

## **Other Units/Elements to which this evidence may contribute:**

VR85, PCs 1-4

Joe was observed onsite, setting up equipment for site protection etc.

## **Assessor's comments and feedback to candidate:**

Today you were able to provide evidence covering most of the Units, Elements in the PCs & scope and more. You showed good understanding of the need for PPE and its correct use, you also showed a good understanding of the equipment selected to carry out the work. You also carried out the appropriate stop and start checks & you worked in a safe working manner when erecting the protection for the site. Later on we shall be looking to see you actually operate the water jetting equipment used on site, this will be carried out on our next visit to site. Well done, you have worked very well on your progress within this award, keep up the good work.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *R Elyob*

Date: *04/12/06*

Candidate's signature: *JOE SQUIRE*

Date: *04/12/06*

## **Questions and candidate responses**

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

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

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

## Record of questions and candidate's answers

Unit:VR84	Element(s):PCs 1-2 SCOPE (A), (B), (E)
<b>Evidence index number: 2</b>	
<p><b>Circumstances of assessment:</b> Direct observation of Joe receiving job instructions, then observed him selecting PPE and Equipment suitable for securing the site and for carrying out the job to the specifications listed on the job sheet. Observed Joe loading and unloading equipment and materials, then set up site security as per legislative requirements under the NRSWA code of practice for, signing, lighting and guarding the site. This was supplemented by oral questioning to clarify some elements of the knowledge and understanding.</p>	
<p><b>List of questions and candidate's responses:</b></p> <p>Q: What would you use as a guide to ensure that all required service checks on equipment are carried out at due intervals?</p> <p>A: I would use the manufacturer's service books or a company check list.</p> <p>Q: What documentation would you use as a reference for the required jetting equipment, site equipment, and personal protective equipment, to be prepared and checked?</p> <p>A: The procedures and method statements issued, should include all the above information, after all the Employers have a responsibility under the Health &amp; Safety at Work Act to provide me with equipment in good working order so I can carry out safely the work that he wants me to do.</p> <p>Q: If equipment is incomplete or you think some items are not suitable for the job in hand, what action would you take?</p> <p>A: I would confirm the discrepancy by checking the job sheet/method statement, and if discrepancies are correct, I would report this immediately and discuss a remedy with my supervisor or other line manager — whoever is available at the time.</p>	
Assessor's signature: <i>R Elyob</i>	Date: <i>04/12/06</i>
Candidate's signature: <i>J Squires</i>	Date: <i>04/12/06</i>

## **Candidate's personal statement**

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
04/12/06	3	<p>This morning at our works depot, I received our job sheet from my supervisor, which I took to my senior operator with whom I discussed what we had to do today for our work and how we would go about it. I was instructed to look at the method statement and in preparation for our work I had to select the appropriate Health &amp; Safety PPE we would need for our protection. I got all the PPE we needed and inspected it to make sure it was in good condition, and loaded it into the van.</p> <p>I then went to stores and selected the tools and mechanical equipment we would need for onsite in order to carry out the work — these I also checked, carrying out stop and start checks on the mechanical tools and found them to be in good condition, so we loaded them onto our van.</p> <p>I had one last task to perform before we left and that was to select all the appropriate equipment that would be needed to secure our site for when we arrive at our job location. I did this and carried out all checks — everything was in good order so I loaded them into our van and secured the load.</p> <p>On arrival at our job location, after we set up the signing, lighting and guarding to secure our site, we both offloaded all the remainder of our equipment ready to carry out the work.</p>	<p>VR85 PCs 1,2,3,4</p> <p>SCOPE: 1, 2, 3, 4</p> <p>VR02 (C1.2) PCs 1, 2, 3</p> <p>VR03 (C1.3) PCs1,2,3,4</p>	<p>VR 84 (C3.4.37) PCs 1–5 SCOPE: A, B, C, D, E, F</p>

Signed: *JOE SQUIRES*

Date: *04/12/06*

## **Witness testimony**

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

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

## Witness testimony

<b>SVQ title and level:</b>	WATER JETTING LEVEL 2
<b>Candidate's name:</b>	JOE SQUIRES
<b>Evidence index no:</b>	4
<b>Index no of other evidence which this testimony relates to (if any):</b>	1,2,3
<b>Element(s):</b>	VR84 (C3.4.5) PCs 1-5
<b>Date of evidence:</b>	04/12/06
<b>Name of witness:</b>	ROBBIE MUNRO
<b>Designation/relationship to candidate:</b>	SENIOR OPERATOR & SUPERVISOR
<p><b>Details of testimony:</b></p> <p>I have known Joe for about five years now since he joined us, and he has worked alongside me for at least three of those years as an assistant and is proving well his ability to go forward as an operator, which is why he is undergoing these assessments. Joe has been assisting in water jetting as an operator and part of his duties is to assist the operator in the preparation for work, this would include receiving job sheets and under the instructions of the operator he would be instructed to procure from stores all the necessary PPE equipment and mechanical tools required to carry out the day's work. This would involve checking equipment is in good order and for the mechanical tools to carry out stop and start checks and making sure there's no damage to the plant, he would also, after discussion with the supervisor, select and load all necessary signing equipment required for securing the site on arrival at the job location.</p> <p>Joe, as far as I am concerned, is a hard worker and is always keen to learn, his work rate is good and his time keeping is good also. He is a young man who I have a lot of time for because he works hard, is always willing to learn, and has good relationships with his fellow workers. He also has a very good way with words, is a good communicator and, has a friendly attitude towards others. I look for him to do well within our company.</p>	
<p>I can confirm the candidate's evidence is authentic and accurate.  Signed by witness: <i>Robbie Munro</i> Date: <i>04/12/06</i></p>	

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

- Holds D32/D33 Award or equivalent
- Is familiar with the SVQ standards to which the candidate is working

## **Filling the gaps**

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

In this SVQ, such gaps are likely to occur in generating evidence for Unit VR85: PC 5 Scope (e) 'Tubes and pipes and/or surface cleaning' depending on operations being carried out at the time of assessment period, difficulties may also arise when trying to obtain evidence for dealing with aggressive and abusive or difficult clients on site (VR02,PC1 scope a).

You may be able to overcome these by the use of simulations and oral questioning and where permitted the candidate could attend relevant workshops or training courses on how to deal with abusive and aggressive clients, ie Customer Care Course. Evidence of attendance or certification along with oral questioning may prove to be enough to establish the knowledge and understanding as well as the Performance Criteria.

In the case of tube bundling or surface cleaning VR85 (PC.5), witness testimony might be used as well as simulation and oral questioning.

## **Guidance and support to candidates**

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

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

## **Judging candidate evidence and making an assessment decision**

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

Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate's competence

### **Insufficient evidence**

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

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

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

### **Authenticating candidates' evidence**

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

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

### **An example**

Due to the health and safety issues within this award with regards to the jetting plant and the associated hazards or risks and nature of injuries that could happen through misuse or neglect of equipment, photographic evidence in this case would not be acceptable as authenticated evidence of proof of use or operation of jetting plant/equipment. Video footage of the candidate carrying out operations from start to finish can be used, and prior knowledge and learning evidence obtained by oral

questioning, proof of certification or witness testimony from a supervisor or colleague who witnessed the operation carried out by the candidate.

## 4 Recording achievement

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

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

It is recommended that SVQ Portfolios are used in the gathering of evidence for this award as they are a nationally – devised recording document specific to the gathering of evidence for these awards. “Should you choose to use your own recording materials, these have to be approved by the awarding Partner (where this is a requirement).

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

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

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal verifiers and external verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

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

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

- ◆ completing the Unit progress record
- ◆ using the evidence index
- ◆ completing the Element achievement record

These forms are also used in SQA's portfolio.

## **Completing the Unit progress record**

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

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

# Unit progress record

Qualification and level: SVQ Water Jetting at level 2

Candidate: Joe Squires

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

## Unit Checklist

<b>Mandatory</b>	VR01	VR02	VR03	VR84								
<b>Optional</b>					VR85	VR86						

## Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
(C,1,1)	Conform to General Workplace Safety	R Elyob	31/11/06
(C,1.2)	Conform to Efficient Work Practicies	R Elyob	31/11/06
(C.1.3.)	Move and Handle Resources	R Elyob	04/12/06
(C3.4.37)	Set Up and Prepare Water Jetting Equipment	R Elyob	04/12/06

## Optional Units achieved


## Using the index of evidence

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

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the place or location where it can be found
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

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

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

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



## Completing the Element achievement record

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

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

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

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



**Unit:** VR84 SET UP AND PREPARE WATER JETTING EQUIPMENT

**Element:** (C.3.4.37)

Notes/Comments:

Evidence consisted of Direct Observation by myself, Witness Testimony, Personal Statement, and Oral Questioning for underpinning Knowledge.

Joe displayed good competence in the selecting of PPE equipment for use onsite, also the selection of materials and equipment suitable for securing the works site.

Joe also showed good understanding of the types of plant and equipment needed to carry out the work, and the manner in which he went about his work showed he has a good knowledge of the job requirements.

I observed you procuring the equipment needed and you showed good handling of the equipment when loading onto lorry and also when offloading and setting up at the works site.

I also observed you carrying out, pre stop and start checks of all plant and equipment and checking items for safety and working order, this was well done and in a safe working manner.

This assessment of your work was also supported by personal statement from you and a witness testimony from your supervisor indicating your prior works done and also your current works to date. The reports are very well written, clear, and clarify the works to which I have witnessed and observed you performing in the workplace and I would like to say that you have satisfied the requirements of these assessments.

CONGRATULATIONS AND WELL DONE!

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

Candidate: *JOE SQUIRES*

Date: *04/12/06*

Assessor: *R ELYOB*

Date: *04/12/06*

Internal Verifier: *RR MCLEOD*

Date: *04/12/06*

# 5 Further information

## What else should I read?

The publications listed here provide additional information on how to implement SVQs. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please quote the publication code when making your order, and note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres*

*Guide to Assessment and Quality Assurance for Colleges of Further Education*

*Guide to Assessment and Quality Assurance for Employers and Training Providers*

*Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments*

*Quality Assurance Principles, Elements and Criteria*

*Operational Help Centre*

The Operational Guide for Centres has been replaced by the online Operational Help Centre on: **[www.sqa.org.uk](http://www.sqa.org.uk)**

# **Appendix 1: Blank recording forms**







**Unit:**

**Element:**

**Notes/Comments**

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

Candidate:

Date:

Assessor:

Date:

Internal Verifier:

Date:

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

**Signed by candidate:**

**Date:**

# Observation record

Unit/Element(s):

Candidate:      Date of observation:

Evidence index number:

<b>Skills/activities observed:</b>	<b>PCs covered:</b>

**Knowledge and understanding apparent from this observation:**

**Other Units/Elements to which this evidence may contribute:**

**Assessor's comments and feedback to candidate:**

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:



## Record of questions and candidate's answers

<b>Unit:</b>	<b>Element(s):</b>
<b>Evidence index number:</b>	
<b>Circumstances of assessment:</b>	
<b>List of questions and candidate's responses:</b>	
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Candidate's signature:</b>	<b>Date:</b>