



Assessor's guidelines for the SVQ in Cleaning and Support Services at level 2

Publication date: November 2008

Publication code: DB4749

Published by the Scottish Qualifications Authority

The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ, and Ironmills Road, Dalkeith,
Midlothian, EH22 1LE

The information in this publication may be reproduced in support of SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, then written permission must be obtained from the Support Materials Development Officer at SQA. It must not be reproduced for trade or commercial purpose.

© Scottish Qualifications Authority 2008

Contents

About this guide	1
Introduction	2
About SVQs	2
How are standards defined in SVQs?	3
Who is involved in SVQs?	3
The steps involved in assessing a candidate for an SVQ	4
1 The SVQ in Cleaning and Support Services at level 2	5
Structure of the SVQ	6
An assessment strategy for the SVQ	7
Why would people be interested in the SVQ?	7
How do candidates begin?	7
Choosing the SVQ	7
2 Preparing to assess the SVQ	9
Your role and your candidate's role	9
Planning	10
Assessment plan	11
Selecting methods of assessment	13
Methods of assessment	14
Observation	14
Product evidence	14
Questioning	14
Other methods of assessment	15
Other sources of evidence	17
3 Generating evidence	18
Observation	19
Questions and candidate responses	21
Witness testimony	23
Filling the gaps	25
Guidance and support to candidates	25
Judging candidate evidence and making an assessment decision	25
Insufficient evidence	25
Authenticating candidates' evidence	26
4 Recording achievement	27
Completing the Unit progress record	28
Using the index of evidence	30
Completing the Element achievement record	32
5 Further information	35
Appendix 1: Blank recording forms	36

About this guide

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

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

Introduction

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

About SVQs

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

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

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

Explanation of levels

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

How are standards defined in SVQs?

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

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

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

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

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

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

Who is involved in SVQs?

There are several roles:

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

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ — see SQA’s website: www.sqa.org.uk

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), 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 Cleaning and Support Services

The SVQ in Cleaning and Support Services at level 2 has been developed by Asset Skills and is intended for people working in the cleaning industry.

These people may be working as cleaners of:

- ◆ building interiors
- ◆ highways and land
- ◆ carpets
- ◆ food premises
- ◆ passenger transport vehicles
- ◆ windows

They may also be working as caretakers.

They will require skills and knowledge in any combination of the following:

- ◆ manual and mechanical methods of cleaning
- ◆ chemical competence
- ◆ health and safety
- ◆ infection control
- ◆ use of personal protective clothing
- ◆ following manufacturers' instructions
- ◆ working in a team
- ◆ customer services
- ◆ effective workplace communications
- ◆ basic maintenance and repairs
- ◆ control of resources including cash handling

The SVQ is 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:

- ◆ office health, education, commercial, manufacturing and retail premises
- ◆ over and underground trains
- ◆ aeroplanes
- ◆ buses
- ◆ streets
- ◆ public thoroughfares

The SVQ might also be delivered through partnerships with employers' associations and colleges.

Structure of the SVQ

This section lists the Units which form the SVQ in **Cleaning and Support Services at level 2.**

Mandatory Units

SQA ref SSB ref

F470 04	C2 01	Make Sure Your Own Actions Reduce Risks to Health and Safety
F4PH 04	C2 02	Communicate Effectively with Customers and Others
F4PJ 04	C2 03	Work as a Team and Develop Yourself
F4PK 04	C2 04	Work Individually and Develop Yourself

Optional Units

Technical Units — choose three

F4PL 04	C2 05	Clean and Maintain Internal Surfaces and Areas
F4PM 04	C2 06	Clean and Maintain External Surfaces and Areas
F4PN 04	C2 07	Deal with Routine Waste
F4PP 04	C2 08	Clean Washrooms and Replenish Supplies
F4PR 04	C2 09	Clean High Risk Areas
F4PS 04	C2 10	Clean Confined Spaces
F4PT 04	C2 11	Clean Food Areas
F4PV 04	C2 12	Deep Clean Equipment and Surfaces
F4PW 04	C2 13	Clean, Maintain and Protect Hard Floors
F4PX 04	C2 14	Clean and Maintain Soft Floors and Furnishings
F4PY 04	C2 15	Clean Glazed Surfaces and Facades
F4R0 04	C2 16	Deal with Non-routine Waste
F4R1 04	C2 17	Carry Out Maintenance and Minor Repairs
F4R3 04	C2 18	Perform Street Cleansing Manually
F4R4 04	C2 19	Perform Street Cleansing by Machine
FODN 04	C2 20	Work Safely at Heights
F4R5 04	C2 21	Use a Water-fed Pole System to Clean Windows and Facades

An assessment strategy for the SVQ

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

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

The relevant parts of the assessment strategy are published on SQA's website (www.sqa.org.uk), and both SQA and centres must comply with these requirements.

Why would people be interested in the SVQ?

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

How do candidates begin?

Choosing the SVQ

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

An example

Dora has worked as a school cleaner for five years but does not possess any formal qualifications. She wants to do a qualification which would recognise the skills she already had. As Dora has lots of experience in many aspects of cleaning, the local council's Training and Development Manager advised her to consider being assessed for six Units of an SVQ in Cleaning and Support Services at level two.

The Training and Development Manager explained to Dora that there were six Units in the qualification, three mandatory Units and three optional Units, so they looked at the framework document and made the following choices:

There are four Units in the mandatory section and Dora must do the first two Units and choose one further Unit from the remaining two. So, from the mandatory section Dora will do:

- ◆ C2 01 — Make Sure Your Own Actions Reduce Risks to Health and Safety
- ◆ C2 02 — Communicate Effectively with Customers and Others
- ◆ C2 04 — Work Individually and Develop Yourself

They then had a look at the optional Units and chose:

- ◆ C2 08 — Clean Washrooms and Replenish Supplies
- ◆ C2 13 — Clean, Maintain and Protect Hard Floors
- ◆ C2 14 — Clean and Maintain Soft Floors and Furnishings

as these Units best suit the work that Dora does as a school cleaner.

The Training and Development Manager then arranged for an assessor from the local further education college to meet with Dora and explain how to collect evidence for the Units and how she will be assessed.

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 candidates' 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 (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

An example of an assessment plan for Unit C2 08 Element 1 is provided on the next page.

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.

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:

- ◆ assessments can be made to suit the candidate
- ◆ timings can be flexible to accommodate shiftworking patterns
- ◆ familiarity of workplace and equipment
- ◆ good relationship with the assessor can put the candidate at ease
- ◆ assessment can be scheduled to avoid work peaks
- ◆ good internal company documentation is available to the assessor

The challenges might be:

- ◆ familiarity with candidate
- ◆ difficulties caused by work areas, eg toilets, in constant use
- ◆ pressure of work
- ◆ meeting customer needs and candidate needs

An example

Dora works as a school cleaner and her work is mainly practical. The most appropriate method of assessing her will be by observing her as she works. If you are an assessor who works alongside Dora, then you will be well placed to observe her performance, perhaps by using a prepared checklist and asking questions to test her knowledge and understanding. You can do this either as she works or once she has finished the task.

Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, the most commonly used methods are observation, product evidence, 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.

An example of **Observation** as an assessment method might be when you are present as Dora carries out Unit C2 08.1 — ‘Carry out cleaning of washrooms’. You will see whether Dora carries out the necessary Performance Criteria to make a dirty toilet become clean and properly disinfected. You may also ask her questions to ensure that she understands both the reasons for and the possible consequences of particular actions.

Product evidence

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:

- ◆ showing you the work schedule for their duties, and the confirmation that this has been followed
- ◆ showing you a report of any accidental damage caused by the cleaning process

Questioning

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

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

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

Another situation in which you might use questioning is to generate evidence of the candidate's knowledge of correct procedures, current legislation, mandatory requirements or safety issues associated with the performed tasks.

For C2 08 you might ask:

Q: When you were cleaning the toilet area, what did you clean last of all and why?

A: I cleaned the washbasin last, so that I could rinse the cloth out in it and wipe it round before I left the area.

Wrong answer — further questioning should be used to try and get the candidate to realise that there is a risk of contamination if she continues in this way and does not clean to the dirtiest area, ie the toilet bowl, last. The candidate could not satisfy the assessor that the underpinning knowledge had been satisfactorily demonstrated.

Q: What are the COSHH regulations and how do they affect you in your job?

A: The COSHH Regulations are mandatory and an integral part of the HSE Management of Health and Safety Regulations for all companies and employees. Risk assessments have to be completed and Hazard Data sheets supplied by the manufacturer outlining particular hazards associated with the substance eg, information on specific Personal Protective Equipment (PPE) when handling the substances, what to do if there is a spillage of the substance, how the substance should be stored, what symptoms would be recognised if a person is affected by the substance together with first aid information and disposal information.

Other methods of assessment

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

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.

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.

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

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy on SQA's website: www.sqa.org.uk.

Examples of acceptable simulation for the level 2 Cleaning Services SVQ might be: Unit C2 01.10 — 'Pass on suggestions for reducing risks to health and safety to the responsible people'

Unit C2 04.2 PC5 — 'Remain aware of potential problems and deal with them appropriately as they arise, within the limits of your knowledge and expertise'.

These examples have been chosen because they may be infrequent occurrences and it is unlikely that a candidate would deal with them whilst being 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)
- ◆ questions and candidate responses)
- ◆ witness testimony

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

Observation

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

Observation record

Unit/Element(s): C2 04.2 — Carry out work on your own

Candidate: Dora McMillan

Date of observation: 03/01/08

Evidence index number:

Skills/activities observed:	PCs covered:
Refer to the work schedule	1 Make sure that you have the work schedule and you understand the work that has to be done and the time in which you have to do it
Refer to company procedures	2 Enter and carry out your work only in areas that you are authorised to in your work specification or instructions
Check conditions are suitable and record communication method used	3 Identify and report to the appropriate person any tasks that you will not be able to complete on your own
Prioritise work and time management demonstration	4 Identify the most important jobs from the work specification and ensure that these are completed first
Check conditions are suitable	5 Remain aware of potential problems and deal with them appropriately as they arise, within the limits of your knowledge and expertise
Completion of records and/or appropriate paperwork NB simulation will be acceptable as an evidence method for this activity	6 Report to the appropriate person any problems that you are not able to deal with alone or which may affect the health and safety of yourself and others and/or the integrity of the workplace
Completion of records and/or appropriate paperwork	7 Record any breakages, damage or disruption to the workplace and report these to the appropriate person
Communication method used and records completed	8 Report to the appropriate person any work you have been unable to complete and agree arrangements for completing the work
Observed on departure NB simulation will be acceptable as an evidence method for this activity	9 Follow any workplace procedures for leaving the workplace

Knowledge and understanding apparent from this observation:

The candidate was aware of the special circumstances related to cleaning in an individual situation, and was taking the necessary precautions to ensure her safety. Work schedules, company procedures and working conditions were all checked and at all times the candidate showed awareness.

Inspection of materials and machinery by the candidate took place to determine that the tasks could be carried out. Complete understanding of company procedures was observed.

Assessor's comments and feedback to candidate:

The assessment/observation/simulation was performed well with all the Performance Criteria being covered as per the assessment plan. The candidate demonstrated competence in all of the skills/activities identified with the Unit/Element. No interruptions were encountered with the work being performed to the company standards of performance.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *W.Wallace*

Date: *03/01/08*

Candidate's signature: *Dora McMillan*

Date: *03/01/08*

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: C2 08: Clean Washrooms and Replenish Supplies	Element(s): C2 08.2 Replenish supplies and reinstate the work area
Evidence index number: 3	
Circumstances of assessment: When changing over supplies of consumables such as toilet rolls, hand soaps, etc the candidate has to check that sufficient stocks are available, that any holders are correctly filled, faults are reported, and that the equipment is left clean and in working order. This gave the opportunity to assess the candidate's underpinning knowledge in the areas of replacement of consumables, any identification of defective equipment and the visual effects that should be spotted and addressed.	
List of questions and candidate's responses: Q: How would you know the correct way to replace or refill consumables? A: Refer to the records held on manufacturer's instructions Q: What would you do with the waste when you replace or refill consumables A: Any liquids would be disposed of using the correct cleaner's disposal area, and solid waste taken safely to the appropriate collection point.	
Assessor's signature: <i>W.Wallace</i>	Date: <i>03/01/08</i>
Candidate's signature: <i>Dora McMillan</i>	Date: <i>03/01/08</i>

Witness testimony

Remember when you begin 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 should not form the primary source of evidence. Centres must comply with Awarding Body guidance over the occupational competence and briefing of witnesses in the use of witness testimony'. — Asset Skills

Witness testimony

SVQ title and level:	SVQ Cleaning and Support Services at level 2
Candidate's name:	Dora McMillan
Evidence index no:	2
Index no of other evidence which this testimony relates to (if any):	C2 013 — Clean, Maintain and Protect Hard Floors
Element(s):	C2 01 PC7 Report to the people responsible for health and safety in your workplace those hazards which present the highest risk
Date of evidence:	04/01/08
Name of witness:	Mary Ross
Designation/relationship to candidate:	Supervisor
Details of testimony:	
<p>I am Dora's supervisor and the officer responsible for health and safety in the workplace, and I can confirm that Dora McMillan verbally, and later in writing, reported to me that a floor cleaning machine was not in proper working order, and therefore likely to be a risk to users and to the quality of work undertaken.</p> <p>Dora's actions were in accordance with our policies, and averted a potentially dangerous situation.</p>	
<p>I can confirm the candidate's evidence is authentic and accurate. Signed by witness: <i>Mary Ross</i> Date: <i>04/01/08</i></p>	

Witness (please tick the appropriate box):

- Holds A1 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

Filling the gaps

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

In this SVQ, such gaps are likely to occur in generating evidence for emergency situations, fire evacuation or how to deal with accidents..

You may be able to overcome these by naturally occurring questions, prepared questions or alternatively through simulation..

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, using witness testimony, or seeking peer reports from other colleagues of the candidate.

An example

C2 08.02 PC5 On completion of cleaning, report any faults or problems to the appropriate person.

As there weren't any to report at the time of the assessment observation, the candidate was questioned to ensure that she knew the correct procedure for reporting faults and who she should report to, and her supervisor was asked to provide a witness testimony. The supervisor confirmed that Dora had reported broken floor cleaning machinery and provided the forms that Dora had completed which were retained as evidence.

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.

There are a few SVQs where assessors are strongly recommended to use the nationally-devised recording documents. Should you choose to use your own recording material, this has to be approved by us or by the awarding partner (where this is a requirement). For all other SVQs, you can use your own recording documents so long as they meet with our quality assurance requirements.

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

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

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

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

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

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

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

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

Unit progress record

Qualification and level: SVQ in Cleaning and Support Services at level 2

Candidate: Dora McMillan

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

Unit Checklist

Mandatory	01	02	04									
Optional	08	13	14									

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
01	Make Sure Your Own Actions Reduce Risks to Health and Safety	W.Wallace	07/04/08
02	Communicate Effectively with Customers and Others	W.Wallace	05/05/08
04	Work Individually and Develop Yourself	W.Wallace	02/07/08

Optional Units achieved

08	Clean Washrooms and Replenish Supplies	W.Wallace	07/07/08
13	Clean, Maintain and Protect Hard Floors	W.Wallace	04/08/08

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.

Index of evidence

SVQ title and level: Cleaning and Support Services at level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1 C2 08.2 PC5	Witness testimony and product evidence of reporting of broken machine	Yes	<i>TT</i> 05/01/08
2 C2 01 PC7	Witness testimony and product evidence of report of health and safety risk	Yes	<i>TT</i> 05/01/08
3 C2 08.2	Observation and questioning of replenishment of supplies and reinstatement of of the work area	Yes	<i>TT</i> 05/01/08

Completing the Element achievement record

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

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

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

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

Element achievement record

Unit: C2 04 — Work Individually and Develop Yourself

Element: C2 04.2 — Carry out work on your own

Evidence Index No	Description of Evidence	PCs									Knowledge criteria												
		1	2	3	4	5	6	7	8	9	a	b	c	d	e	f	g	h	i				
C2 04.2.1	Product evidence — work schedule	√	√	√	√	√			√		√	√	√	√		√	√	√	√				
C2 04.2.2	Product evidence — company procedures		√	√								√	√	√		√	√	√	√				
C2 04.2.3	Reporting communication observed			√	√	√	√	√	√		√	√	√	√	√	√	√	√	√				
C2 04.2.4	Product evidence — work specification and observation of prioritisation				√	√	√	√	√		√	√	√	√	√	√	√	√	√				
C2 04.2.5	Problem identification observation					√	√	√	√		√	√	√	√	√	√	√	√	√				
C2 04.2.6	Reporting product evidence and simulation						√	√	√		√	√	√	√	√	√	√	√	√				
C2 04.2.7	Recording and reporting communication observed							√	√		√	√	√	√	√	√	√	√	√				
C2 04.2.8	Reporting communication observed								√		√	√	√	√	√	√	√	√	√				
C2 04.2.9	Procedures observation and questions and simulation									√	√	√	√	√	√	√	√	√	√				
	Identification of hazards																						
	List of assessor questions																						
	Questions and answers																						
	Risk assessment																						
	QA report																						

Unit: C2 04 Work Individually and Develop Yourself

Element: C2 04.2 — Carry out work on your own

Notes/Comments

The candidate was observed working alone cleaning a building interior. All the required work was produced satisfactorily to the required company standard and performance. No problems were encountered.

The evidence was collected at the time of printing. Company documentation was provided at a later stage to support the assessment.

The candidate was informed that the assessment had been recorded as successful.

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

Candidate: *Dora McMillan*

Date: *05/01/08*

Assessor: *William Wallace*

Date: *05/01/08*

Internal Verifier: *Tilly Toon*

Date: *05/01/08*

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:

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:

Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs 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:

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

Record of questions and candidate's answers

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