



# **Assessor's Guidelines for the SVQ3 Pre Press at SCQF level 6, SVQ2 Post Press at SCQF level 5 and SVQ3 Post Press at SCQF level 6**

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# About this guide

This guide provides some practical examples of how to assess your candidates for the SVQs in:

- ◆ **SVQ3 Pre Press at SCQF level 6**
- ◆ **SVQ2 Post Press at SCQF level 5**
- ◆ **SVQ3 Post Press at SCQF level 6**

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, candidates 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

<b>SVQ1 (SCQF level 4)</b>	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.
<b>SVQ2 (SCQF level 5)</b>	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.
<b>SVQ3 (either SCQF level 6 or 7)</b>	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.
<b>SVQ4 (either SCQF level 8 or 9)</b>	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.
<b>SVQ5 (SCQF level 11)</b>	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.

For further information on SCQF go to [www.scqf.org.uk](http://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**. 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](http://www.sqa.org.uk).

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Learning and Development 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 achieve 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 SVQ3 Pre Press at SCQF level 6 and SVQ 2 and 3 Post Press at SCQF level 5 and 6

The SVQs in Pre Press and Post Press have been developed by Proskills in association with employers professional bodies, trade unions and education bodies and are intended for people in the printing and media occupational sectors. They form part of a sub-suite of SVQs for this specialised part of the Print sector which also includes:

- ◆ SVQ3 Carton Manufacturing at SCQF level 6
- ◆ SVQ2 Press at SCQF level 5
- ◆ SVQ3 Press at SCQF level 6
- ◆ SVQ2 Print Administration at SCQF level 5
- ◆ SVQ3 Print Administration at SCQF level 6

These people may be working as Carton Box Makers, CAD Operators, Carton Designers, Carton Gluing Operators, Carton Sample Makers, Die and Tool Makers, Hot Foil Operators and Laminators. They will require skills and knowledge in working safely, improving areas of personal performance, working effectively as individuals and teams, maintaining machinery and equipment, customer liaison, developing solutions for customers, control specific carton related equipment, diagnosis and rectification of faults.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include flexographic printers, lithographic printers, screen printers and graphic design studios (using computer aided design packages).

## Structure of the SVQs

This section lists the Units which form the SVQs in Pre Press and Post Press.

### SVQ3 Pre Press at SCQF level 3 (GK86 23)

#### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H8VP 04	5	8	PROHSS1	Make Sure your Own Actions Reduce Risks to Health and Safety
H7T4 04	6	4	PRODPP 120	Plan Work to Meet Production Requirements
H9K3 04	6	5	PRODPP 126	Maintain and Configure Digital Systems
H7TH 04	5	3	PODPP 124	Send and Receive Digital Files

The SVQ3 Pre Press at SCQF level 6 is divided in to three distinct pathways; the pathway most suitable to the candidate's day-to-day role should be selected.

#### Optional Units (Candidates must complete three Units)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
<b>Pathway 1: Digital Print (one mandatory Unit)</b>				
H9JY 04	6	6	PRODPP 247	Control Digital Colour Printing Machines
<b>Select two Optional Units from the following:</b>				
H9KH 04	6	5	PRODPP 128	Produce Approved Proofs from Digital Artwork
H9K1 04	6	4	PRODPP 248	Control the Use of Variable Data with Digital Printing Machines
H9KF 04	6	4	PRODPP 301	Prepare 3D Printing Equipment for Use
H9K0 04	6	4	PRODPP 302	Control the Use of 3D Printing Machines
H9L9 04	5	4	PROPF 413	Set Up Post Press Machinery Under Supervision
H9K9 04	5	4	PROPF 414	Operate Post Press Machinery and Equipment Under Supervision
H9KP 04	6	5	PROPF 351	Set Up and Control Booklet Making Machinery
H9KN 04	6	5	PROPF 409	Set Up and Control Automated Mail Processing Machinery
H9KW 04	6	5	PRODPP 412	Set Up and Control Digital Flatbed Die Cutting Machines
H9JX 04	6	4	PRODPP 003	Clean Down Equipment and Replace Components
H9KA 04	6	4	PRODPP 131	Output Files to Remote Devices

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H9KE 04	6	5	PRODPP 130	Preflight Digital Files
H9KC 04	6	5	PRODPP 125	Plan and Capture Digital Images
H9K4 04	5	3	PRODPP 303	Maintain Digital Printers in a Serviceable Condition
<b>Pathway 2: Digital Artwork (one mandatory Unit)</b>				
H9K2 04	7	7	PRODPP 711	Design and Produce Creative Digital Colour Artwork for Print
<b>Select two Optional Units from the following:</b>				
H9KC 04	6	5	PRODPP 125	Plan and Capture Digital Images
H9KD 04	6	4	PRODPP 127	Plan and Produce Edited Images
H9K8 04	6	11	PROWPF 26	Operate CAD Equipment
H9KK 04	6	5	PRODPP 121	Produce Imposed Digital Files (Separations) for Printing
H9K7 04	6	6	PRODPP 122	Manage Colour Reproduction in Digital Pre-Press
H9KH 04	6	5	PRODPP 128	Produce Approved Proofs from Digital Artwork
H9KE 04	6	5	PRODPP 130	Preflight Digital Files
H9KA 04	6	4	PRODPP 131	Output Files to Remote Devices
<b>Pathway 3 — Image Carrier Production (one mandatory Unit)</b>				
H9KK 04	6	5	PRODPP 121	Produce Imposed Digital Files (Separations) for Printing
<b>Select two Optional Units from the following:</b>				
H9KC 04	6	5	PRODPP 125	Plan and Capture Digital Images
H9K7 04	6	6	PRODPP 122	Manage Colour Reproduction in Digital Pre-Press
H9KH 04	6	5	PRODPP 128	Produce Approved Proofs from Digital Artwork
H9KE 04	6	5	PRODPP 130	Preflight Digital Files
H9KA 04	6	4	PRODPP 131	Output Files to Remote Devices
H9K6 04	5	5	PRODPP 105	Make Photopolymer Plates for Flexographic Printing
H9K5 04	5	5	PRODPP 106	Make Gravure Plates
H9KJ 04	5	5	PRODPP 129	Produce Computer-generated Image Carriers
H9KG 04	6	5	PRODPP 219	Prepare Stencils for Printing
H9JX 04	6	4	PRODPP 003	Clean Down Equipment and Replace Components

## SVQ2 Post Press at SCQF level 2 (GK87 22)

### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H8VP 04	5	8	PROHSS1	Make Sure your Own Actions Reduce Risks to Health and Safety
H7T5 04	5	6	PROMP 250	Maintain Printing Equipment in Working Order
H7T3 04	4	3	PROMP 997	Improve the Effectiveness of the Print Organisation through Good Communication with Others
H9L9 04	5	4	PROPF 413	Set Up Post Press Machinery Under Supervision
H9K9 04	5	4	PROPF 414	Operate Post Press Machinery and Equipment Under Supervision

## SVQ3 Post Press at SCQF level 6 (GK88 23)

### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H8VP 04	5	8	PROHSS1	Make Sure your Own Actions Reduce Risks to Health and Safety
H7T5 04	5	6	PROMP 250	Maintain Printing Equipment in Working Order
H7T3 04	4	3	PROMP 997	Improve the Effectiveness of the Print Organisation through Good Communication with Others
H7T4 04	6	4	PRODPP 120	Plan Work to Meet Production Requirements

The SVQ3 Post Press at SCQF level 6 is divided in to three distinct pathways; the pathway most suitable to the candidate's day-to-day role should be selected.

### Optional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
<b>Pathway 1: General Print Finishing</b>				
<b>Select three Optional Units from the following:</b>				
H9L0 04	6	6	PROPF 347	Set Up and Control Guillotines
H9KY 04	6	5	PROPF 348	Set Up and Control Folding Machinery
H9KP 04	6	5	PROPF 351	Set Up and Control Booklet Making Machinery
H9L7 04	6	5	PROPF 355	Set Up and Control Twin Loop Wire Binding Machinery
H9KN 04	6	5	PROPF 409	Set Up and Control Automated Mail Processing Machinery
H9KV 04	6	6	PROPF 401	Set Up and Control Cutting and Creasing Machinery
H9L4 04	6	5	PROPF 346	Set Up and Control Multi-knife Trimming Machinery
H9KX 04	6	4	PROPF 350	Set Up and Control Foil Blocking Machinery
H9L6 04	6	5	PROPF 410	Set Up and Control Non-automatic Finishing Machines
H9L8 04	6	5	PROPF 411	Set Up and Control Varnishing Machinery
H9KW 04	6	5	PRODPP 412	Set Up and Control Digital Flatbed Die Cutting Machines

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
<b>Pathway 2: Case Binding</b>				
<b>Select three Optional Units from the following:</b>				
H9L5 04	6	5	PROPF 341	Set Up and Control Multiple Hopper Feeders
H9KM 04	6	6	PROPF 342	Set Up and Control Auto-fed Sewing Machinery
H9KR 04	6	6	PROPF 344	Set Up and Control Case Making Machinery
H9KT 04	6	6	PROPF 345	Set Up and Control Casing-in Machinery *
H9L1 04	6	7	PROPF 354	Set Up and Control In-line Block-feeding-forwarding-case Binding Machinery *
H9L7 04	6	5	PROPF 355	Set Up and Control Twin Loop Wire Binding Machinery
H9L4 04	6	5	PROPF 346	Set Up and Control Multi-knife Trimming Machinery
H9KX 04	6	4	PROPF 350	Set Up and Control Foil Blocking Machinery
<b>Pathway 3: Soft Binding</b>				
<b>Select three Optional Units from the following:</b>				
H9L3 04	6	6	PROPF 352	Set Up and Control In-line Insetting-stitching-trimming Machines
H9L5 04	6	5	PROPF 341	Set Up and Control Multiple Hopper Feeders
H9KM 04	6	6	PROPF 342	Set Up and Control Auto-fed Sewing Machinery
H9KL 04	6	5	PROPF 343	Set Up and Control Adhesive Binding Machinery x
H9L2 04	6	7	PROPF 353	Set up and Control In-line Gathering-adhesive Binding-trimming Machinery x
H9L7 04	6	5	PROPF 355	Set Up and Control Twin Loop Wire Binding Machinery
H9KX 04	6	4	PROPF 350	Set Up and Control Foil Blocking Machinery

**\* Pathway 2: Case Binding**

**Please note: PROPF345 Set and Control Casing-in Machinery and PROPF354 Set Up and Control In-line Block-feeding-forwarding-case Binding Machinery cannot be selected together.**

**\* Pathway 3: Soft Binding**

**Please note: PROPF343 Set and Control Adhesive Binding Machinery and PROPF353 Set Up and Control In-line Gathering-adhesive binding-trimming Machinery cannot be selected together.**

## **An Assessment Strategy for the SVQ**

As part of their review of the SVQ(s), the standards-setting body ProSkills 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](http://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

Gordon has worked as a machine assistant for ten years, but did not possess any formal qualifications. He wanted to do a qualification that would recognise the skills he already had and offer him a chance to gain a nationally-recognised qualification. As he already had some experience in make-ready procedures, fitting cutting and creasing formes, loading boards and materials handling, the Production Manager in his company advised him to consider undertaking SVQ3 Post Press at SCQF level 6.

When the Production Manager matched Gordon's job remit and existing skills and experience with the SVQ, it emerged that Gordon should be able to generate sufficient evidence to meet the requirements of the following SVQ3 Post Press at SCQF level 6 (General Print Finishing Pathway) Units:

- ◆ *Maintain Printing Equipment in Working Order* (mandatory Unit)
- ◆ *Set Up and Control Guillotines* (optional Unit)

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

Gordon also had some experience in relation to three further Units, however, some planning was required in order to provide him with the opportunity to demonstrate competence in these areas.

The Units were:

- ◆ *Make Sure your Own Actions Reduce Risks to Health and Safety*
- ◆ *Plan Work to Meet Production Requirements*
- ◆ *Improve the Effectiveness of the Print Organisation through Good Communication with Others*

The Production Manager arranged for the assessor to accompany Gordon to observe and assess him for the first two of these Units. A simulated emergency situation was set up for the assessment of *Make Sure your Own Actions Reduce Risks to Health and Safety* Unit, and plans were made to assess the *Plan Work to Meet Production Requirements* and *Improve the Effectiveness of the Print Organisation through Good Communication with Others* Units through a combination of observation, questioning and preparation of training and development plans to cover all of the vocational qualification and assessment of work products.

Gordon had not gained enough experience of the areas covered by the final two Units, which were:

- ◆ *Set Up and Control Cutting and Creasing Machinery*
- ◆ *Set Up and Control Booklet Making Machinery*

Since Gordon's job remit would not cover all of these areas of the SVQ, the Production Manager arranged for him to shadow a senior member of staff for observation and practice in relation to the company.

All the arrangements were agreed by everyone involved, then written up in an assessment plan for Gordon.

## 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 Learning and Development Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers Unit H7T4 04 *Plan Work to Meet Production Requirements* — Element 1, Interpret Production Requirements.

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	H7T4 04 Plan Work to Meet Production Requirements				
Elements	1: Interpret Production Requirements				
Activities	Performance Criteria (PC)	Method of assessment/ sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
<b>Interpret Production Requirements</b>	<p>Check that you have all the details for the job.</p> <p>Identify the finished product required by the customer.</p> <p>Identify what your department or area of work is required to produce.</p> <p>List the tasks for the job that are needed to be completed within your area of work, and the order in which the tasks should be carried out.</p> <p>Where necessary, check with the appropriate person whether the content of the job may lawfully be reproduced.</p> <p>Bring to the attention of the appropriate person any tasks required for the job that were not originally planned or expected.</p>	<p>Observation and questions</p> <p>Observation and questions</p> <p>Observation and questions</p> <p>Product Evidence</p> <p>Observation and questions</p> <p>Observation and questions</p>	<p>15/11/2014</p>	<p>Knowledge of working towards company procedures</p>	<p><b>H7T4 04 Plan Work to Meet Production Requirements Element 2: Plan Production Tasks to Meet Customer Requirements</b></p>



# 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 of the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ Assessments can be made to suit the candidate
- ◆ Timings can be flexible to accommodate shift working 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 production deadlines
- ◆ Pressure of work
- ◆ Meeting customer needs and candidate needs

## Example

You might agree with a candidate working as part of a crew of team members, who has to demonstrate how to deal with departmental pressures/priorities and work deadlines, that this will be carried out by **observation** as and when such situations arise. If you are an assessor who is working alongside the candidate you should be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate about the situation afterwards.

## 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.

### 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:

- ◆ Production of pass sheet for production work
- ◆ Multiple copies of work to ensure continual quality
- ◆ Different types of substrates
- ◆ Examples of identification of variances and faults and what was done to rectify these

## 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 or Element. 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.

One example of a situation where questioning might be used, is when you are observing a candidate's naturally occurring work activities. Additional opportunities can arise to generate more evidence of the candidate's knowledge of a task or operation. Where gaps appear in the performance, or your observation reveals something not quite right, you can ask for more details of why the candidate performed a task in a particular way.

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.

**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.

### Personal statements

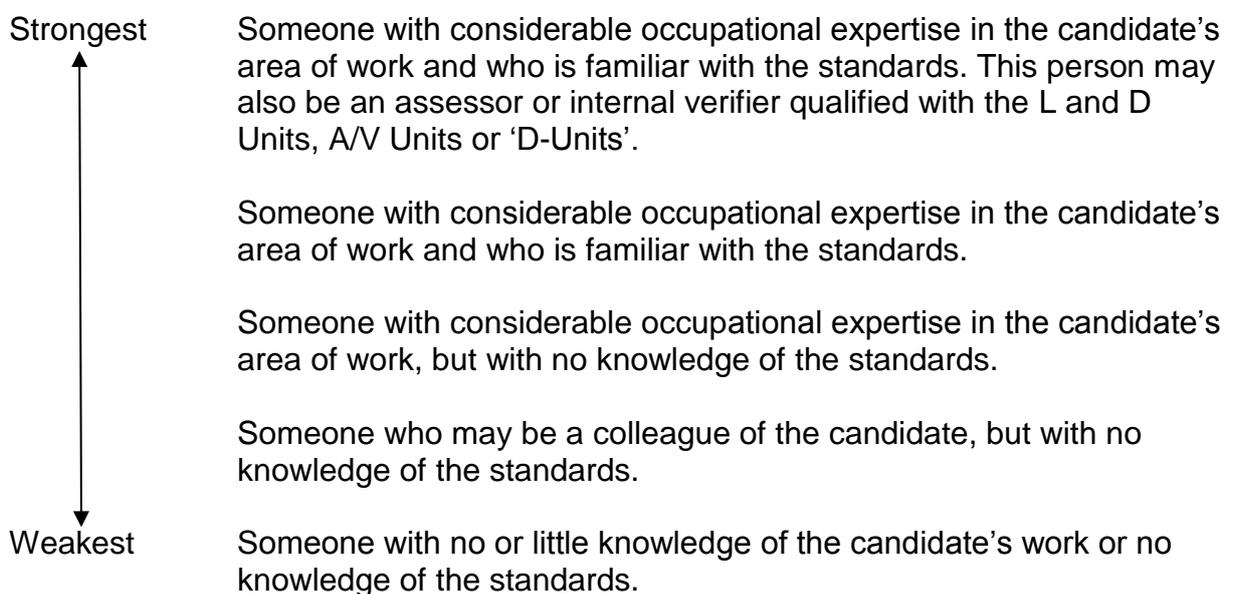
You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, 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 most cases, personal statements are not suitable for presentation of evidence solely. The preferred methods of assessment should always be direct observation, questioning, product evidence, witness statements and testimonies of compliance by a skilled observer.

### 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.

Witness testimonies may be used where equipment or specific operations cannot be observed during parts of the assessment — for example, when production faults occur. This can happen randomly and might not be able to be replicated for assessment due to the expense and/or timing of work in progress. In this case, witness testimony could be sought to ensure the candidate has been observed carrying out the task competently by a qualified observer over a number of occasions.

## **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.

Proskills 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](http://www.sqa.org.uk).

There are only two areas where simulation will be acceptable:

- ◆ Where the competence to be assessed, is required only for dealing with emergencies (such as fires or accidents) or highly unusual circumstances.
- ◆ Where it is not possible to collect all the required evidence from the candidate's normal work.

Before simulations are used, express permission must be sought and obtained from the Internal/External Verifier in advance of the assessment. Any simulations must replicate the workplace environment as far as production/administration issues are concerned.

## **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)** H7T4 04 Plan Work to Meet Production Requirements  
Element 1: Interpret Production Requirements

**Candidate's name** Gordon Sturrock

**Evidence index number** 1

**Date of observation** 15/11/2014

Skills/activities observed	Performance Criteria covered
Identifying the job requirements including finished product and identify what is required from your department	P1, P2 and P3
Produce job list including sequence	P4
Final check with supervisor, including copyright/legal considerations	P5, P6 and P7

### Knowledge and Understanding apparent from this observation

K1.1  
K5.1, K5.2, K5.3  
K6.1, K6.2, K6.3  
K7.1

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

H7T4 04 — Element 2: Plan Production Tasks to Meet Customer Requirements

### Assessor's comments and feedback to candidate

The assessment/observation 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 Element.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** A Newman **Date** 15/11/2014

**Candidate's signature** G Sturrock **Date** 15/11/2014

## **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

<b>Unit</b>	H9KV 04 Set Up and Control Cutting and Creasing Machinery
<b>Element(s)</b>	1: Set Cutting and Creasing Machinery
<b>Evidence index number</b>	1
<b>Circumstances of assessment</b>	
When changing over formes at the start/end of a production run on a cutting and creasing machine, the candidate has to make some adjustments to ensure quality of cut and crease. This gave the opportunity to assess the candidate's underpinning knowledge in the areas clean cuts and collapsing of creases.	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	What action would you take if the cut did was not clean and the crease did not collapse properly or the crease was breaking through the board?
<b>A</b>	Patching/levelling should be sufficient to ensure clean cutting.
<b>Q</b>	Why are there nicks in the cutting knives?
<b>A</b>	To prevent the carton shape being removed from the sheet.

**Assessor's signature** A Newman                      **Date** 15/11/2014

**Candidate's signature** G Sturrock                      **Date** 15/11/2014

## **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, Performance statements, scope covered
15/11/14	1	<p>I work as a cutting and creasing operator in a Pre Press company. I am expected to make ready and run a cutting and creasing machine.</p> <p>I am supplied with all the materials required to perform this task. I have to follow company procedures in checking that I have all the materials required for the job and if not report to my immediate supervisor.</p> <p>When making ready the machine, I have to ensure that the following takes place:</p> <ul style="list-style-type: none"> <li>◆ material is fed squarely into the machine</li> <li>◆ the position of cuts and creases is correct</li> <li>◆ material is cut and creased squarely and delivered without damage</li> <li>◆ the cut size is within variations allowed by your company</li> </ul> <p>I have to produce a sheet that matches the supplied sample and meets the company's quality standards.</p> <p>When necessary I have to identify and remedy cutting and creasing faults. They mostly centre around how clean the cut is and how collapsible the creases are.</p>		<p>PCs 1,2,3 and 10</p> <p>PCs 6 and 7</p> <p>PC 8</p> <p>PC 9</p>

Candidate's signature G Sturrock

Date 15/11/2014

## **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

<b>SVQ title and level</b>	SVQ3 Post Press at SCQF level 6
<b>Candidate's name</b>	G Sturock
<b>Evidence index no</b>	
<b>Index no of other evidence which this testimony relates to (if any)</b>	
<b>Element(s)</b>	H7T4 04 Plan Work to Meet Production Requirements Element 1: Interpret Production Requirements
<b>Date of evidence</b>	15/11/2014
<b>Name of witness</b>	James McFarlane
<b>Designation/relationship to candidate</b>	Manager
<b>Details of testimony</b>	
<p>I, James McFarlane, have observed Gordon Sturock perform all the tasks as defined in the National Standard Performance Criteria for Post Press at level 3.</p> <p>H7T4 04 <i>Plan Work to Meet Production Requirements</i> — Element 1: Interpret Production Requirements.</p> <p>The tasks were performed competently, safely and in the defined time allocated for such tasks. He also complied with all company standard operating procedures.</p>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature**   *J McFarlane*                        **Date**   15/11/2014  

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

- Holds L and D Unit 9D/9D1, 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:

- ◆ emergency situations
- ◆ fire evacuation
- ◆ how to deal with incidents

You may be able to overcome these by:

- ◆ naturally-occurring questions
- ◆ prepared questions
- ◆ though simulation

## Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be ongoing, 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**

The candidate could not be observed identifying and correcting production/machine faults due to the timing of the assessment and observation. It became necessary to seek witness testimonies to authenticate actual completion of these tasks and Performance Criteria for this operation. Questioning was carried out after the assessment on procedural and process operation knowledge — but the actual observation could not be provided. The Cutting and Creasing Supervisor provided a testimony to satisfy the assessor that the candidate had on many occasions identified and corrected production/machine faults on many occasions safely, competently and to the complete satisfaction of the company.

The witness testimony was signed and validated as authentic.

## 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** SVQ3 Post Press at SCQF level 6 (Pathway 1: Digital Print)

**Candidate** Gordon Sturrock

To achieve the whole qualification, you must prove competence in **5 mandatory** Units and **2 optional** Units.

### Unit checklist

<b>Mandatory</b>	H8VP 04	H7T5 04	H7T3 04	H7T4 04
<b>Optional</b>	H9L0 04	H9KP 04	H9KV 04	

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
H8VP 04	Make Sure your Own Actions Reduce Risks to Health and Safety		
H7T5 04	Maintain Printing Equipment in Working Order		
H7T3 04	Improve the Effectiveness of the Print Organisation through Good Communication with Others		
H7T4 04	Plan Work to Meet Production Requirements	<i>A Newman</i>	<i>15/11/14</i>

### Optional Units achieved

Unit number	Title	Assessor's signature	Date
H9L0 04	Set Up and Control Guillotines		
H9KP 04	Set Up and Control Booklet Making Machinery		
H9KV 04	Set Up and Control Cutting and Creasing Machinery	<i>A Newman</i>	<i>15/11/14</i>

## 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		SVQ3 Post Press at SCQF level 6	
Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
H8VP 04 1a	Written Report — List of responsibilities for Health and Safety	Yes	LO 15/11/2014
H7T5 04 1b	Company maintenance schedule for Cutting and Creasing Machine	Yes	LO 15/11/2014
H7T5 04 2a	Personal report for replacement/rectification of defective part on machine	Yes	LO 15/11/2014
H9KV 04 1a	Production job No. 1 Four samples of carton work for specific customers on different substrates	Yes	LO 15/11/2014
H9KV 04 2a	Production job No. 2 Four samples of carton work for specific customers — running four different substrates	Yes	LO 15/11/2014
H9KL 04 1a	Production job No. 3 Four samples of gluing and finishing work for specific customers on different substrates	Yes	LO 15/11/2014
H9KL 04 2a	Production job No. 4 Four samples of gluing and finishing work for specific customer — running four different substrates	Yes	LO 15/11/2014
H9KV 04 1b	Signed testimony of compliance from cutting and creasing manager	Yes	LO 15/11/2014
H9KL 04 1b	Signed testimony of compliance from gluing and finishing manager	Yes	LO 15/11/2014
H9KV 04 1c	Sample of faults with written report on corrective actions	Yes	LO 15/11/2014
H9KL 04 1c	Sample of faults with written report on corrective actions	Yes	LO 15/11/2014
H9KV 04 1d	Summary of questions and answers	Yes	LO 15/11/2014
H9KL 04 1d	Summary of questions and answers	Yes	LO 15/11/2014

## **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 PC 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** H7T4 04 — Plan Work to Meet Production Requirements

**Element** 1 — Interpret Production Requirements

Evidence index no	Description of evidence	PC/performance statements	Areas of Knowledge and Understanding/scope
H7T4 04 1a	Personal report — Job sampling		
H7T4 04 1b	Testimony of Compliance		
H7T4 04 1c	Assessment Sheet 1		
H7T4 04 1d	Work Ticket and job samples for production job no. 1		
H7T4 04 1e	Assessment Sheet 2		
H7T4 04 1f	Work Ticket and job samples for production job No. 2		
H7T4 04 1g	Assessment Sheet 3		
H7T4 04 1h	Work Ticket and job samples for production job No. 3		
H7T4 04 1i	Assessment Sheet 4		
H7T4 04 1j	Work Ticket and job samples for production job No. 4		
H7T4 04 1k	List of Assessor questions		
H7T4 04 1l	Questions and Answers		
H7T4 04 1m	Risk Assessment		
H7T4 04 1n	Identification of faults		
H7T4 04 1o	QA report		

**Unit** H7T4 04 — Plan Work to Meet Production Requirements

**Element** 1 — Interpret Production Requirements

**Notes/comments**

The evidence was collected at the time of production. 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.

<b>Candidate's signature</b>	<u><i>G Sturrock</i></u>	<b>Date</b>	<u><i>15/11/14</i></u>
<b>Assessor's signature</b>	<u><i>A Newman</i></u>	<b>Date</b>	<u><i>15/11/14</i></u>
<b>Internal verifier's signature</b>	<u><i>Linda Orr</i></u>	<b>Date</b>	<u><i>15/11/14</i></u>

## 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

<b>Mandatory</b>							
<b>Optional</b>							

### 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	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (Performance Criteria 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)	Unit, Elements, Performance Criteria, Performance statements, scope covered

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

**Observation record**

**Unit/Element(s)** \_\_\_\_\_

**Candidate** \_\_\_\_\_

**Evidence index number** \_\_\_\_\_

**Date of observation** \_\_\_\_\_

<b>Skills/activities observed</b>	<b>Performance Criteria covered</b>

**Knowledge and Understanding apparent from this observation**

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

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

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Witness testimony

<b>SVQ title and level</b>	
<b>Candidate's name</b>	
<b>Evidence index no</b>	
<b>Index no of other evidence which this testimony relates to (if any)</b>	
<b>Element(s)</b>	
<b>Date of evidence</b>	
<b>Name of witness</b>	
<b>Designation/relationship to candidate</b>	
<b>Details of testimony</b>	

I can confirm the candidate's performance was satisfactory.

**Witness signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

- Holds L and D Unit 9D/9D1, 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**

<b>Unit</b>	
<b>Element(s)</b>	
<b>Evidence index number</b>	
<b>Circumstances of assessment</b>	
<b>List of questions and candidate’s responses</b>	
<b>Q</b>	
<b>A</b>	

**Assessor’s signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate’s signature** \_\_\_\_\_ **Date** \_\_\_\_\_