Assessor's Guidelines for:

- **SVQ2 Accessing Operations and Rigging (Construction): Steeplejacking**
- **SVQ2 Accessing Operations and Rigging (Construction): Scaffolding**
- **SVQ2 Accessing Operations and Rigging (Construction): Lightning Conductor Engineering**
- **SVQ3 Accessing Operations and Rigging (Construction): Steeplejacking**
- **SVQ3 Accessing Operations and Rigging (Construction): Scaffolding and Offshore Scaffolding**
- **SVQ3 Accessing Operations and Rigging (Construction): Lightning Conductor Engineering**

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQs 2 and 3 Accessing Operations and Rigging (Construction)**. 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

**SVQ1
(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.

**SVQ2
(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.

**SVQ3
(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.

**SVQ4
(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.

**SVQ5
(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.

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**. 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 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 The SVQs 2 and 3 Accessing Operations and Rigging (Construction)

The SVQs in Accessing Operations and Rigging (Construction) have been developed by ConstructionSkills and are intended for people in the craft sector of the construction industry and related sectors.

These people may be working as time served operatives, apprentices, foremen or supervisors within the craft and related sectors. They will require skills and knowledge in interpreting drawings, erecting and dismantling basic and complex working platforms, support and protection structures.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include construction sites, civil engineering sites, further education colleges and training providers. Employers can engage in partnership working to provide work based evidence to be utilised by the college/training provider.

Structure of the SVQs

This section lists the Units which form the SVQs in Accessing Operations and Rigging (Construction).

SVQ2 Accessing Operations and Rigging (Construction): Steeplejacking (GF75 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FW5A 04			VR 252	Utilise Provision for Fall Protection Systems
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
FW0J 04	5	5	VR 642	Conform to Productive Work Practices
FN2V 04	5	5	VR 643	Move, Handle or Store Resources
FW0P 04			VR 253	Erect and Dismantle Steeplejack Scaffolds
DY0A 04			VR 254	Erect and Remove Specialist Access Equipment
DY2L 04			VR 255	Install Temporary Lifting and Suspension Apparatus

Additional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DY9V 04			VR 50	Repair and Maintain Masonry Structures
DY0Y 04			VR 53	Erect Metal Chimneys
DY99 04	5	21	VR 187	Produce Standard Templets and Moulds
F002 04	5	19	VR 196	Repair Basic Stonemasonry Structures
F008 04			VR 263	Secure and Use Rope Access Arrangements
DX8T 04			VR 333	Apply Paint Systems by Brush and Roller
F00Y 04			VR 402	Slinging and Signalling the Movement of Loads

SVQ2 Accessing Operations and Rigging (Construction): Scaffolding (GF74 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FW5A 04			VR 252	Utilise Provision for Fall Protection Systems
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
FW0J 04	5	5	VR 642	Conform to Productive Work Practices
FN2V 04	5	5	VR 643	Move, Handle or Store Resources
FW0K 04			VR 247	Erect and Dismantle Independent and Birdcage Scaffolds
FW0L 04			VR 248	Erect and Dismantle Mobile and Static Scaffold Towers
FW0M 04			VR 249	Erect and Dismantle Cantilever Scaffolds
FW0N 04			VR 251	Erect and Dismantle Pavement or Roof Scaffolds

Additional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
D6K7 04			VR 258	Equip Scaffolds with Safeguards and Environmental Protection
DY16 04	5	10	VR 360	Establish Work Area Protection and Safety
F00Y 04	5	8	VR 402	Slinging and Signalling the Movement of Loads
DY1V 04			VR 411	Inspect Scaffolding/Rigging Systems

SVQ2 Accessing Operations and Rigging (Construction): Lightning Conductor Engineering (GF73 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FW5A 04			VR 252	Utilise Provision for Fall Protection Systems
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
FW0J 04	5	5	VR 642	Conform to Productive Work Practices
FN2V 04	5	5	VR 643	Move, Handle or Store Resources
DY0A 04			VR 254	Erect and Remove Specialist Access Equipment
DY0X 04			VR 256	Install Lightning Conductor Systems
DX99 04			VR 257	Commission Lightning Conductor Installation Systems
DY3T 04	5	12	VR 372	Locate and Protect Utilities Apparatus and Sub-structures

Additional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DY2L 04			VR 255	Install Temporary Lifting and Suspension Apparatus
F008 04			VR 263	Secure and Use Rope Access Arrangements

SVQ3 Accessing Operations and Rigging (Construction): Steeplejacking (GF81 23)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX9F 04	6	18	VR 209	Confirm Work Activities and Resources for the Work
DX9T 04	8	8	VR 210	Develop and Maintain Good working Relationships
DX9D 04	6	14	VR 211	Confirm the Occupational Method of Work
FW5A 04			VR 252	Utilise Provision for Fall Protection Systems
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
DX96 04	5	20	VR 120	Carry Out Site Measurements and Evaluations
DY0A 04			VR 254	Erect and Remove Specialist Access Equipment
DY2L 04			VR 255	Install Temporary Lifting and Suspension Apparatus
DY11 04			VR 405	Erect Specialised, Designed Scaffolds and Rigging
FW0X 04			VR 410	Erect and Dismantle Steeplejack Scaffolds for Multi-faceted Surfaces
DY1V 04			VR 411	Inspect Scaffolding/Rigging Systems

Additional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DY42 04	5	14	VR 47	Maintain Slate and Tile Roofing
DY0Y 04			VR 53	Erect Metal Chimneys
DX9R 04	5	18	VR 155	Demolish/Dismantle Brick, Masonry and Concrete Structures
DY99 04	5	21	VR 187	Produce Standard Templets and Moulds
DY8X 04			VR 199	Produce Complex Templets and Moulds

SVQ3 Accessing Operations and Rigging (Construction): Scaffolding and Offshore Scaffolding (GF80 23)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX9F 04	6	18	VR 209	Confirm Work Activities and Resources for the Work
DX9T 04	8	8	VR 210	Develop and Maintain Good Working Relationships
DX9D 04	6	14	VR 211	Confirm the Occupational Method of Work
FW5A 04			VR 252	Utilise Provision for Fall Protection Systems
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
DY11 04			VR 405	Erect Specialised, Designed Scaffolds and Rigging

Optional Units (two Units required)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FW0T 04			VR 406	Erect and Dismantle Overhead Scaffolds
FW0R 04			VR 407	Erect and Dismantle Falsework Scaffolds
FW0W 04			VR 408	Erect and Dismantle Shoring Scaffolds
FW0Y 04			VR 609	Erect and Dismantle Temporary Roof Scaffolds

Additional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DY1V 04			VR 411	Inspect Scaffolding/Rigging Systems

SVQ3 Accessing Operations and Rigging (Construction): Lightning Conductor Engineering (GF7X 23)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DX9F 04	6	18	VR 209	Confirm Work Activities and Resources for the Work
DX9T 04	8	8	VR 210	Develop and Maintain Good Working Relationships
DX9D 04	6	14	VR 211	Confirm the Occupational Method of Work
FW5A 04			VR 252	Utilise Provision for Fall Protection Systems
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
DX96 04	5	20	VR120	Carry Out Site Measurements and Evaluations
DY0A 04			VR 254	Erect and Remove Specialist Access Equipment
DY0X 04			VR 256	Install Lightning Conductor Systems
DY3T 04	5	12	VR 372	Locate and Protect Utilities Apparatus and Sub-structures
FW10 04			VR 412	Install Electrical Earthing Systems

Additional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DY2L 04			VR 255	Install Temporary Lifting and Suspension Apparatus
F008 04			VR 263	Secure and Use Rope Access Arrangements

An Assessment Strategy for the SVQ

As part of their/its review of the SVQ(s), the standards-setting body ConstructionSkills has developed an Assessment Strategy which defines a range of requirements:

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

The relevant parts of the Assessment Strategy are 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.

New entrant

Candidates must be employed in the construction industry as an apprentice scaffolder and will attend a college of further education for a prescribed period of time during their apprenticeship. Whilst attending college, and in partnership with the employer, candidates will generate all the necessary evidence to meet the requirements of the SVQ Units in their chosen occupational area. In addition to this, candidates will be required to sit and pass a health and safety test and practical skills test, both administered by ConstructionSkills.

Example

Mark had recently left school and was deciding which career to follow. He had taken qualifications at school but felt he was more a practical type of person which was confirmed when he studied the Scottish Progression Awards in Construction and particularly enjoyed the access and rigging aspect of the course. With this in mind, he contacted ConstructionSkills and completed an application form. He was invited to sit the ConstructionSkills learning exercise which he passed at a level suitable for him to pursue a career in scaffolding. Attendance at college to participate in industry approved training, combined with the collection of work based evidence, and passing his health and safety test, allowed Mark to successfully complete his SVQ2 Accessing Operations and Rigging (Construction).

Success in attaining the SVQ required Mark to fulfil the requirements of all Units, both mandatory and optional, for the Scaffolding route.

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 VR 248 *Erect and Dismantle Mobile and Static Scaffold Towers.*

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

Assessment plan

Units	VR 252 Utilise Provision for Fall Protection Systems VR 248 Erect and Dismantle Mobile and Static Scaffold Towers					
Activities	**Performance Criteria (PC)**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (PC and range)**
Mark will be observed utilising fall arrest equipment whilst participating in work based activities.	VR 252, 1, 2, 3, 4, 5, 6.	Evidence will be generated by direct observation, documentation and questioning	1 June 2011	None	VR 643, PC 1
Erect and dismantle basic tower scaffold to allow electrician access to cable tray. This will include activities such as selecting tools and materials, manual handling, moving equipment/resources, waste clearance/disposal, and maintaining a tidy work area during and after the erecting-dismantling process.	VR 248, 1, 2, 3, 4, 5, 6.	Evidence will be generated by direct observation, documentation and questioning which will include 'fire safety and proper waste disposal methods'.	1 June 2011	Materials on site, base lift in place	VR 643, PC 2, 3, and 4

Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review					

Assessor's signature *James McGregor*

1st review due *30 June 2011*

Candidate's signature *Mark Adams*

2nd review due

Date of agreement *28 May 2011*

Date of completion

Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

♦ By *valid* we mean that the assessment method should be appropriate to the standards.
♦ By *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions.
♦ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time.

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

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

♦ feeling at ease in the familiarity of the construction site
♦ being familiar with the candidate
♦ working at the candidate's pace of learning
♦ informality of the processes
♦ all resources being readily available

The challenges might be:

♦ candidates being too familiar in the context of a construction site
♦ pressure of work/productivity on the site
♦ candidates moving around sites — difficult to locate them
♦ candidates changing companies
♦

Example

You might agree to visit your candidate on his site when it is anticipated he will be involved in erecting a basic tower. In this instance, the occasion should provide the opportunity to observe the candidate's performance in a variety of the skills and knowledge to be demonstrated. This type of observation is considered to be the best method of assessing candidates

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.

For example, the assessor could observe a candidate preparing product evidence, by setting out and measuring the base lift of the scaffold at the inception of the job. This could include establishing and transferring levels, setting corners to ninety degrees, and ensuring standard spacing complies with the duty (imposed loading), required of the scaffold to satisfy its need. The standard spacing would need to be appropriate to allow heavy masonry work, etc. Also:

- observation of the candidate taking instructions, interpreting information, leading and working as part of a team (three man gang, etc)
- direct observation of candidates preparing the work area and storing tools and equipment on completion

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:

- interpret drawings correctly
- determine quantity of materials
- measure and set out base lift
- level and plumb scaffold correctly and in sequence

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.

Q There is a great deal of lifting in your particular job and I notice that you make very good use of the site trolley jack. Could you tell me how it should be stored when not in use?

A I would make sure the trolley jack is not under strain and is fully lowered with the brake left on. I would also ensure that the jack is stored indoors away from the rain, etc. (Unit VR 643, PC 2)

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.

Witness testimony

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

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

Strongest   Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the L and D Units, A/V Units or 'D-Units'.

Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.

Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.

Someone who may be a colleague of the candidate, but with no knowledge of the standards.

Weakest   Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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

In VR 641 *Conform to General Workplace Health, Safety and Welfare* candidates are required to 'comply with all workplace safety legislation requirements at all times'. This is an opportunity for the employer or work based recorder/supervisor to provide a *witness testimony* to confirm the ability of the candidate to conform to legislation in their work role.

Photographic evidence

It is not unusual to have evidence provided in the form of photographs which clearly demonstrate the candidate carrying out the activity required for SVQ purposes, ie work based evidence required for their portfolio. Exact site locations of the activity should be clearly noted in the photographs with dates and a clear description of what aspect of the particular Unit the photographs are linked to.

Simulation

Simulation is any structured assessment exercise involving a specific task which reproduces real-life situations.

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

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

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

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) VR 252 Utilise Provision for Fall Protection Systems
VR 248 Erect and Dismantle Mobile and Static Scaffold
Towers

Candidate Mark Adams

Evidence index number 1

Date of observation 1 June 2011

Skills/activities observed	Performance Criteria covered
The candidate consulted the manufacturer's information. He carried out the three required safety checks prior to fitting his PPE. He selected appropriate tools for the task along with adequate materials and information, and made good use of drawings prior to work commencing.	VR 252 PC 1, 2, 3, 5 VR 248 PC 1, 2, 3, 5
The candidate ensured the working area was protected to prevent access to and from the location. He made good use of his time to ensure all waste was properly disposed of and maintained a tidy work area. Work was finished within the agreed time scale.	VR 252 PC 4, 6
Upon arrival I noticed the candidate had the base lift in place. I asked a few questions to confirm the procedure required to arrive at the stage of erection. His understanding of the accompanying drawing was evident and his use of PPE was acceptable.	VR 248 PC 4, 6

Knowledge and Understanding apparent from this observation

The candidate demonstrated an acceptable level of practical skill commensurate with this particular level of competence. Both his organisational and communication skills were very good and he demonstrated a good understanding of his responsibilities to comply with legislation related to the proper use of PPE and the maintenance of a safe, tidy workplace. The finished product was in line with the drawing used at the commencement of the assessment. His use of work equipment and clearing any waste materials was of a high standard.

Other Units/Elements to which this evidence may contribute

VR 643 Move, Handle or Store Resources

Assessor's comments and feedback to candidate

The candidate approached his work and this assessment in a professional manner, producing a good structure in line with the Unit requirements. He has a clear understanding of health and safety responsibilities to himself and others. We discussed the options available to 'clip on' sooner and to consider how his safety could be enhanced during the erecting process. We agreed, in the interest of his safety, this was an important point that must be remembered for future assessments.

I can confirm the candidate's performance was satisfactory.

Assessor's signature *James McGregor* **Date** *1 June 2011*

Candidate's signature *Mark Adams* **Date** *1 June 2011*

Questions and candidate responses

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

Record of questions and candidate's answers

Unit	VR 248 Erect and Dismantle Mobile and Static Scaffold Towers
Element(s)	
Evidence index number	2
Circumstances of assessment	

Following observation of the candidate's performance during the erection of the basic scaffold tower, the following questions were asked to cover the scope of knowledge and understanding not confirmed from my observation, as on my arrival at the site, the candidate had already set out and erected the base lift of the tower.

List of questions and candidate's responses	
Q	At what point on the ground did you start to erect the tower scaffold?
A	I started erecting the tower at the highest point. This ensured I could level out all sides.
Q	How did you ensure the tower was absolutely square with ninety degree corners?
A	I carried out the 3-4-5 routine I was shown at the training college. This ensures that all corners are at the same angle, giving you a perfect square.
Q	
A	
Q	
A	
Q	
A	

Assessor's signature   _James Mcgregor_   **Date** _1 June 2011_

Candidate's signature   _Mark Adams_   **Date** _1 June 2011_

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.

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	SVQ2 Accessing Operations and Rigging (Construction): Scaffolding
Candidate's name	James Kerr
Evidence index no	3
Index no of other evidence which this testimony relates to (if any)	
Element(s)	VR 248, PC 1, 2 and 3
Date of evidence	1 June 2011
Name of witness	David Bissett
Designation/relationship to candidate	Manager
Details of testimony	

James was given the task of erecting a scaffold tower to allow the electrician to gain access to a damaged cable tray.

James demonstrated his ability to interpret the drawings for the job and selected the necessary materials from the scaffold yard within the site.

His use of tools and hilti-tie equipment was in line with industry training standards. He was very diligent in his use of PPE and made appropriate arrangements to ensure all tools, equipment and PPE were stored properly ready for use the following day.

James is a dependable employee who understands the importance of working to industry standards and complies with company rules regarding the requirements of related legislation.

I can confirm the candidate's performance was satisfactory.

Witness's signature _David Bissett_   **Date** _1 June 2011_

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:

VR 643, *Move, Handle or Store Resources*, where the candidates are expected to provide evidence for PC 1, in particular, 'safe use of fire extinguishers, as appropriate to the fire'.

You may be able to overcome these by simulation and questioning or a short secondment to another part of the company or department to allow the generation of evidence. For example, for a short period, the candidate could be placed on a site which has the facility to provide access to fire extinguishers and suitably trained personnel to assist the candidate in gathering the evidence.

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

Authentication will be required when a candidate has produced a piece of evidence that could, on the face of it, have been produced by anyone else. For example, a candidate who was working as a member of a team could have claimed to set out the base of a scaffold, levelling and squaring it to industry requirements. This could require a witness testimony or questioning or some other form of authentication.

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.

It is strongly recommended that you use these 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).

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   <u>SVQ2 Accessing Operations and Rigging (Construction):</u>
<u>Scaffolding</u>

Candidate   <u>Mark Kerr</u>

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

Unit checklist

Mandatory	VR 252	VR 641	VR 642	VR 643	VR 247	VR 248	VR 249	VR 251
Additional	VR 258	VR 360	VR 402	VR 411				

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
VR 252	Utilise Provision for Fall Protection Systems	*James McGregor*	*1 June 2011*
VR 641	Conform to General Workplace Health, Safety and Welfare		
VR 642	Conform to Productive Work Practices		
VR 643	Move, Handle or Store Resources		
VR 247	Erect and Dismantle Independent and Birdcage Scaffolds		
VR 248	Erect and Dismantle Mobile and Static Scaffold Towers	*James McGregor*	*1 June 2011*
VR 249	Erect and Dismantle Cantilever Scaffolds		
VR 251	Erect and Dismantle Pavement or Roof Scaffolds		

Additional Units achieved

Unit number	Title	Assessor's signature	Date
VR 258	Equip Scaffolds with Safeguards and Environmental Protection		
VR 360	Establish Work Area Protection and Safety		
VR 402	Slinging and Signalling the Movement of Loads		
VR 411	Inspect Scaffolding/Rigging Systems		

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	SVQ2 Accessing Operations and Rigging (Construction): Scaffolding

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Observation record Direct observation of candidate erecting basic scaffold tower and utilising PPE	Yes	
2	Record of questions and candidate's answers	Yes	D Jones 15 June 2011
3	Witness testimony from David Bissett (manager)	Yes	D Jones 15 June 2011

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   VR 248 Erect and Dismantle Mobile and Static Scaffold Towers

Evidence index no	Description of evidence	PC/performance statements						Areas of Knowledge and Understanding/scope													
		1	2	3	4	5	6	1	2	3	4	5	6								
1	On site observation of candidate erecting basic scaffold tower	✓	✓	✓	✓	✓	✓														
2	Oral questions							✓	✓	✓	✓	✓	✓								

Unit   VR 248 Erect and Dismantle Mobile and Static Scaffold Towers

Notes/comments
Mark demonstrated his understanding of the drawing provided to him from his supervisor. Each stage of the setting out and erecting aspects of the work was in line with the requirements of the drawing.

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

Candidate's signature   _Mark Kerr_   **Date**   _1 June 2011_

Assessor's signature   _James McGregor_   **Date**   _1 June 2011_

Internal verifier's signature   **Date**

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

Index of evidence

SVQ title and level	

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)

Element achievement record

Unit

Element

Evidence index no	Description of evidence	PC/performance statements						Areas of Knowledge and Understanding/scope														

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 _____

Skills/activities observed	Performance Criteria covered

Knowledge and Understanding apparent from this observation

Other Units/Elements to which this evidence may contribute

Assessor's comments and feedback to candidate

I can confirm the candidate's performance was satisfactory.

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____

Witness testimony

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

Details of testimony

I can confirm the candidate's 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

Unit	52
Element(s)	
Evidence index number	

Circumstances of assessment

List of questions and candidate's responses
Q
A
Q
A
Q
A
Q
A
Q
A

Assessor's signature _____   **Date** _____

Candidate's signature _____   **Date** _____