

Assessor's Guidelines for the SVQ2 Well Services: Mechanical Wireline Operations

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Contents

About this guide	1
Introduction	2
1 The SVQ2 Well Services: Mechanical Wireline Operations	5
Choosing the SVQ	9
2 Assessing the SVQ	11
Assessment Plans	12
Planning for visiting assessors	22
3 Generating evidence	24
Observation	24
Sufficiency of evidence	31
Authentication	31
4 Recording achievement	35
5 Further information	36
Appendix 1: Blank recording forms	37

About this guide

This guide provides some practical examples of how to assess your candidates for the SVQ2 **Well Service: Mechanical Wireline Operations**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Please note that reference is made to the two operational options that may be encountered by the Assessor:

- 1 Cased Hole Operations, and
- 2 Open Hole Operations

It is essential that the assessor identifies which option is being presented by the candidate — clarification of differing knowledge requirements may be established through appropriate questioning.

Due note should be made by the assessor at the time of setting up an assessment plan with the candidate, ensuring that the candidate understands the requirements being placed upon them.

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.

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. These Performance Criteria 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.

Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you already familiar with the concept of SVQs, you may wish to go straight 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 from employers, professional bodies, trade unions, education and the voluntary organisations.

Each standard 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 must fit into a broad framework which allows for comparison of qualifications in the UK and throughout Europe. 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 competence 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 present.
- Level 5** Specifies competent performance as involving the employee in carrying out 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?

Each SVQ can be broken down into the various parts — Units, elements, range statements, evidence requirements, knowledge and understanding and assessment guidance.

Increasingly, you will see changes to this format as standards become more user friendly and written in plain English. For example, there may be no range statements where the circumstances in which the candidate must be assessed are now defined under evidence requirements.

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 may relate to skills or to the demonstration of knowledge and understanding.

The level of quality of performance in these activities is determined by a number of statements, referred to as performance criteria (in this case, Standards of Performance).

The evidence requirements specify the amount, type of evidence and circumstances in which a candidate needs to show that he or she has met the standard specified in the performance criteria.

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

Assessment guidance provides some examples of where to find the evidence and may offer some advice on how to interpret the standards. This section is for guidance only and should not be treated as mandatory.

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 assess the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier*:** an individual nominated by the centre (eg a company) who ensure 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 of SVQs will be asked by SQA's external verifiers to prove they have the appropriate occupational competence defined by the standards setting body. Occupational competence could be defined in terms of the contexts in which this must be achieved, and/or a range of qualifications recognised by the industry. Occupational competence is defined in the standards setting body's assessment strategy (see SQA's website: www.sqa.org.uk).

How do you assess 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 SVQ2 Well Services: Mechanical Wireline Operations

The SVQ2 Well Services: Mechanical Wireline Operations qualifications describes the standards of performance and the knowledge and understanding required for personnel working in the Oil Industry Well Services sector.

This SVQ has been developed through OPITO, the National Training Organisation (NTO) for Oil and Gas Extraction.

The SVQs are designed to be assessed in the workplace, or in the conditions of the workplace, for example:

- ◆ Candidates will undergo assessment of these standards whilst working as operators in mechanical wireline and/or electric logging operations in the Oil and Gas Industry.
- ◆ Simulation of hazardous operations may be appropriate. Where simulations are performed for assessment purposes, they must be assessed under conditions as close to reality as reasonably practicable.

Candidates must be aware that there are two possible routes open to them against which they may be assessed:

- 1 Cased Hole Operations
- 2 Open Hole Operations

Where applicable, examples will cover each option. Where this is not possible the two routes will be identified — thus:

- ◆ ‘reacting to an emergency situation’ is generic and applies to both routes
- ◆ ‘the assessment of a candidate rigging up the pressure control equipment associated with well service operations’ is applicable only to Cased Hole Operations and will be identified as (CHO)
- ◆ ‘the assessment of a candidate ensuring the well is safe, prior to running tools into the well’ may be applicable to operations in Open Hole Operations and will be identified as (OHO)

What SVQs are available for the Well Services sector of the Oil and Gas Industry and who are they for?

- ◆ SVQ2 Well Services: Mechanical Wireline Operations — for wireline operators on oilfield wellheads. Can be used for multi-skilled operators.
- ◆ SVQ2 Well Services: Coiled Tubing Operations — for coiled tubing operations personnel working on oilfield wellheads. Can be used for multi-skilled operators.

Structure of the SVQs

To achieve the SVQ2 Well Services: Mechanical Wireline Operations candidates must complete the **six** mandatory Units.

Mandatory Units

SQA ref NTO Reference Unit title

SVQ2 Well Services: Mechanical Wireline Operations

D7SG 04	MWT1	Perform Pre-Job (Mechanical Wireline) Operations
D7SD 04	MWT2	Perform Post-Job (Mechanical Wireline) Operations
B5KE 04	MWT3	Run the Operation — one of three service functions must be assessed
B5K9 04	C1	Contribute to the Health and Safety of the Working Environment
AT0W 04	C4	Contribute to the Control of Emergencies and Critical Situations
D7XD 04	C6	Establish and Maintain Effective Working Relationships

Who is the SVQ for?

The SVQ2 Well Services: Mechanical Wireline Operations is designed for people working, or intending to work, in a number of areas in the Oil and Gas Industry.

Some of these areas might include:

1. Rigging up and rigging down slick-line and basic electric-line operations
2. Fishing operations
3. Running operating devices into a well-bore
4. Running recording devices into a well-bore
5. Operating under the direct/indirect supervision of onsite supervisor

Why should people be interested in the SVQ?

People will take SVQs for a variety of reasons; for promotion purposes, for moving into further or higher education, or for personal development. People working or hoping to work in the Oil and Gas Industry, who begin an SVQ2 and 3 may be approaching the award for different reasons and from different starting points.

The candidate will be enrolled into this SVQ to confirm their competence in this area of operations.

Assessment should not be started until the candidate has gained sufficient knowledge and experience to enable a valid assessment to be performed. The result of this is that aspects of operations that occur rarely will only be able to be assessed when the opportunities are presented — methods of assessment other than direct observation may be appropriate under these circumstances.

The candidates may find that certain aspects of the SVQ, which relate to particularly hazardous operations, will be assessed through simulation of the operation supported by the appropriate questioning.

Examples of this are:

- ◆ Contribute to the Control of Critical Situations
- ◆ Respond to Emergencies in Other Areas.

There will be other reasons: one of your first responsibilities as an assessor is to find out why your candidates want to do the SVQ, and to advise them on the appropriateness of the award.

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 carries out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

A case study

Peter has worked as a wireline operator for two years on a production platform. He is responsible to the Well Services Supervisor on location and to his supervisor in the office onshore.

Peter has no formal qualifications and would like to achieve an internationally recognised award which would be fully transferable should the time come when he wants to move to another employer.

His job remit:

- ◆ Rig up and rig down the wireline winching equipment; pressure control equipment
- ◆ Operate the wireline equipment to perform the operational tasks required of a wireline operator in both Cased and Open Hole Operations
- ◆ Assist with the planning of forthcoming operations
- ◆ Redress/repair equipment that has been used
- ◆ Write up post job reports
- ◆ Oversee the operation of trainees

The Oil and Gas Industry recognises SVQs as providing the employer with demonstrable evidence of their employee's competence in the workplace.

During the performance of Peter's annual appraisal his manager raised the question of Peter undergoing a formalised assessment of his competence — a customer requirement for a forthcoming contract. Peter's manager told him that there was an SVQ2 which matched his experiential and technical abilities and arranged for an assessor to contact Peter and to enrol him into the SVQ system.

Peter and the assessor discussed Peter's abilities and training records and determined an appropriate assessment plan for his assessment, which would take full account of the location at which Peter worked.

Peter is classed as a candidate with additional needs, since he is not computer literate. The assessor will take this into account when suggesting possible sources of evidence — so that Peter does not have to access the IT system offshore, but can retrieve evidence from files and previous reports.

Peter's assessor explained that the assessment process would take place over an extended period of time — up to eighteen months if necessary — so that it would form an overall picture of his ability and not just be a snapshot.

The first assessment plan they developed highlighted the need for evidence to be valid, representative of Peter's work and that it could be directly attributed to him. It also required the involvement of other personnel — those that Peter worked with in the course of his normal duties. By involving them in the assessment plan it ensured that Peter was able to perform in conjunction with others as part of a team, without the other parties wondering what was expected of them in the assessment process.

2 Assessing the SVQ

Planning

This section offers practical advice on how to begin assessing your candidates for the SVQ2 Well Services: Mechanical Wireline Operations. 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 SVQ2 Well Services: Mechanical Wireline Operations 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 that both you and the candidate are aware of the assessment route to be followed, eg Cased Hole Operations or Open Hole Operations
- ◆ ensure the conditions and materials required for assessment are available
- ◆ 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
- ◆ question candidates and record results
- ◆ authenticate the evidence candidates provide
- ◆ help candidates to gather and present evidence
- ◆ judge evidence
- ◆ record achievement
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates

Candidates' role

- ◆ prepare for assessment — familiarise themselves with the standards, what is to be assessed and how it is to be assessed
- ◆ carry out activities, and/or answer questions, and/or gather and present evidence for assessment
- ◆ receive feedback from the assessor

Working with the standards

As an assessor it is your responsibility to familiarise yourself with the standards that make up the SVQs. In doing so you will be able to identify the skills that require demonstration and the types of evidence that a candidate will need to generate in order to complete the Units within the SVQ. The assessor must ensure that the candidate has access to the necessary evidence, since much of the documentation generated within the Oil and Gas Industry is retained in secure archives by the oil companies.

There are many tools that you as the assessor can develop to help with the planning of the assessment and recording of the candidates' achievements. These will be better identified once you are familiar with the performance standards and knowledge requirements for all the Units within the SVQ.

Some useful tools include:

- ◆ assessment plans
- ◆ observation and questioning checklists
- ◆ matrices to link common job functions to the standards
- ◆ underpinning knowledge questionnaires with model answers
- ◆ checklists for assessing emergency and critical situations
- ◆ candidate achievement record

Assessment Plans

Assessment plans are an important tool and require particular attention to detail, due to the amount of evidence a candidate may require to gather over a period time.

Developing a clear action plan with your candidate at the outset will save a lot of time in the long term by identifying:

- ◆ any potential resource concerns
- ◆ job activities that a candidate may perform that match the standards and can be assessed
- ◆ the need to recognise assessment opportunities when infrequent operations or tasks are carried out
- ◆ evidence that cannot be readily generated in the workplace, for which alternative arrangements have to be planned. An example of this will be the moving of the candidate from one installation to another or transferring between bases of operation
- ◆ documentary evidence and witness testimony requirements that may take time to gather

The following examples are used to indicate methods which might be appropriate to plan the assessment for a particular candidate.

Examples of a completed assessment plan and element achievement record are shown on the next page.

Assessment Plan

Candidate: Peter Edwards
Assessor: John Blake

Unit C1: Contribute to the Health and Safety of the Working Environment
 Element 1: Conform to the statutory and general health and safety requirements

Performance Criteria	Typical Evidence	Possible Location
Correctly select and use the relevant Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> – Statement from location safety offices – Copy of survival course certificate and syllabus – Personal Statement 	<ul style="list-style-type: none"> – Location safety officer – Onshore line manager's files
Correctly use fire protection, first aid and survival equipment	<ul style="list-style-type: none"> – Statement from location safety officer – Statement from onsite supervisor – Copy of survival course certificate and syllabus – Personal Statement 	<ul style="list-style-type: none"> – Location safety officer – Onsite supervisor – Onshore line manager's files
Adhere to all procedures relevant to fire, accident and other emergencies	<ul style="list-style-type: none"> – Statement from location safety officer – Statement from co-workers – Copy of survival course certificate and syllabus – Personal statement 	<ul style="list-style-type: none"> – Location safety officer – Co-workers – Onshore line manager's files
Worked safely in accordance with operational requirements	<ul style="list-style-type: none"> – Statement from location safety officer – Statement from onsite supervisor 	<ul style="list-style-type: none"> – Location safety officer – Onsite supervisor

Agreement of Assessment Plan:

Candidate: *Peter Edwards*
 Assessor: *John Blake*
 Date: 01/06/12

Assessment plan

Unit C1: Contribute to the Health and Safety of the Working Environment					
Element 1: Conform to the statutory and general health and safety requirements					
Activities	PC	Method of assessment/sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Weekly fire drill	Correctly selected and used the relevant Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> – Statement from location safety officer – Copy of survival course certificate and syllabus – Personal Statement 		Certificate with HR Dept	Elements 2 and 3 Unit C1
Weekly fire drill	Correctly used fire protection, first aid and survival equipment	<ul style="list-style-type: none"> – Statement from location safety officer – Statement from onsite supervisor – Copy of survival course certificate and syllabus – Personal Statement 		Certificate with HR Dept	
Weekly fire drill	Adhered to all procedures relevant to fire, accident and other emergency	<ul style="list-style-type: none"> – Statement from location safety officer – Statement from co-workers – Copy of survival course certificate and syllabus – Personal statement 		Certificate with HR Dept	
Weekly fire drill	Worked safely in accordance with operational requirements	<ul style="list-style-type: none"> – Statement from location safety officer – Statement from onsite supervisor 			Elements 2 and 3 Unit C1

Assessor's signature:

John Blake

1st review due:

1/8/12

Candidate's signature:

Peter Edwards

2nd review due:

1/12/12

Date of agreement:

1/6/12

Date of completion:

Element achievement record

Unit: C1 Contribute to the Health and Safety of the Working Environment

Element: 1

Evidence Index No	Description of Evidence	PC						Evidence Requirements								Knowledge and understanding					
1	Personal Statement	C1						1								Q&A					

Personal statements and records of questions and candidate's answers

Many centres use these methods to seek further knowledge and understanding from their candidates.

Candidate's questions and answers will provide valuable supporting evidence to the other forms of evidence that the assessor has to consider. They may be particularly useful in confirming the candidate's competence in both Open Hole and Cased Hole Operations where the candidate's working environment concentrates on one aspect more than the other.

An example of a Personal Statement is given for one Element. It is intended to be broad — more or less covering the Element but would clearly allow the assessor or advisor to start asking questions which could point the way to appropriate evidence.

Personal statement 1

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PC covered
12/12/12	1	<p>I would ensure that I had correctly selected the appropriate fire protection equipment that would be necessary to allow for my escape from the scene.</p> <p>I would make sure that it was fitted properly and that the BA air bottles had sufficient air to allow me to escape. In addition to this I would ensure that the rest of my protective equipment was functioning as it should.</p>	2 and 3	<p>C1, Contribute to the Health and Safety of the Working Environment</p> <p>Element 1</p>

Signed by candidate: *Peter Edwards*

Date: *12/12/12*

Personal statement 2 (CHO)

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PC covered
14/12/12	5	<p>I would ensure that I had correctly checked and installed the pressure control equipment.</p> <p>It is particularly important to confirm that the control lines are fitted the right way around; otherwise the operator may be pumping the seals open when they are trying to close the rams. This may have catastrophic results, preventing the containment of a 'live' well.</p>	N/A	<p>ELT4.1 a, b, c, d and f</p> <p>ELT 4.2 a and b</p>

Signed by candidate: *Peter Edwards*

Date *14/12/12*

Record of questions and candidate's answers

Unit: C1	Element(s): 1
Evidence index number: 1	
Circumstances of assessment: Following on from the personal statement:	
List of questions and candidate's responses:	
Q:	How would you know that there was sufficient air in the BA set to allow you to escape?
A:	By looking at the pressure gauge on the harness.
Q:	What sort of fire protective clothing and personal protective equipment would you use in the event of a fire?
A:	Since I am not part of a fire team I would only have my normal flameproof coveralls, safety boots, hard hat and gloves. I would not have a fire-fighter's outfit.
Assessor's signature:	<i>John Blake</i> Date: <i>20/12/12</i>
Candidate's signature:	<i>Peter Edwards</i> Date: <i>20/12/12</i>

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 takes into account of available resources, equipment and time.

The assessor and the candidate will need to establish an assessment plan before commencing any assessment. The plan will require the identification of opportunities that will be presented, where the candidate can demonstrate their satisfactory performance.

It is essential that the assessment method(s) selected in support of the assessment is/are:

- ◆ valid — to ensure that the assessment is relevant to the requirements of that portion of the SVQ. It is of little use to the assessment to identify a piece of evidence that is not relevant to the Standard.
- ◆ reliable — thus ensuring that a high confidence factor can be built into the evidence selection. Ensure that the evidence will be available during the assessment process, rather than hoping that it will. It is pointless establishing a plan to assess the candidate performing a task that they have not done before, since they would only complete the task through good luck, as opposed to a repeatable ability.
- ◆ practicable — it is pointless identifying the performance of a ‘fishing’ programme if there is no fishing to be performed.

Assessment plans are frequently too ambitious in their scope of operation — far better to have a greater number of bite-size assessment plans than to have plans covering too large a scope and having to review them unnecessarily.

The Well Service sector of the Oil and Gas Industry is well known for the unpredictable and changing nature of the work. Both the assessor and the candidate must be prepared to be flexible in their approach — if there is a change of operational plan then the candidate should be looking for opportunities to undergo assessment and collect evidence for tasks that were not planned for. It may be the chance to gather a piece of evidence during the unexpected hazardous operation that would otherwise have had to be assessed through simulation and questioning, rather than that of direct observation.

Setting the scene

Assessment planning for the Well Services SVQs should, as far as possible, take advantage of normally occurring assessment opportunities. It is most important that you and your candidate allocate sufficient time to plan the assessment and that your candidate is given sufficient time to gather the documentary and supplementary evidence, such as witness testimonies, etc.

You should ensure that your candidate understands the standards and the terminology, so that they can readily identify appropriate evidence and observation opportunities.

It is unlikely that one task will allow your candidate to generate sufficient evidence to cover all the standards of performance in an element, however good assessment planning to take advantage of other such naturally occurring opportunities will help reduce the assessment workload considerably.

Where naturally occurring opportunities are being used, it is an important part of assessment planning to ensure that others involved in the task and other contributors to the assessment process are informed. Where appropriate they should provide their signed agreement of cooperation on the assessment plan.

Before starting the SVQ it is important that you know that your candidate will be able to generate the evidence requirements of the standards, and that they are working in the proper working environment ie with pressures, constraints and interruptions — and have access to the equipment that they will need.

The equipment required (which candidates should be using to a great extent in their work) is as a minimum:

- ◆ Wire-line winch — mechanical or electrical
- ◆ Pressure control equipment
- ◆ Basic wire-line toolstrings — mechanical and/or electrical

The greatest part of the evidence should be generated through naturally occurring evidence in the workplace, ie evidence generated through natural day-to-day work. This evidence should be assessed as it occurs, and you can make sure that this happens by thorough planning and scheduling. This also saves candidates from repeating work for assessment, which saves time for both you and the candidate.

You should plan for assessment to be undertaken with the natural interruptions which usually occur in the candidate's position, ie if the candidate usually has meal breaks while completing any task, then this type of interruption should be dealt with as normal.

Some interruptions in the workplace may not be as easy to work around, eg answering a radio call. Sometimes, pre-planned activities may not be undertaken or completed because of more pressing interruptions, such as emergency meetings or sickness. In instances such as these, repeat assessments will be necessary. Again this procedure should be explained to the candidate and all staff involved. This information should be detailed on the assessment plan. New planning will be necessary for the next assessment.

The naturally occurring evidence that will be generated should be discussed during the planning stage for each assessment, and the plan should be agreed with the candidate, other colleagues, third party workers and line managers who may be involved with the assessment. Discussing the plan with other colleagues is essential for certain areas of the qualification. For example, depending on the Units undertaken, the candidate may be required to generate a Permit to Work.

Planning and scheduling are required as they allow the best time to be arranged for the necessary assessing.

Candidates must be briefed before the assessment, and all the terminology and reasons for the assessment should be explained fully — candidates may be able to add ideas of their own. Not explaining what is happening properly — or at all — could result in time being wasted during assessment as the candidate may try to perform other tasks which are not relevant at that particular time.

Targets for completion of the task should be set to place the candidate under slight pressure whilst performing particular tasks. This is useful when providing evidence to show that the candidate can properly schedule their workload according to targets received, and that targets can be extended if the candidate finds it necessary.

Planning for contingencies

The only area which is always hard to plan for is assessing contingency situations, such as faults and errors, and emergency or health and safety situations — these situations, by their nature, occur spontaneously. This type of evidence should be assessed as it occurs to allow consistency in the ‘natural environment’.

Help for candidates

When working towards the qualification the candidate may require help in planning and gathering evidence. They may receive help and guidance from a mentor. This person, who is usually in a supervisory role, should have considerable professional experience and knowledge of the SVQ subject area. Mentors should advise the candidate on how to progress through the award by giving guidance on what the qualifications consist of and how candidates can generate necessary evidence. They should be able to assist candidates with retaining evidence for the assessor, and with providing the authenticity of evidence by providing witness testimonies to support it.

Planning for visiting assessors

Visiting assessors may be utilised in your organisation if you do not have any suitable assessors available, provided that they have the appropriate skills and experience. This may be due to:

- ◆ not having a qualified assessor in your organisation
- ◆ the assessor being related to the candidate and therefore being prohibited from acting as an assessor
- ◆ the qualified assessor working on shifts which do not correspond to the candidate’s hours

Using a visiting assessor will involve further planning and organising, as more emphasis will be placed on arranging the most suitable time for assessment. Dates and times should be arranged and agreed with the candidates first (to allow them the best opportunities to demonstrate their competence in their job role). All the necessary forms — observation checklists etc — should be ready for use to save valuable time for both parties. Integrating the assessment of various Units and elements is a good way to optimise the use of the assessor’s time.

Correct and careful planning throughout the qualification is good practice to ensure that the award runs smoothly from start to finish, minimising pressure on the candidate or others involved and ensuring the SVQ is achieved in a reasonable amount of time.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions of 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:

- ◆ that the assessment is performed under real conditions with the equipment that the candidate uses in everyday operations, as opposed to equipment set aside in a training school with which they are not familiar — either through its age or its manufacturer
- ◆ that the evidence is generated as part of the work being performed
- ◆ that the assessment can be tied in with normal operations
- ◆ that the assessment can be performed at the pace of the candidate
- ◆ that the assessment plan can be amended as circumstances dictate

The challenges could be that:

- ◆ the assessment is performed in front of colleagues or under particularly trying ambient circumstances, eg in adverse weather conditions, providing that it is safe, or at night
- ◆ a lack of appropriate assessors, necessitating the re-scheduling of the assessment
- ◆ a lack of qualified assessors within the organisation, necessitating the training of an appropriate number of people
- ◆ a difficulty in generating the appropriate evidence during the work-based assessment

3 Generating evidence

The methods of assessment you use should generate evidence which meets the evidence requirements section of the standards for this SVQ.

Observation

Observation will be performed by the assessor in the work place and is the preferred method of assessment, since the assessor is able to see the candidate actually performing the tasks. The assessor must ensure that the task relates directly to the standard under consideration.

Three examples of an observation record are shown on the following pages.

Observation record 1

Unit/element(s): C1 Element 1

Candidate: Peter Edwards

Date of observation: 12 December 2012

Evidence index number: 2

Skills/activities observed:	PC covered:
1 Correct usage of first aid equipment	B
2 Adhere to accident procedures	C

Knowledge and understanding apparent from this observation:

I was called to the scene by Peter. A colleague had splashed a liquid into their eye. I observed Peter correctly using the first aid kit and eyewash equipment to treat his colleague and performing the necessary first aid before the medic arrived.

Other Units/elements to which this evidence may contribute:

C1 elements 2 and 3

Assessor's comments and feedback to candidate:

Peter was observed carrying out all the correct actions when treating a colleague in need of first aid.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *John Blake*

Date: *12/12/12*

Candidate's signature: *Peter Edwards*

Date *12/12/12*

Observation record 2 (CHO)

Unit/element(s): ELT4.1

Candidate: Peter Edwards

Date of observation: 16 December 2012

Evidence index number: 6

Skills/activities observed:	PC covered:
Appropriate function testing of pressure control equipment	a, b, c, d and f

Knowledge and understanding apparent from this observation:

I observed Peter correctly connecting the control lines to the pressure control equipment — this was confirmed by a function test by the Unit, followed by a pressure test.

Other Units/elements to which this evidence may contribute:

ELT 4 elements 2 and 3

Assessor's comments and feedback to candidate:

Peter was observed carrying out all the correct actions in the rigging up of pressure control equipment.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *John Edwards*

Date: *16/12/12*

Candidate's signature: *Peter Edwards*

Date: 16/12/12

Observation record 3 (OHO)

Unit/element(s): ELT 4

Candidate: Peter Edwards

Date of observation: 19 December 2012

Evidence index number: 7

Skills/activities observed:	PC covered:
Checking to ensure that the well was safe to work on	a, b, c

Knowledge and understanding apparent from this observation:

I observed Peter correctly checking to ensure that the well was 'dead'. The checks were made with the Tool Pusher on the drill floor, and with the engineer in the Mud Logging Unit. Both were able to confirm that it was safe for work to proceed.

Other Units/elements to which this evidence may contribute:

ELT 4.1 a, b, c, d and f
ELT 4.2 a and b

Assessor's comments and feedback to candidate:

Peter was observed carrying out all the correct actions in confirming that the well was safe to work on.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *John Blake*

Date: *19/12/12*

Candidate's signature: *Peter Edwards*

Date: *19/12/12*

Questioning for knowledge and understanding

The assessor may use questioning to confirm knowledge requirements that were not fully demonstrated during observations of the candidate.

The Well Service sector assessment will probably contain sufficient quantities of documentary evidence which the assessor will require to confirm have been generated by the candidate — note it is often not possible for the candidate to submit original documents, only having access to copies. The assessor must satisfy themselves that the submitted evidence is genuine and relates to that particular candidate.

It may be that your candidate has demonstrated ‘what to do’, and ‘how to do it’, but you need to know if they understand ‘why it’s done’ and what action they would take in ‘what if’ situations. Questioning should also be used to support evidence provided in the form of witness testimonies, and where some of the performance standards have not been fully covered. The use of questioning in these instances will allow candidates to demonstrate their knowledge of specific work methods, controls and procedures associated with the task.

The SVQ2 in Well Service: Mechanical Wireline Operations requires the candidate to demonstrate a reasonable amount of underpinning knowledge across all the Units. Most of this underpinning knowledge could be demonstrated during performance, however it will be necessary to use questioning to cover the remainder.

You will note that some of the Units and elements in this SVQ share similar underpinning evidence requirements. It may be advantageous to draw up a preset questionnaire sheet, which cross-references the questions to the relevant Units. This will then leave just a few questions to be produced and covered by the assessor during the assessment of each Unit. A mixture of oral and written questions should be considered, thereby allowing some flexibility and variety in the assessment process.

Product evaluation

Product evaluation can involve assessment of the actual product (supported by questioning) or assessment of records of the product. You should assess the product using the standards or checklists drawn from the standards.

It is often possible for the candidate to produce evidence of their performance in the form of a sequence of operations that has been signed off by the site supervisor. The assessor may not have observed the performance of the task but the signed off documentation should satisfy the assessment criteria, since the document can only have been signed off when the task has been completed as per the requirements of the programme.

The assessor may wish to confirm the workplace product through additional forms of assessment — such as questioning, witness testimony and candidate personal report.

Simulation

Simulation is any structured assessment exercise involving a specific task which reproduces real-life situations. You should check the evidence requirements for guidance.

It is frequently necessary for the assessment of hazardous operations to be performed through simulation.

The over-riding criterion here is that the simulation should be performed in a situation as close to reality as practicably possible. The ideal location would be in a test well or at appropriate training facilities.

An example of where simulation could be used for this SVQ is for Unit 2 *Contribute to the Health and Safety of the Working Environment*. We cannot create a real fire, accident or other emergency for the purpose of assessment; however, we can observe our candidate's performance during a simulated exercise. It is important that the simulated circumstances are as real as possible and that the candidate is using equipment and facilities that replicate the workplace as close as possible.

It is important to remember that evidence from real-work situations should be used as much as possible and this should be gathered as the individual goes about their typical work activities. Evidence derived from simulation should only be considered as a last resort where the workplace does not offer sufficient opportunities for the candidate to cover all aspects of the evidence.

Filling the gaps in candidates' evidence

It may be that your candidate has provided evidence for most of the Unit (for SVQ) but there are some gaps (for example, handling contingency situations).

Gaps in evidence may be covered in one or more of the following ways:

- ◆ simulation of an event, which can be confirmed with questioning
- ◆ giving the candidate a case study to complete
- ◆ giving the candidate a project to perform, which will require that the absent aspects are attended to
- ◆ getting the candidate to write a personal report of their performance during appropriate previous circumstances, which the assessor can reinforce through the use of additional questioning
- ◆ personal reports on how the candidate would cover the aspects, should they occur. This may be reinforced by assessor questioning

It should be noted that the usual gaps in evidence occur in the essential knowledge aspect. These can both be attended to through the use of the previously detailed options.

Integration

Identifying assessment of real work activities usually means designing an integrated assessment which draws on the contents of different Units

Evidence of integrated assessment should be cross-referenced to original PCs, elements and Units for verification.

Portfolios should have an indexing/cross referencing system included. The cross referencing of evidence will make the assessment process simpler for both the candidate and the assessor, since the volume of evidence will be significantly reduced.

Good examples of this are a fax, where the candidate has identified that there is an equipment omission; has confirmed the requirement for the item; take appropriate remedial action — by requesting the new part; has worked in accordance with operational instructions. This fax would satisfy the requirements of four separate elements in Establishing Operational Requirements.

Guidance and support to candidates

Feedback should be on-going and should relate to the standards, including the range and evidence required.

You should provide guidance on the need for repeat assessments — and any shortfall in competence. These should be discussed in terms of ways to plan for re-assessment.

Feedback to candidate's line manager should be provided to encourage/support candidate — and the mentor, if appropriate.

Judging evidence and making an assessment decision

Sufficiency of evidence

Evidence should cover performance criteria, range, knowledge and understanding and evidence requirements (including stipulated 'performance' vs 'knowledge' evidence etc) of the standards.

Remember — range is mandatory and evidence should show that it has been covered.

You must highlight to the candidate that it is better to have too much evidence than too little — it is always possible to discard any excess evidence whereas having too little evidence will extend the assessment process.

You should stress that the full spread of the range must be covered; though it may be assessed through several different methods.

Authentication

Authentication is required where you have not observed performance at first hand — evidence can be checked through questioning the candidate or by using witness testimony.

- ◆ You must be satisfied that the evidence submitted by the candidate is authentic and relates to that candidate — confirmation can be gained through looking for reference to the candidate on the documentation and through the questioning of the candidate.
- ◆ Photocopies of documents are acceptable, so long as they can be attributed directly to the candidate.
- ◆ Certificates etc, should be checked by the issuing body, to ensure that they were issued to the candidate for the reasons stated.

An example of evidence that would require to be authenticated in some way is when computer generated logs, reports, and handover documents are provide. In this case the candidate must sign the documents, and obtain counter signatures from appropriate persons confirming that they are valid and attributable to the candidate.

Witness testimony

Witness testimony should be viewed as supporting evidence — it is unlikely to be sufficient in itself for an assessment decision to be made and would normally be supplemented by questioning candidates.

If it is used, you should ideally identify witnesses and opportunities for using witness testimony as part of the assessment planning. The testimony should record what the candidate has demonstrated, how, and in what circumstances. It should also say who witnessed the candidate (including a description of the person's job-role or relation to the candidate), and whether he or she is familiar with the standards. In judging the evidence, you will have to consider the value of the evidence from witness testimony.

Witness testimony has a valuable role to play, since the assessor may not be in a position to observe the candidate perform the task.

Witness testimony may be provided by persons regarded as being technically competent to assess the performance of the candidate, though they have no relevant electric or mechanical wireline experience. Good examples are: client representatives, drillers, tool pushers, crane operators, service company crew supervisors.

The testimony must detail the observations and circumstances of the task performance.

Witness testimony 1

SVQ title and level: SVQ2 Well Services: Mechanical Wireline Operations

Candidate's name: Peter Edwards

Evidence index no: 3

Index no of other evidence which this testimony relates to (if any): Not applicable

Elements(s): C1: 1d, 2f and 3e

Date of evidence: 12 December 2012

Name of witness: Alex Davies

Designation/relationship to candidate: Crane Operator

Details of testimony:

I have observed Peter working on site for the last three days. He has always worked in a safe and conscientious manner, cleaning up any mess that has occurred — he even reported a leaking hydraulic hose on the starboard crane which was causing a potential slip hazard on the deck to me.

I can confirm the candidate's evidence is authentic and accurate.

Signed by witness: *Alex Davies*

Date: 12/12/12

Please tick the appropriate box:

Witness:

Holds A1/A2 Units or D32/D33 Award

Is familiar with the SVQ standards to which the candidate is working

Witness testimony 2 (OHO)

SVQ title and level: SVQ2 Well Services: Mechanical Wireline Operations

Candidate's name: Peter Edwards

Evidence index no: 4

Index no of other evidence which this testimony relates to (if any): Not applicable

Elements(s): MWT 3.1a

Date of evidence: 12 December 2012

Name of witness: David Jenkins

Designation/relationship to candidate: Tool Pusher

Details of testimony:

I have observed Peter performing the correct and necessary checks to ensure that the well is in a safe and secure state in which to perform wireline operations.

The operations were performed in an Open Hole and David checked with both myself and the Mud Logging Unit to ensure that the well was 'dead' and that it had been stable for a period of 30 minutes, prior to the commencement of wireline operations

Signed by witness: *David Jenkins*

Date: *12/12/12*

Please tick the appropriate box:

Witness:

Holds A1/A2 Units or D32/D33 Award

Is familiar with the SVQ standards to which the candidate is working

4 Recording achievement

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

You should provide feedback to candidates.

Evidence resulting from questioning (oral or written) should also be retained.

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

Recording documents may need to be counter-signed by the internal verifier.

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 Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Verification: A Guide for Centres

Guide to Assessment

Introduction to Assessment Arrangements for Schools and Colleges

SQA's Quality Framework: a guide for centres

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:

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, PC covered

Signed by candidate: _____

Date: _____

Observation record

Unit/Element(s): _____

Candidate: _____ Date of observation: _____

Evidence index number: _____

Skills/activities observed:	PC covered:

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: _____

Witness testimony

SVQ title and level:	
Candidate's name:	
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Element(s):	
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 an A1 or D32/D33 qualification
- Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

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