

Assessor's guidelines for the SVQs in Painting and Decorating (Construction) at levels 2 and 3

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Painting and Decorating at levels 2 and 3**. 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 Performance Criteria. These **Performance Criteria** 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 Painting and Decorating

The SVQs in Painting and Decorating have been developed by ConstructionSkills and are intended for people in the Craft sector of the construction industry.

These people may be working as Painters and Decorators. They will require skills and knowledge in, among others: practical ability; health and safety; interpreting information; and working to timescales.

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: construction site, colleges, and training centres.

Structure of the SVQs

This section lists the Units which form the SVQ in Painting and Decorating at level 2 and level 3.

SVQ in Painting and Decorating at level 2

SQA and SBATC (G8NP 22)

SQA and SDF (G9G7 22)

Mandatory Units

SQA Ref	NTO Ref	Title
DX9J 04	VR 01	Conform to General Workplace Safety
DX9H 04	VR 02	Conform to Efficient Work Practices
DY4A 04	VR 03	Move and Handle Resources
DY04 04	VR 250	Erect and Dismantle Access/Working Platforms
F283 04	VR 332	Prepare Surfaces for Painting/Decorating
F284 04	VR 333	Apply Paint Systems by Brush and Roller
F285 04	VR 336	Hang Wallcoverings (Standard Papers)

SVQ in Painting and Decorating at level 3

SQA and SBATC (G8NR 23)

SQA and SDF (G9G8 23)

Mandatory Units

SQA Ref	NTO Ref	Title
DX9J 04	VR 01	Conform to General Workplace Safety
DX9F 04	VR 209	Confirm Work Activities and Resources for the Work
DX9T 04	VR 210	Develop and Maintain Good Working Relationships
DX9D 04	VR 211	Confirm the Occupational Method of Work
DY04 04	VR 250	Erect and Dismantle Access/Working Platforms
F283 04	VR 332	Prepare Surfaces for Painting/Decorating
F284 04	VR 333	Apply Paint Systems by Brush and Roller
F285 04	VR 336	Hang Wallcoverings (Standard Papers)
F286 04	VR 339	Apply Coatings by the Airless Spray Method
F287 04	VR 340	Apply Coatings by the Air Spray Method

F288 04	VR 341	Produce Broken Colour Work and Basic Stencilling
F289 04	VR 344	Produce Basic Brush Graining and Marbling Effects
B664 04		Integrative Assessment in the Construction Industry

An assessment strategy for the SVQ

As part of their review of the SVQ, the standards-setting body ConstructionSkills 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. 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.

New entrant

Candidates must be employed in the Construction Industry as an apprentice in Painting and Decorating. They will attend a college of further education for a prescribed period of time during their apprenticeship.

Whilst attending college, candidates will generate all the necessary evidence to meet the requirements of the SVQ Units in their chosen occupational area.

In addition to this, candidates will be required to sit and pass a Health and Safety test and practical skills test, both administered by CITB.

An example

James had just left school and was deciding which career to follow. He had taken qualifications at school but felt he was more a hands-on type of person which was confirmed when he studied the Scottish Progression Awards in Construction and particularly enjoyed the Painting and Decorating part of the course.

With this in mind he contacted the Construction Industry Training Board (CITB) and completed an application form. He was invited to sit the CITB learning exercise which he passed at a level suitable for him to pursue a career in Painting and Decorating. He contacted some local companies and managed to secure a Modern Apprenticeship with one of them. He had to attend the local FE college on a block release basis to complete his 'off the job' training whilst also gaining relevant work experience in his trade with his company.

During his four year apprenticeship James also sat and passed his Health and Safety test and practical skills test which allowed him to successfully complete his SVQ in Painting and Decorating at level 3.

Experienced worker

This route is available to candidates who have been employed as a Painter and Decorator for several years but hold no formal qualifications which would give them national recognition for the skills they already have.

A skills matching exercise would be undertaken recording the candidate's skills, knowledge and expertise against the SVQ Units. The candidate would, under guidance from the assessor, construct a portfolio of evidence to achieve these Units.

Where candidates are unable to generate sufficient evidence to meet the requirements of the Units, some planning would be required in order to provide the candidate with the opportunity to demonstrate competence in these areas.

All these arrangements would be agreed by everyone involved and written up into an assessment plan for the candidate.

An example

Angus had served his apprenticeship with a small company and hadn't had the opportunity to attend college to gain certification for his training. He had a vast knowledge of his trade and many years practical experience but no formal qualifications. To enable him to apply for work on more and more sites he had to have a construction operative registration card which was only issued on proof of relevant qualifications such as SVQs.

To enable him to be eligible for a card he enrolled for the SVQ in Painting and Decorating at level 2 with a local training provider. The training provider allocated an assessor to Angus who first of all did a skills match against the Units to see what expertise Angus had already and if there were any training needs identified. As a result of this an assessment plan was drawn up for Angus and agreed by all the parties involved.

Angus, with assistance from his assessor, proceeded to gather evidence to satisfy the Performance Criteria of the Units using observations, witness testimonies, personal statements, and practical evidence. He was questioned by his assessor to ensure he had the knowledge and understanding of the performance evidence which was all recorded in his portfolio.

After gathering sufficient evidence for all the Units and passing the Health and Safety test his assessor signed off the portfolio as complete which allowed Angus to apply for his registration card.

2 Preparing to assess the SVQ

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

Your role and your candidate's role

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

Your role

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

Candidates' role

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

Planning

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

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

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

If you are a new assessor working towards your A/V Units 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 Units VR332: *Prepare Surfaces for Painting and Decorating* and Unit VR03: *Move and Handle Resources*. 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

Units: VR 332: Prepare Surfaces for Painting and Decorating Unit VR 03: Performance Criteria: 5 : Select the required quality and quantity of resources for the method of work Move and Handle Resources — Performance Criteria 1, 2, 3 & 4.					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
<ul style="list-style-type: none"> ◆ Preparation of New Untreated Surfaces ◆ Preparation of Previously Coated Surfaces ◆ Application of Suitable Protective coating/s to Surfaces ◆ Safe Use of Hand and Power Tools <p>During these practical activities observation notes will be taken of any other relevant integrated activities to include for example, reading drawings, storing and stacking of materials, methods used to lift heavy objects, protecting surrounding areas, keeping working area tidy, using PPE and taking care of tools and equipment.</p>	<p>3</p> <p>Unit VR 03 — Move and Handle Resources</p>	<p>Observation, witness statement, product evidence and questions</p>	<p>10/02/06</p>	<p>None</p>	<p>Unit 331, 330</p> <p>Unit VR 01 — Conform to General Workplace Safety — PC 1, 2 & 3.</p>
<p>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review</p>					

Assessor's signature: *Robert Watson*

1st review due: *22 March 2006*

Candidate's signature: *James Cameron*

2nd review due: *20 May 2006*

Date of agreement: 1 March 2006

Date of completion:

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:

- ◆ Performance and product evidence will be valid and can be authenticated
- ◆ Resources to be used are readily available
- ◆ Familiarity of the work area and equipment, so the candidate is comfortable during the assessment
- ◆ Candidate can progress at his/her own pace

The challenges might be:

- ◆ Pressure of work
- ◆ Location of workplace
- ◆ All criteria not met during the assessment
- ◆ Candidates constantly moving around sites — difficult to locate them
- ◆ Timing visits for specific assessments
- ◆ Candidates changing companies regularly

An example

Agreement might be made with a candidate working on a construction project who has to demonstrate how to prepare a timber surface prior to painting, that this will be carried out by observation as and when the situation arises. If the assessor is working alongside the candidate they would be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate afterwards.

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. For example:

- ◆ Observation of candidate producing product evidence, eg preparing a timber surface prior to painting supplemented by questions regarding terminology and regulations.
- ◆ Observation of candidate taking instructions, interpreting information, working as part of a team.
- ◆ Direct observation of candidate preparing the work area and storing of tools and equipment on completion.

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:

- ◆ A painted timber structure
- ◆ Written evidence in the form of an assessment
- ◆ Photographic evidence (checked for authenticity)

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 PC. 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.

Candidates can be asked questions during or after observation of practical activities to confirm their full grasp of the knowledge and understanding required for the PCs which may not be evident from direct observation.

Question: What is the most effective method of preparing a teak door before applying a varnish coat?

Answer: Wet abrade with the relevant abrasive material to provide a key for a subsequent coating.

Question: Which document can painters and decorators refer to regarding the use of materials hazardous to health?

Answer: COSHH regulations.

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.

An example

The candidate could use a personal statement in Unit VR 332 *Prepare Surfaces for Painting and Decorating*. You may not have been able to observe the candidate meeting all the Performance Criteria for preparation to the timber structure. The personal statement would allow the candidate to explain the process and procedures as well as demonstrating their grasp of knowledge and understanding.

Witness testimony

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

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

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

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

An example

In Unit VR 01: *Conform to General Workplace Safety*, candidates are required to 'Comply with all workplace safety legislation requirements at all times'. A witness testimony produced by the candidate's supervisor or employer would be very useful, as it could detail the ability of the candidate to conform to legislation in their work role.

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.

ConstructionSkills 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 in Appendix 2.

Examples

- ◆ PC 2 in Unit VR 01 requires the candidate to demonstrate the correct use of a fire extinguisher. For obvious reasons simulation is the only way this could be assessed.

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)
- ◆ oral questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony
- ◆ written questions and candidate responses
- ◆ photographic evidence

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.

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: VR 332: Prepare Surfaces for Painting and Decorating	PC: 3
Evidence index number: 03	
Circumstances of assessment: Following observation the following questions were asked to cover the knowledge and understanding not confirmed by the observation.	
List of questions and candidate's responses: Question: What is the most effective method of preparing a teak door before applying a varnish coat? Answer: Wet abrade with the relevant abrasive material to provide a key for a subsequent coating? Question: Which document can painters and decorators refer to regarding the use of materials hazardous to health? Answer: COSHH regulations.	
Assessor's signature: <i>Robert Watson</i>	Date: <i>10/02/06</i>
Candidate's signature: <i>James Cameron</i>	Date: <i>10/02/06</i>

List of questions and candidate's responses:

Q1 What type of information could you find in the specification?

A It could tell me information on the types of materials and other components I must use to do the job.

Q2 How would you transfer a level over a long length — say about 35 metres?

A A straight edge would be no use for that — I would use a laser level or my own wee cowley level.

Q3 Why did you cover over all your brickwork when you finished?

A Heavy frost is forecast for tonight — could cause severe damage if we don't protect the work.

VR 03 Conform to General Workplace safety

Banks of oral questions for Scope of Knowledge and Understanding

Disposal of Waste

- Q. Why do you think there are different skips on this site for all the different building materials to be put in?
- A. It's to help the environment — there's lots of regulations and procedures about all of this now.

Emergencies

- Q. What do you think you should do if you seen a large fire starting on the site?
- A. Raise the alarm right away to anyone nearby and then go and phone the fire service.

Fire Extinguishers

- Q. Why are fire extinguishers different colours?
- A. Because you have to use different types of extinguishers, depending on the kind of fire that has started.

Hazards

- Q. What is a site hazard?
- A. Something which might cause danger or an accident.

Methods of Work

- Q. What is meant by manual handling?
- A. It's all that stuff about how to lift and carry heavy things safely, so that you don't hurt yourself.

PPE

- Q. Tell me which PPE would you wear if you were using a stihl saw?
- A. All the usual basic stuff — safety boots, hi vis vest, hard hat PLUS gloves, visor or eye protection, a mask and ear defenders.

Protecting work

- Q. Why do you think you need to protect your work after you have finished?
- A. Well, it costs a lot of money to fix it you know — if it gets damaged or vandalised or something like that — even the weather can cause problems for our type of work.

Resources

- Q. How can you make sure that the correct type of materials required for the job are delivered to the site?
- A. A good reliable supplier who knows his job can save you a lot of bother. We always go to the same people who have been good in the past for us.

Reporting procedures

- Q. If you see a problem on the site what is the procedure for dealing with it?
- A. Well it depends on the type of problem doesn't it! If it's a simple job-related problem I will just deal with it, but if it's above my level I just report it to the gaffer. That's what he gets paid for.

Assessor's signature: *William Campbell*

Date: *26 Jan 07*

Candidate's signature: *Murdo Mc Pherson*

Date: *26 Jan 07*

Alternative method of questioning and confirming candidate's scope of knowledge and understanding

It has been established that the use of multiple choice questions in OSAT is a very effective way of allowing candidates to demonstrate the full scope of knowledge and understanding. Candidates respond very well to this method of questions. Here is a sample bank of such questions for Unit VR01 *Conform to General Workshop Safety*.

Emergency procedures

- Q1 Someone working in a deep excavation has collapsed. What is the FIRST thing you should do?
- A Climb into the excavation immediately and give first aid assistance.
 - B Shout and let other people know what has happened.
 - C Go and find your supervisor and tell him what has happened.
 - D Phone the ambulance right away.

Fire Extinguishers

- Q2 When you use a carbon dioxide (CO₂) extinguisher the nozzle will:
- A Get very warm.
 - B Get red hot.
 - C Become ice cold.
 - D Stay the same.

Hazards

- Q3 How can you tell if a product is hazardous?
- A The product will always be in a black container box.
 - B By the symbol on the container label.
 - C By the shape of the container box.
 - D By smelling it carefully.

Notices

- Q4 You see a site safety notice board which has fallen off a scaffold lying on the ground. What should you do?
- A Replace it in a temporary position in the meantime.
 - B Report the matter at your next tea break.
 - C Report the matter to your supervisor immediately.
 - D Ignore it because it has been lying there for days.

Personal Protective Equipment (PPE)

Q5 You must wear head protection **at all times unless** you are:

- A In a safe area like the site office.
- B Working in extremely hot weather over a long period.
- C A self-employed person or sub contractor.
- D Only visiting the site briefly to deliver something.

Q6 Do you have to pay for the **ppe** you need?

- A Only if you lose or damage it.
- B Yes — you must pay for it yourself.
- C No — your employer must pay for it.
- D It all depends on the size of the company.

Q7 When should you wear safety boots or shoes on the site?

- A If the risk assessment says so.
- B All of the time.
- C When you are working at ground level.
- D If there are nails lying about.

Q8 If your **ppe** gets damaged you should:

- A Stop what you are doing and get it replaced immediately.
- B Make a temporary repair to it in the meantime until you finish the job.
- C Carry on wearing it in the meantime until you finish the job.
- D Throw it away then finish off what you are doing.

Reporting

Q9 When **must** you record an accident in the accident book?

- A If the person is injured in any way at all.
- B Only when the person has been taken to hospital.
- C Only if the person has to stay off work.
- D Only if the person has been fatally injured.

Q10 **Who** should record an accident in the accident book?

- A Whoever is in charge of the site and no one else.
- B The named first aid person and no one else.
- C Any witness who seen the accident and no one else.
- D The injured person or someone who is acting for them.

Q11 Why is it important to report all **near miss** accidents?

- A To find out who was to blame for the incident.
- B To learn from the near miss and avoid it happening again.
- C It must be reported to the Health and Safety executive.
- D So that the near miss can be reported to the safety officer.

Security

Q12 The **main** reason a site must be made secure overnight at the end of each working day is to:

- A Prevent materials being stolen.
- B Avoid storm damage.
- C Make security easy.
- D Protect the general public.

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, PCs covered
10/02/06	05	<p>On the 18th of March at approximately 8:30am whilst preparing a teak timber door prior to varnishing I discovered that I had been given the incorrect grade of abrasive paper for the purpose.</p> <p>I reported this discrepancy to my foreman and I suggested that I return this abrasive to the storeperson and inform them that this was inappropriate abrasive.</p> <p>He agreed that this was a sensible solution to the problem and confirmed I should go ahead as stated.</p> <p>On returning the abrasive to the storeperson I informed them that this was not the correct abrasive and that it was too coarse for the door and would 'scratch' the surface.</p>	(08) Witness Testimony: Mr McLean, Foreman	VR 332 – PC3

Signed (candidate): *James Cameron*

Date: *10/02/06*

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

SVQ title and level:	Painting and Decorating level 2.
Candidate's name:	James Cameron
Evidence index no:	9
Index no of other evidence which this testimony relates to (if any):	5
Performance Criteria	3
Date of evidence:	12/02/06
Name of witness:	Mr McLean
Designation/relationship to candidate:	Foreman
Details of testimony:	
<p>On the morning of 10 February 2006 James Cameron came to the Foreman's cabin to report that the storeperson had supplied the incorrect abrasive material. He suggested that he returned the abrasive to the storeperson and obtain a suitable grade that would not 'scratch' the timber surface he was preparing. I agreed that this was a sensible solution to the problem and confirmed he should go ahead as stated. James used the correct on-site reporting procedures for reporting material discrepancies and used his own experience to provide a suitable solution to the problem.</p>	
<p>I can confirm the candidate's evidence is authentic and accurate. Signed by witness: <i>Jim Mclean</i> Date: <i>12/02/06</i></p>	

Witness (please tick the appropriate box):

- Holds D32/D33 Award
- Is familiar with the SVQ standards to which the candidate is working
- Holds no qualifications

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, for example:

- ◆ VR 03: Move and Handle Resources
- ◆ VR 209: Confirm Work Activities and Resources for the Work
- ◆ VR 210: Develop and Maintain Good Working Relationships

You may be able to overcome these by simulation and questioning or secondment to another part of the organisation. It may be necessary, in extreme cases, to find another organisation which can provide the relevant experience for candidates to generate the required evidence.

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

Authentication will be required when a candidate has produced a piece of evidence that could, on the face of it, have been produced by anyone. For example, a candidate may have worked as part of a team. It may require questioning or witness testimony to confirm that the work is genuinely the candidate's own.

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.

In a Painting and Decorating SVQ, it is strongly recommended that you use these nationally devised recording documents. If you choose to use your own recording material, this has to be approved by us.

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 PC 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 Painting and Decorating at level 2

Candidate: James Cameron

To achieve the whole qualification, you must prove competence in 7 **mandatory** Units.

Unit Checklist

Mandatory	VR 01	VR 02	VR 03	VR 250								
	VR 332	VR 333										

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
VR 01	Conform to General Workplace Safety	<i>Robert Watson</i>	1/5/06
VR 02	Conform to Efficient Work Practices	<i>Robert Watson</i>	1/8/06
VR 03	Move and Handle Resources		
VR 250	Erect and Dismantle Access/Working Platforms	<i>Robert Watson</i>	15/4/06
VR 332	Prepare Surfaces for Painting/Decorating		
VR 333	Apply Paint Systems by Brush and Roller	<i>Robert Watson</i>	1/9/06
VR 336	Hang Wallcoverings (Standard Papers)		

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 Performance Criteria 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 Unit. 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 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: VR 332: Prepare Surfaces for Painting/Decorating

Performance Criteria:

Notes/Comments

James carried out the tasks in a confident manner demonstrating the ability to recognise problems and come up with a solution ensuring he still conformed with the specification. He showed good communication skills and the ability to follow company procedures.

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

Candidate: *James Cameron*

Date: *12/02/06*

Assessor: *Robert Watson*

Date: *12/02/06*

Internal Verifier: *Alan Green*

Date: *12/02/06*

5 Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please 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**

Appendix 1: Blank recording forms

Unit:

Performance Criteria:

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, PCs covered

Signed by candidate:

Date:

Observation record

Unit/Performance Criteria:

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs covered:

Knowledge and understanding apparent from this observation:

Other Units/Performance Criteria 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:

Witness testimony

SVQ title and level:	
Candidate's name:	
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Performance Criteria:	
Date of evidence:	
Name of witness:	
Designation/relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate. Signed by witness: _____ Date: _____	

Witness (please tick the appropriate box):

- Holds D32/D33 Award
- Is familiar with the SVQ standards to which the candidate is working
- Holds no qualifications

Record of questions and candidate's answers

Unit:	Performance Criteria:
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate's responses:	
Assessor's signature:	Date:
Candidate's signature:	Date:

Record of Photographic Evidence

Unit:	
Evidence index number:	
Circumstances of assessment:	
Description of Candidate's Activity (If more than one photo is used, please sequence correctly)	
PLEASE AFFIX PHOTOGRAPH(S) HERE	
Site name:	Exact site location:
Candidate's signature:	Date of activity: