



Assessor's guidelines for the SVQ 2 in Bulk Liquid Operations at SCQF level 5

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ 2 in Bulk Liquid Operations at SCQF level 5**. 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 and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. 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.

There are SVQs for nearly all occupations in Scotland and they are available at SVQ levels 1–5. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, learners must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

Explanation of levels

SVQ 1 (SCQF level 4)	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.
SVQ 2 (SCQF level 5)	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.
SVQ 3 (either SCQF level 6 or 7)	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.
SVQ 4 (either SCQF level 8 or 9)	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.
SVQ 5 (SCQF level 11)	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

For further information on SCQF go to www.scqf.org.uk.

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 (PC)**. 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(s) — 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 Bulk Liquid Operations

The SVQ in Bulk Liquid Operations has been developed by Cogent and is intended for people in the bulk liquid operations industry.

These people may be working as bulk liquid operators. They will require skills and knowledge in contributing to the safety of bulk liquids operations; establishing and maintaining safe and effective working relationships; monitoring and maintaining equipment and infrastructure; preparing pipelines and hoses; controlling the transfer of bulk liquids products; and providing product control information.

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 SVQ is likely to be delivered include bulk liquid handling facilities.

Structure of the SVQs

This section lists the Units which form the SVQ 2 in Bulk Liquid Operations at SCQF level 5. There are six mandatory Units for this qualification and two additional Units that may also be taken as optional Units where candidates carry out the associated activities.

SVQ 2 in Bulk Liquid Operations at SCQF level 5 (GA19 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FA6R 04	5	5	BLO 01	Monitor and Maintain Equipment and Infrastructure within Bulk Liquid Operations
FA6T 04	5	5	BLO 02	Prepare Pipelines and Hoses within Bulk Liquid Operations
FA6V 04	5	8	BLO 03	Control the Transfer of Bulk Liquid Products
FA6W 04	6	8	BLO 04	Provide Product Control Information for Bulk Liquid Operations
FA6X 04	5	5	BLO 05	Establish and Maintain Safe and Effective Working Relationships within Bulk Liquid Operations
FA6Y 04	5	8	BLO 06	Contribute to the Safety of Bulk Liquid Operations

Additional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FA70 04	5	7	BLO 07	Clean and Clear Bulk Liquid Storage Tanks
FA71 04	5	7	BLO 08	Package Bulk Liquid Products

An Assessment Strategy for the SVQ

As part of its review of the SVQ, the standards-setting body Cogent 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.

Example

Chris had worked as a bulk liquid operator for several years but did not possess any formal qualifications. He had completed the company 'in-house' competence assurance scheme for his role which required him to complete 'On Job Training' (OJT) programmes covering all the facility-specific systems and equipment.

Chris wanted a qualification which would formally recognise the skills he already had and offer international recognition. He had discussed this desire with his shift supervisor during his annual appraisal and they identified it as a development goal. Because of his experience in all areas of bulk liquid operations, and the fact that he had successfully completed the OJT programmes, the Training and Development Co-ordinator in his company advised him to consider the SVQ 2 in Bulk Liquid Operations at SCQF level 5.

The T&D Co-ordinator identified an assessor from within the company to meet Chris and discuss options for gathering evidence towards achieving the SVQ. The assessor suggested that they should consider using the OJT programme as Accreditation of Prior Learning to help Chris achieve some of the Units. After matching the OJT work Chris had done to the level 2 SVQ, it was apparent that Chris had already generated a lot of evidence towards achieving three of the six mandatory Units and two of the additional Units:

- ◆ *Monitor and Maintain Equipment and Infrastructure within Bulk Liquid Operations*
- ◆ *Prepare Pipelines and Hoses within Bulk Liquid Operations*
- ◆ *Control the Transfer of Bulk Liquid Products*
- ◆ *Clean and Clear Bulk Liquid Storage Tanks (Additional Unit)*
- ◆ *Package Bulk Liquid Products (Additional Unit)*

Fortunately, Chris had completed his bulk liquid operator OJT programme within the past two years, therefore this evidence would be considered current as well as valid. Arrangements were made by the assessor to observe Chris carrying out the various tasks that would be necessary to complete the Evidence Requirements for these five Units.

Chris also had a lot of experience in relation to the other two mandatory Units, though some planning would be required to provide him with the opportunity to generate evidence. Simulated emergency and critical situations were set up at an off-site training centre, where Chris, along with some of his colleagues, was able to be assessed for parts of the Unit, *Contribute to the Safety of Bulk Liquid Operations* which deal with contributing to the correction of incidents, hazardous conditions and emergencies. Plans were made to assess the two remaining mandatory Units through a combination of observation, witness testimonies and questioning:

- ◆ *Establish and Maintain Safe and Effective Working Relationships within Bulk Liquid Operations*
- ◆ *Provide Product Control Information for Bulk Liquid Operations*

The assessor and Chris agreed that there would be ample naturally occurring opportunities to gather evidence for all of these Units.

All these arrangements were agreed by everyone involved and the assessor worked with Chris to produce assessment plans for each of the Units. He also provided Chris with guidance on how to collect evidence and construct a portfolio.

2 Preparing to assess the SVQ

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

Your role and your candidate's role

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

Your role:

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

Candidates' role:

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

Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers Units:

- ◆ Unit 1: *Monitor and Maintain Equipment and Infrastructure within Bulk Liquid Operations*
- ◆ Unit 2: *Prepare Pipelines and Hoses within Bulk Liquid Operations*

You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

Units	Unit 1: Monitor and Maintain Equipment and Infrastructure within Bulk Liquid Operations				
Elements	Unit 2: Prepare Pipelines and Hoses within Bulk Liquid Operations				
Activities	PC	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
◆ Monitoring and maintaining product storage conditions	Unit 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Observation	16 Nov 2009		Unit 5: 1, 2, 3, 4, 6, 7, 8, 9, 10
◆ Cleaning operational equipment	Unit 1: 9	Review of logs and records (products of work)	16 Nov 2009		Unit 6: 1, 2, 3, 4, 5, 17
◆ Rigging lines and setting valves on pipeline systems	Unit 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14	Observation	28 Nov 2009		Unit 4: 1, 3, 4, 5, 6, 10, 11, 18
◆ Filling pipelines with product	Unit 2: 13	Witness testimonies	28 Nov 2009	EV Ref 29	Unit 5: 1, 2, 3, 4, 6, 7, 8, 9, 10
◆ Displacing pipeline and hose contents					

Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review	Unit 1: 1, 2, 4, 5, 8, 9, 10, 11, 13	Q&A session	17 Nov 2009		
	Unit 2: 2, 4, 5, 8, 9, 10, 11, 13	Q&A session	29 Nov 2009		

Assessor's signature	<u>James Wilson</u>	1st review due	<u>13 November 2009</u>
Candidate's signature	<u>Chris Baxter</u>	2nd review due	<u>26 November 2009</u>
Date of agreement	<u>10 November 2009</u>	Date of completion	<u>29 November 2009</u>

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 being conducted in the candidate's workplace under naturally occurring conditions
- ◆ the candidate's familiarity with the equipment and facilities
- ◆ the assessment process is conducted at a pace that is comfortable for the candidate
- ◆ if you work in the same location as your candidate, then candidate access to the assessor will be good
- ◆ your observations can be totally unobtrusive as you work alongside your candidate
- ◆ your candidate can produce supporting documentary evidence such as logs, records, reports, etc as part of their daily work
- ◆ assessment plans can be arranged and/or modified as operational circumstances dictate

The challenges might be:

- ◆ ensuring that normal work routines are not unnecessarily disrupted or delayed by the assessment process
- ◆ co-ordinating assessments with candidates doing shift work
- ◆ if you don't work in the same location as your candidate, then candidate access to the assessor could be an issue
- ◆ preventing candidates from being subjected to undue extra stress or pressure brought about by the assessment process

- ◆ assessments being conducted in the presence of the candidate's colleagues
- ◆ the task and assessment process could be made more difficult by ambient conditions, such as darkness or adverse weather conditions

Example

You might agree with a candidate who has to demonstrate competence to *Prepare Pipelines and Hoses within Bulk Liquid Operations* (Unit 2) that this will be carried out by **observation** as and when an opportunity arises. If you are an assessor, either working alongside or supervising the candidate, you would be well-placed to observe the candidate's performance using a prepared 'observation checklist' and to question the candidate both during the observation and afterwards. Your questions might cover the candidate's knowledge of different pipelines and hoses utilised across a range of different bulk liquid operations.

Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of 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.

You might agree with a candidate who is preparing to carry out a planned cleaning routine on a storage tank that you will observe him/her *Clean and Clear Bulk Liquid Storage Tanks* (Unit 7). This would be a naturally-occurring opportunity to observe your candidate carrying out a planned activity and to assess him/her against the standards. You could also allow your candidate to provide evidence of knowledge of how he/she would 'Ensure that the information exchanged provides a full, clear and accurate description of the current status of the work area' (Unit 5: PC 1).

More examples

- ◆ Your candidate needs to be assessed in *Control the Transfer of Bulk Liquid Products* (Unit 3). You could observe this candidate as part of a team carrying out a planned transfer of bulk liquids. The opportunity to use observation to assess for other Units (integrated assessment opportunity) should also be discussed with the candidate and covered in the assessment plan — Units such as Unit 6 — *Contribute to the Safety of Bulk Liquid Operations* and Unit 5 — *Establish and Maintain Safe and Effective Working Relationships within Bulk Liquid Operations*, would be ideal. Remember that it is not necessary to observe the candidate throughout the entire duration of the task — indeed this is not always possible or practical. Instead, you would question the candidate where Performance Evidence did not fully demonstrate competence against all performance standards.
- ◆ Observation would also be ideal to assess candidates in *Monitor and Maintain Equipment and Infrastructure within Bulk Liquid Operations* (Unit 1). Again, the opportunity for integrated assessment could be taken if this activity was identified in the assessment plan as part of a planned operation. Assuming that the equipment will be put back in service, the Unit *Provide Product Control Information for Bulk Liquid Operations* (Unit 4) would be applicable. As with all observation occasions, you would use questions to ensure that all performance standards were met.

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:

- ◆ Maintenance history records and test records/results: you could inspect maintenance history records produced and maintained by the candidate. These records would provide evidence for standards which require the candidate to 'complete all relevant documentation' (Unit 5: PC 4) and 'communicate all relevant information to the appropriate people' (Unit 7: PC 15).
- ◆ Daily logs, reports and other documents produced and maintained by the candidate: where a candidate is being assessed for Unit 5, PC 5 requires them to 'carry out the handover with appropriate people at the designated time and location'. This would require written handovers to be produced in the form of daily or handover logs.
- ◆ Permit to Work documentation: where the standards call for the candidate to 'ensure that you have the appropriate permits, method statements and risk assessments' (Unit 7: PC 9), candidates may be involved in producing documents such as work permits, risk assessments and isolation certificates.

Using product evidence means that you do not have to observe the candidate throughout the entire operation, as you can inspect the 'products' provided as supporting evidence in the candidate's portfolio. You can supplement the assessment by asking questions, or requesting witness testimonies to support the

documentary evidence. It is important that there is clear-cut evidence of authenticity of such products, and again witness testimonies can be used to prove authenticity.

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, Knowledge and Understanding is specified for each 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.

Example 1 — Unit 5: Establish and Maintain Safe and Effective Working Relationships within Bulk Liquid Operations

This Unit (along with all other Units) requires that candidates have a working Knowledge and Understanding of 'the implications of statutory (eg HASAWA and COSHH) and organisational and requirements' (Unit Scope and K&U 1) and 'how to interpret operational requirements (eg policies, procedures, instructions, codes of practice, standards, schedules' (Unit Scope and K&U 2). Some evidence of this knowledge may have been demonstrated during observations, but you may still need to ask some questions, such as:

Question 1 If you were working with a hazardous substance, where would you be able to access information on how to deal with spills or treatment to be provided if someone has inhaled/ingested some of the substance?

Answer 1 Control of Substances Hazardous to Health (COSHH) assessment sheets and/or Health and Safety Data Sheets for the particular substance.

Question 2 What Safe Operating Procedures (SOP) would you access for information and guidance when isolating pressurised bulk liquid systems?

Answer 2 Candidate responses will be specific to their work location but they should be able to identify the title and reference number of the appropriate SOP. Examples could be:

- ◆ SOP 105 — Working with Pressurised Systems
- ◆ SOP 106 — Safe isolation of Plant equipment

Example 2 — Unit 6: Contribute to the Safety of Bulk Liquid Operations

This Unit requires that candidates have a working Knowledge and Understanding to be able to ‘take the correct actions, in accordance with procedures, to deal with the incident’ (PC 11). Again, some evidence of this knowledge may have been demonstrated during observations of (simulated) exercises, but you might still need to ask some questions, such as:

Question 3 If you are working in the bulk storage tank area and you see a liquid spill in the area, what are the correct actions to be taken to deal with this incident and what action would you take?

Answer 3 The answer to this question would be site-specific. However, an example would be to follow the procedures detailed in the ‘Emergency Response Plan’ or similar document that would normally be available in bulk liquid operations facilities. The candidate would also be expected to provide a more specific response on what the correct actions would be for this type of incident.

Other methods of assessment

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

Personal statements

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

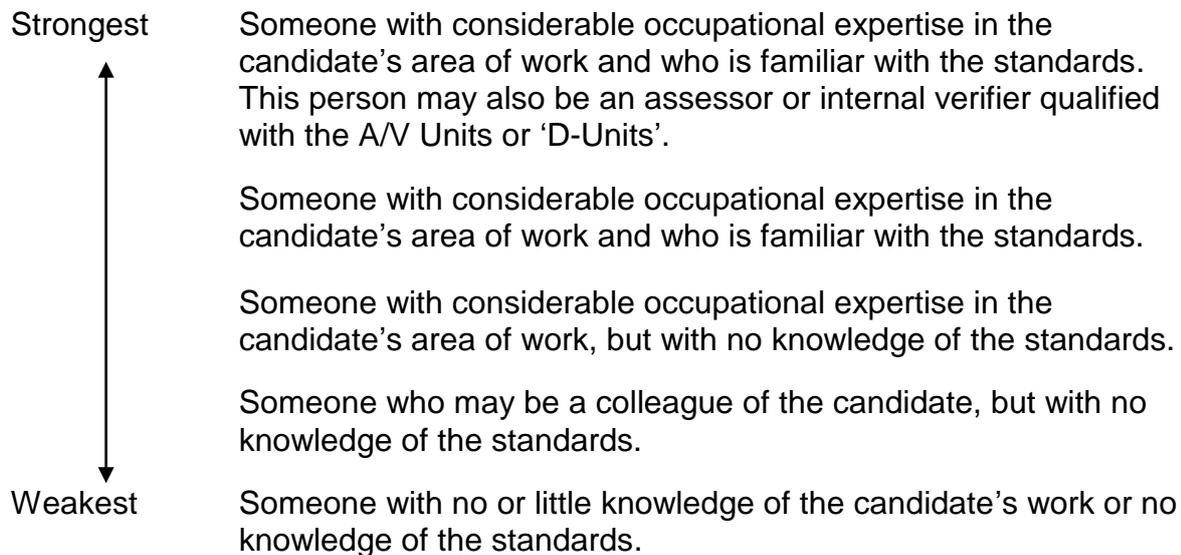
In instances where it is not possible or practical for you to observe an activity, candidates can provide personal statements (activity reports) on how the task was carried out, describing what they did by referring to the standards of the Unit(s) covered. You could also use questions to support the statement where there are any gaps. Personal statements in this context should be a report on exactly how they actually carried out the activity and not a theoretical statement on how they would carry out the activity.

Candidates should write personal statements in a way that makes it obvious which parts of the statement refer to which part of each Unit being covered. As an example, a candidate could write a personal statement on how he/she went about *Preparing Pipelines and Hoses within Bulk Liquid Operations* (Unit 2). You could then assess the candidate in Unit 3 *Control the Transfer of Bulk Liquid Products* by observation and then assess the evidence provided by the candidate for Unit 2. This is also a good example of integrated assessment where evidence is provided that is applicable to two Units.

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.



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.

In the assessment plan provided earlier in this document, it was agreed that Witness testimony would be provided as evidence for PC 13 in Unit 2.

If we look specifically at Performance Criteria 14 'Work safely in accordance with operational requirements' you will note that this would be an ideal case for witness testimonies. This particular Performance Criteria also appears in all other Units.

These testimonies would be provided by supervisors or colleagues who have worked with the candidate over a period of time. The testimonies could also be used to cover all the other Units incorporating this Performance Criteria, although they would need to be supplemented with other evidence, possibly including questioning, that was specific to the Unit being assessed.

As an assessor you may well have observed the candidate 'working safely' during observations, however the witness testimonies will support the fact that the candidate does this consistently.

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.

Cogent has defined what it regards as simulation, and has specified in the assessment strategy when simulation is and is not acceptable. The following two Units are identified in the assessment strategy as being acceptable to simulation in a realistic working environment (RWE).

- ◆ Unit 5: *Establish and Maintain Safe and Effective Working Relationships within Bulk Liquid Operations*
- ◆ Unit 6: *Contribute to the Safety of Bulk Liquid Operations*

The Assessment Strategy also states 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.

Obvious examples of where simulation can be used for this SVQ are for Unit 6 which requires candidates to *Contribute to the Safety of Bulk Liquid Operations*. We cannot create a real emergency or hazardous condition for the purposes of assessment, but we can observe a candidate's performance during a simulated exercise. It is important that the simulated circumstances are as realistic as possible, and that the candidate is using equipment and facilities that replicate the workplace as closely as possible. The use of a purpose-built simulator in an off-site training facility would be considered appropriate for this type of assessment.

Example 1

Where Unit 6 requires a candidate to ‘take the correct actions, in accordance with procedures, to deal with the incident’ this could be simulated by the assessor observing the candidate being fed appropriate inputs during a simulated exercise. The responses provided by the candidate can be assessed against the appropriate Performance Criteria.

Example 2

Where Unit 6 requires a candidate to ‘effectively minimise the incident, hazard or emergency’ this could be simulated by the assessor observing the candidate being fed appropriate inputs during a simulated exercise. The responses provided by the candidate can be assessed against the appropriate Performance Criteria.

Example 3

An example for Unit 5: *Establish and Maintain Effective Working Relationships*, requires a candidate to ‘identify the implications of changing plant conditions on further work’. This could also be simulated by the assessor observing the candidate being fed appropriate inputs during a simulated exercise. The responses provided by the candidate can then be assessed against the appropriate Performance Criteria.

Other sources of evidence

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

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

3 Generating evidence

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

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

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

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

Observation

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

Observation record

Unit/Element(s) Unit 1 — Monitor and Maintain Equipment and Infrastructure within Bulk Liquid Operations
Candidate Chris Baxter
Evidence index number 20
Date of observation 16 Nov 2009

Skills/activities observed	PCs covered
<p>Candidate monitoring and maintaining a duplex filter on a bulk liquid product line. Chris was carrying out routine monitoring on the duplex filter (FX 0202A/B) and noted the ΔP for the online filter was indicating 0.49 barg. He checked the logs to see when the filters were last changed over and noted that this was fairly recently and that the online filter ΔP should not have risen so high in such a short space of time. He also confirmed that this was approaching the maximum ΔP of 0.5 barg. He contacted the control room and requested permission to change the filters over and clean the off-line filter.</p> <p>Chris obtained the standard risk assessment and procedure for this task and confirmed with his supervisor that this was a routine operation not requiring a work permit. He also obtained a copy of the COSHH assessment and donned the appropriate PPE for the task.</p> <p>Chris then followed the standard procedure to change the filters over and then depressurise, drain and flush the off-line filter. He then opened the top cover of the filter housing and removed the basket filter.</p> <p>Chris removed the residual debris from the filter and noted that as well as the sludge that he would expect to find, there were scale particles which were not normal. Chris consulted his supervisor who advised him that this was a non-hazardous scale, however he should take samples of the scale for further examination. Chris then completed the cleaning of the filter using the correct solvent disposing of all drainings and residual cleaning fluids into the appropriate drain tank.</p> <p>Chris then replaced the basket filter in the filter housing and replaced the top cover. He then followed the leak test procedure by equalising the pressure across the filter and when satisfied that there were no leaks he closed the equalising valve leaving the filter offline and ready for use.</p> <p>All appropriate records and logs were updated by Chris on completion of the task.</p>	<p>1</p> <p>2</p> <p>9</p> <p>9</p> <p>10</p> <p>3</p> <p>4</p> <p>7</p> <p>8, 9</p> <p>5</p> <p>8</p> <p>6</p> <p>9</p> <p>10</p>

The candidate worked safely throughout this activity and followed the appropriate procedures diligently.

Knowledge and Understanding apparent from this observation

The candidate's knowledge of the Safe Operating Procedures (SOP) was apparent from the way that he used them. Evidence of the candidate's Knowledge and Understanding of items 1, 2, 3, 4, 6, 9, 10, 11, 16, 17, 18, 19, 20, 21 were observed during this activity.

Other Units/Elements to which this evidence may contribute

Unit 5

Assessor's comments and feedback to candidate

Sufficient performance evidence was provided during this observation to meet all the Performance Criteria for this Unit. Although a lot of knowledge evidence was demonstrated during this observation, it will be necessary to conduct a questioning session to obtain further knowledge evidence for items 5, 7, 8, 12, 13, 14, 15.

I can confirm the candidate's performance was satisfactory.

Assessor's signature James Wilson **Date** 16 November 2009

Candidate's signature Chris Baxter **Date** 16 November 2009

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	Unit 3 — Control the Transfer of Bulk Liquid Products
Element(s)	
Evidence index number	26
Circumstances of assessment	
<p>Candidate (Chris Baxter) carried out the task of transferring a corrosion inhibitor chemical from a tote tank into a chemical storage tank which I was not able to observe. Chris provided a personal statement (Evidence 22) as evidence was not demonstrated for all PCs or all K&U requirements for this Unit. The following questions were utilised to allow the candidate to demonstrate Knowledge and Understanding.</p>	
List of questions and candidate's responses	
Q	Provide two examples of safe lifting and moving techniques that you would use when handling chemical transfer hoses. (PC 6 and K&U 7)
A	<p>1 — I would carry out a manual handling assessment to determine if the hose can be lifted manually. In this case, it was appropriate to manually lift the hose if two persons were involved.</p> <p>2 — Other chemical transfer hoses are significantly larger and heavier and the manual handling assessment would call for these to be rigged and slung to be moved by crane.</p>
Q	What is the procedure for ensuring that hoses are selected which are fit for purpose? (PC 7)
A	The SOP provides information on the type of hoses for each chemical and they are colour coded for each chemical. In the case of corrosion inhibitor the hose coupling collars are coloured coded green.
Q	What PPE did you select and wear during the corrosion inhibitor transfer operation? (PC 13 and K&U 1)
A	As detailed in the SOP, Risk Assessment and COSHH Assessment, in addition to normal safety clothing, I wore goggles and rubber gloves.
Q	Provide two examples of irregularities that could arise whilst carrying out this task and explain how you would resolve them. (K&U 6)
A	<p>If there were no flow to the storage tank when all valves are in the open position, I would check to ensure valves were operating correctly and that no spades or other obstructions were in the pipe line.</p> <p>If the level glass on the storage tank was not rising at same rate as tote tank level was dropping, I would blow down the level glass to check that it was not blocked.</p>

Assessor's signature James Wilson **Date** 17 January 2010

Candidate's signature Chris Baxter **Date** 17 January 2010

Candidate's personal statement

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

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, scope covered
14/01/2010	22	<p>This statement provides evidence of my competence in <i>Controlling the Transfer of Bulk Liquid Products</i>. This was achieved by carrying out the task of transferring a corrosion inhibitor chemical from a tote tank into a chemical storage tank.</p> <p>I received instructions from my shift supervisor to carry out this transfer. Before commencing the task, I collected a copy of the SOP for this task and raised a Risk Assessment. Precautions identified in the Risk Assessment required me to obtain copies of the COSHH Assessment for this task and the Health & Safety Data Sheet for corrosion inhibitor. I then donned the appropriate PPE for the task as stipulated in these documents.</p> <p>There was a hose already at the tank so I confirmed that it was the appropriate hose (colour coded for ease of identification) for this task and then connected one end to the tote tank and the other end to the pipeline to the storage tank. I then checked that all appropriate valves were in the correct start position as per the SOP.</p> <p>As per the SOP, I then opened the vent valve on the top of the tote tank and using the dip stick, I confirmed that it was full (500 litres). The other operator (Joe Murphy) stationed at the storage tank confirmed that we needed to transfer 250 litres</p>	23 (Risk assessment)	<p>Unit 3</p> <p>PC 1</p> <p>PC 13</p> <p>K&U 2</p> <p>K&U 1, 3</p> <p>PC 7</p> <p>PC 2, 8</p> <p>PC 12</p> <p>PC 2, 3</p>

		<p>only. Joe then confirmed by radio that he had opened the inlet valve to the storage tank and that I could open the outlet valve from the tote tank and commence the transfer.</p> <p>I controlled the transfer flow rate by adjusting the ball valve on the transfer pipeline. Joe maintained eye contact with the level glass on the storage tank and I monitored the tote tank level using the dip stick. Joe advised me that the storage tank was now indicating close to full and I confirmed that according to the dip stick measurement we had transferred 250 litres. I then closed the ball valve to stop the transfer.</p> <p>I then closed the tote tank outlet valve and vent valve. I re-opened the pipe line ball valve to release trapped pressure in the transfer hose, before disconnecting it. I closed the pipe line ball valve and replaced the blank cap after disconnecting the hose. I disconnected the hose from the tote tank outlet and replaced the blank cap. I checked that there was no residual chemical in the hose and then Joe and I coiled it and stored it in the hose rack.</p> <p>I then updated the chemical tank storage records and entered this activity in the daily log.</p>	<p>24 (Storage tank data sheet) 25 (Copy of daily log)</p>	<p>PC 4</p> <p>PC 5</p> <p>PC 9, 10</p> <p>PC 11</p> <p>PC 6</p>
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Candidate's signature

Chris Baxter

Date

14 January 2010

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

SVQ title and level	SVQ 2 in Bulk Liquid Operations at SCQF level 5
Candidate's name	Chris Baxter
Evidence index no	27
Index no of other evidence which this testimony relates to (if any)	
Element(s)	Unit 5 — Establish and Maintain Safe and Effective Working Relationships within Bulk Liquid Operations
Date of evidence	15 March 2010
Name of witness	Tony Jones
Designation/relationship to candidate	Shift Supervisor
Details of testimony	
<p>I have worked with Chris as his shift supervisor for over three years, and can testify to all the following statements.</p> <p>I have always found Chris to be a conscientious team member who regularly consults me and his colleagues prior to commencing and during any activities he carries out. He provides clear, accurate and prompt information. (PCs 6–9)</p> <p>He participates in the shift handover process by providing good daily logs and handover notes as well as providing a verbal account to his back to back. (PC 5)</p> <p>Chris has regularly demonstrated his ability to identify the implications of changing plant conditions on operations and seeks clarification and confirmation on any information that is unclear or conflicting before he proceeds with the task. (PCs 2, 3)</p> <p>Chris follows safe working procedures at all times, utilising and completing appropriate documentation such as PTW documents clearly and accurately. (PC 10)</p> <p>Chris demonstrates knowledge of appropriate statutory and organisational requirements such as COSHH and Safe Operating Procedures, work instructions and standards by referring to them during his work. (K&U 1, 2)</p>	

I can confirm the candidate's performance was satisfactory.

Witness's signature Tony Jones **Date** 15 March 2010

Witness (please select the appropriate box):

- Holds A1/A2 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

- ◆ Unit 6: *Contribute to the Safety of Bulk Liquid Operations*
 - PC 7 Accurately verify the nature, location and scope of incident.
 - PC 8 Effectively raise the appropriate alarms.
 - PC 9 Report the incident to the appropriate people in accordance with site reporting procedures.
 - PC 10 Provide accurate and unambiguous information to the appropriate people.
 - PC 11 Take the correct actions, in accordance with procedures, to deal with the incident.
 - PC 12 Effectively inform appropriate people as actions are taken.
 - PC 13 Effectively minimise the incident, hazard or emergency.

You may be able to overcome these by:

- ◆ Simulation as described in examples given in an earlier section of these guidelines.
- ◆ Q&A session asking the candidate to provide appropriate responses to scenarios of potential incidents you provide.

Guidance and support to candidates

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

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

Judging candidate evidence and making an assessment decision

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

Evidence must:

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

Insufficient evidence

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

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

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

Authenticating candidates' evidence

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

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

Example

If your candidate has provided copies of daily logs and storage tank data records that have been produced on a computer, then you would request that these documents are countersigned by an appropriate person stating that these documents are attributable to the candidate. Such persons would normally be the candidates team leader/supervisor or similar.

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.

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 2 in Bulk Liquid Operations at SCQF level 5

Candidate: Chris Baxter

To achieve the whole qualification, you must prove competence in all **six mandatory Units**. Where applicable to the activities you carry out, you may require to complete one or both of the additional Units.

Unit Checklist

Mandatory	①	②	③	4	⑤	⑥			
Additional	7	8							

Mandatory Units achieved

Unit Number	Title	Assessor's signature	Date
Unit 1	Monitor and Maintain Equipment and Infrastructure within Bulk Liquid Operations	<i>James Wilson</i>	17 Nov 2009
Unit 2	Prepare Pipelines and Hoses within Bulk Liquid Operations	<i>James Wilson</i>	29 Nov 2009
Unit 3	Control the Transfer of Bulk Liquid Products	<i>James Wilson</i>	17 Jan 2010
Unit 5	Contribute to the Safety of Bulk Liquid Operations	<i>James Wilson</i>	14 Feb 2010
Unit 6	Establish and Maintain Safe and Effective Working Relationships within Bulk Liquid Operations	<i>James Wilson</i>	18 March 2010

Additional Units achieved

Unit Number	Title	Assessor's signature	Date
	Clean and Clear Bulk Liquid Storage Tanks		
	Package Bulk Liquid Products		

Using the index of evidence

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

The index of evidence should be completed by entering:

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

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

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

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

Completing the Element achievement record

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

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

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

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

Element achievement record

Unit 3 — Control the Transfer of Bulk Liquid Products

Element N/A

Evidence Index No	Description of Evidence	Performance Criteria													Knowledge and Understanding										
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	8	9	10	11
22	Personal statement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
23	Risk Assessment													✓							✓				
24	Storage tank data sheet												✓											✓	
25	Daily log 14/01/10												✓											✓	
26	Question and answer sheet						✓	✓						✓	✓					✓	✓				
27	Witness testimony													✓	✓	✓								✓	

Unit 3 — Control the Transfer of Bulk Liquid Products

Element N/A

Notes/Comments

Some of the evidence provided for this Unit has been used for Unit 5.

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate's signature Chris Baxter **Date** 17 January 2010

Assessor's signature James Wilson **Date** 17 January 2010

Internal verifier's signature Roland Gaham **Date** 30 March 2010

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 progress record

Qualification and level

Candidate

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

Unit Checklist

Mandatory										
Optional										

Mandatory Units achieved

Unit Number	Title	Assessor's signature	Date

Optional Units achieved

Unit Number	Title	Assessor's signature	Date

Unit

Element

Notes/Comments

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate's signature _____

Date _____

Assessor's signature _____

Date _____

Internal verifier's signature _____

Date _____

Assessment plan

Units					
Elements					
Activities	PC	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature _____ 1st review due _____

Candidate's signature _____ 2nd review due _____

Date of agreement _____ Date of completion _____

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, Elements, PC, and Range covered

Candidate's signature _____ Date _____

Observation record

Unit/Element(s)

Candidate

Evidence index number

Date of observation

Skills/activities observed	PC covered

Knowledge and understanding apparent from this observation

Other Units/Elements to which this evidence may contribute

Assessor 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 name	
Evidence index no	
Where applicable, evidence number to which this testimony relates	
Element(s)	
Range	
Date of evidence	
Witness name	
Designation/relationship to candidate	
Details of testimony	

I can confirm the candidate's performance was satisfactory.

Witness's signature _____ **Date** _____

Witness (please select the appropriate box):

- Holds A1/A2 or D32/D33 qualifications
- 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	
Q	
A	

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____