# Assessor's Guidelines for SVQ1 Performing Manufacturing Operations and SVQ2 Performing Manufacturing Operations SCQF level 5

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# Contents

# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ1 Performing Manufacturing Operations** and **SVQ2 Performing Manufacturing Operations SCQF level 5**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

# Introduction

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

## About SVQs and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

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

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

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

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

**Explanation of levels**

| | |
|---|---|
| **SVQ1**<br>**(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**<br>**(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**<br>**(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**<br>**(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**<br>**(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 Assessor/Verifier Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

# The steps involved in assessing a candidate for an SVQ

In deciding whether a candidate should 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 SVQ1 Performing Manufacturing Operations and SVQ2 Performing Manufacturing Operations SCQF level 5

The SVQs in Performing Manufacturing Operations have been developed by the Science Engineering Mathematics and Technology Association (SEMTA) and are intended for people in the manufacturing sector.

These people may be working to:

♦ move materials
♦ shape products
♦ join products
♦ process products
♦ form products
♦ mould products
♦ finish products
♦ package products
♦ make products using computer-controlled equipment
♦ manufacture products using combined operations
♦ quality control products
♦ inspect and test products

They will require skills and knowledge in:

♦ measurement
♦ safety procedures
♦ use and setting of tools and equipment
♦ recording and monitor readings
♦ types of communication used in manufacturing
♦ team working

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:

♦ a manufacturing facility capable of satisfactorily covering all the elements making up the Units of the award
♦ a partnership between several employers who between them can cover the above requirements
♦ a partnership between employer(s) and a college who between them can cover all the above requirements

# Structure of the SVQs

This section lists the Units which form the SVQs in Performing Manufacturing Operations.

**SVQ1 Performing Manufacturing Operations (GE7F 21)**

**Mandatory Units** — candidates must achieve both Units

| SQA ref | SCQF level | SCQF credit points | SSB ref | Title |
|---------|-----------|-------------------|---------|-------|
| H03H 04 | 5 | 5 | 1.01 | Complying with Statutory Regulations and Organisational Safety Requirements |
| H03J 04 | | | 1.02 | Developing and Maintaining Working Relationships |

**Optional Units**

**Group A** — candidates must choose **two** Units

**Note** — candidates may not choose both Units 1.05 and 1.06

| SQA ref | SCQF level | SCQF credit points | SSB ref | Title |
|---------|-----------|-------------------|---------|-------|
| H03K 04 | | | 1.03 | Moving Materials within Manufacturing Operations |
| H03L 04 | | | 1.04 | Getting Ready for Manufacturing Operations |
| H03M 04 | | | 1.05 | Completing Manufacturing Operations |
| H03N 04 | | | 1.06 | Handing Over Manufacturing Operations |
| H03P 04 | | | 1.07 | Receiving Incoming Materials |

**Group B** — candidates must choose **one** Unit

**Note** — If Unit H03K has been chosen from group A, it may **not** be chosen again in group B

| SQA ref | SCQF level | SCQF credit points | SSB ref | Title |
|---------|------------|--------------------|---------|-------|
| H03K 04 | | | 1.03 | Moving Materials within Manufacturing Operations |
| H03R 04 | | | 1.08 | Carrying Out Shaping Operations |
| H03S 04 | | | 1.09 | Carrying Out Product Assembly Operations |
| H03T 04 | | | 1.10 | Carrying Out Joining Operations |
| H03V 04 | | | 1.11 | Carrying Out Processing Operations |
| H03W 04 | | | 1.12 | Carrying Out Forming Operations |
| H03X 04 | | | 1.13 | Carrying Out Finishing Operations |
| H03Y 04 | | | 1.14 | Carrying Out Moulding Operations |
| H040 04 | | | 1.15 | Carrying Out Packaging Operations |
| H041 04 | | | 1.16 | Servicing the Line |

**SVQ2 Performing Manufacturing Operations SCQF level 5 (GE7G 22)**

**Mandatory Units** — candidates must choose **two** Units. Unit 2.01 and either Unit 2.02 or 2.21

| SQA ref | SCQF level | SCQF credit points | SSB ref | Title |
|---------|-----------|--------------------|---------|-------|
| H03H 04 | 5 | 5 | 2.01 | Complying with Statutory Regulations and Organisational Safety Requirements |
| H0H9 04 | 5 | 5 | 2.02 | Promoting Effective Working Relationships |
| H0HA 04 | 5 | 17 | 2.21 | Contributing to Effective Team Working |

**Optional Units**

**Group A** — candidates must choose **three** Units

**Note** — candidates may not choose both Units 2.05 and 2.06.

| SQA ref | SCQF level | SCQF credit points | SSB ref | Title |
|---------|-----------|--------------------|---------|-------|
| H042 04 | 5 | 25 | 2.03 | Transferring Materials |
| H043 04 | 5 | 18 | 2.04 | Preparing for Manufacturing Operations |
| H046 04 | 5 | 18 | | Receiving and Checking Incoming Materials |
| H047 04 | 5 | 20 | 2.18 | Controlling Manufacturing Operations |
| H048 04 | 5 | 22 | 2.19 | Contributing to Improving Effectiveness in the Workplace |
| H049 04 | 5 | 23 | 2.20 | Analysing the Results of Inspection and Confirming Quality of Production |
| H04A 04 | 5 | 23 | 2.23 | Recording and Reporting Inspection and Test Results |
| H044 04 | 5 | 19 | 2.05 | Concluding Manufacturing Operations |
| H045 04 | 5 | 23 | 2.06 | Ensuring Effective Handover of Manufacturing Operations |

**Group B** — candidates must choose **one** Unit

**Note** — If Unit H042 and/or Unit H049 has been chosen from group A, these Units may **not** be chosen again in group B

| SQA ref | SCQF level | SCQF credit points | SSB ref | Title |
|---|---|---|---|---|
| H042 04 | 5 | 25 | 2.03 | Transferring Materials |
| H04B 04 | 5 | 28 | 2.08 | Producing Shaped Products |
| H04C 04 | 5 | 30 | 2.09 | Producing Products by Assembly Operations |
| H04D 04 | 5 | 28 | 2.10 | Producing Joined Products |
| H04E 04 | 5 | 30 | 2.11 | Producing Products by Processing |
| H04F 04 | 5 | 28 | 2.12 | Producing Formed Products |
| H04G 04 | 5 | 29 | 2.13 | Finishing Products |
| H04H 04 | 5 | 32 | 2.14 | Producing Moulded Products |
| H04K 04 | 5 | 28 | 2.15 | Producing Packaged Products |
| H04L 04 | 5 | 30 | 2.16 | Making Products Using Computer Controlled Equipment |
| H04M 04 | 5 | 33 | 2.17 | Manufacturing Products Using Combined Manufacturing Operations |
| H049 04 | 5 | 23 | 2.20 | Analysing the Results of Inspection and Confirming Quality of Production |
| H04N 04 | 5 | 23 | 2.22 | Carrying Out Inspection and Testing Activities |

## An Assessment Strategy for the SVQ

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

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

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

## Why would people be interested in the SVQ?

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

# How do candidates begin?

## Choosing the SVQ

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

**Example**

Cilla, aged 16, has worked for three weeks in a small company (18 people, 12 of whom work on the shop floor). The company makes only one product — a survival suit, used by seafarers and commercial aeroplane personnel.

The workshop has three departments: cutting, fabrication and testing. Cilla is half way through her six-week training period in the fabrication department. The Production Manager has already arranged for five of the seven employees in fabrication to attempt the SVQ in Performing Manufacturing Operations at level 2, as they all have considerable experience of the product. The manager has spoken with Cilla and they have both agreed that it would be mutually advantageous for her to attempt the SVQ in Performing Manufacturing Operations at level 1, with a view to starting level 2 in a few years if she is still with the company.

The assessor, Bobby Swift, is familiar with the processes used in all departments, as he has been with the company since it started five years ago. Bobby had a meeting with Cilla and they agreed on the choice of Units which suited her existing experience. The Units were:

Unit 1.01 Complying with Statutory Regulations and Organisational Safety
            Requirements
Unit 1.02 Developing and Maintaining Working Relationships
Unit 1.03 Moving Materials within Manufacturing Operations
Unit 1.07 Receiving Incoming Materials
Unit 1.10 Carrying Out Joining Operations

Much of the evidence required to achieve these Units will be gathered during Cilla's day-to-day working activities. It was agreed that Bobby would act as her assessor. As the first step he would go over the whole five Units with her, explaining generally what evidence would be required. Cilla agreed that Bobby would draw up an initial assessment plan over the next week, after which they would meet to discuss its content and then immediately start on the task of selecting, producing and collating suitable evidence.

# 2 Preparing to assess the SVQ

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

## Your role and your candidate's role

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

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

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

# Planning

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

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

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

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

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

Unit 1.03 Moving Materials Within Manufacturing Situations
Unit 1.07 Receiving Incoming Materials

and some parts of:

Unit 1.01 Complying with Statutory Regulations and Organisational Safety
        Requirements
Unit 1.02 Developing and Maintaining Working Relationships

Hopefully the plan would go on to consider how Unit 1.10 Carrying out Joining Operations could be evidenced again, integrating as much of the other Unit assessments as possible.

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 | 1.03 Moving Materials within Manufacturing Operations | | | | | |
|---|---|---|---|---|---|---|
| **Elements** | All performing statements and scope | | | | | |
| **Activities** | **Performance Criteria (PC)** | **Method of assessment/ Sources of evidence** | **Date of assessment** | **Evidence already available** | **Links to other Units (PC and range)** |
| Removing cut sections of suits from the cutting department by hand, hand cart, or pump bogey, depending on the number of suits in the order. Returning lifting equipment, checking condition of each suit section. Drawing required components from the store. | (a) work safely<br>(b) choose equipment<br>(c) check materials condition<br>(d) move materials<br>(e) report problems<br>(f)  return equipment<br>(f)  complete documents | Observation<br>Observation<br>Product Evaluation/ Observation<br>Observation<br>Observation<br>Product Evaluation/ Observation<br>Observation<br>Company documents/ Observation | 11/4/2010<br>11/4/2010<br>18/4/2010<br>11/4/2010<br>25/4/2010<br>11/4/2010<br>25/4/2010 | None | Evidence will contribute to:<br>1.07 — all PC and scope<br>1.01 — PC (b), (d), (e), (f) scope 3, 4 and 5<br>1.02 — all PC<br>Scope 1 — but not external contacts |
| **Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review** | Questions required for all 15 knowledge statements | Written questions | 28/05/2010 | None | 1.07 — additional questions required for all 11 knowledge statements<br>1.02 — additional questions required for all 15 knowledge statements |

**Assessor's signature**   _Bobby Swift_           **1st review due**   _22 April 2010_

**Candidate's signature**   _Cilla Mottershead_           **2nd review due**   _21 May 2010_

**Date of agreement**   _1 April 2010_           **Date of completion**   _June 2010_

*For Units 1.07 and 1.02 a 1 hour session should be arranged with the safety officer to cover all aspects not directly associated with the workplace requirements

**Example 2**

Ali Khalid has worked in the same company as Cilla for two years in the fabrication department. He has already achieved an SVQ in Performing Manufacturing Operations at level 2 under the previous framework. The company have asked him to become the Final Product Inspector — the current inspector is due to retire in six months. Both Ali and the Managing Director agree that he should undertake an SVQ in Performing Manufacturing Operations at level 2 with a job-specific Unit that is appropriate to final inspection and testing techniques.

Assessor Bobby Swift was asked to match Ali's existing Units and experience to the qualification structure to establish what evidence would be required to achieve this goal.

The outcome of the matching exercise is that the Units for which Ali already has sufficient evidence are:

Unit 2.03 Transferring Materials
Unit 2.19 Contributing to Improved Effectiveness in the Workplace

Units that are directly related to inspection and which require additional evidence are:

Unit 2.01 Complying with Statutory Regulations and Organisational Safety
         Requirements
Unit 2.21 Contributing to Effective Team Working
Unit 2.04 Preparing for Manufacturing Operations

There's one Unit for which no evidence is yet available:

Unit 2.22 Carrying Out Inspection and Testing Activities

Bobby and Ali then agreed that Bobby would draw up an assessment plan ready to be started after Ali had completed his six weeks training and felt confident enough to be assessed.

Assessment:

Unit 2.22 Carrying Out Inspection and Testing Activities
Unit 2.04 Preparing for Manufacturing Operations (as applied to inspection)

## Assessment plan

| Units | 2.23 Recording and Reporting Inspection and Test Results | | | | | |
|---|---|---|---|---|---|---|
| **Elements** | Maintain records, provide reports, report problems, work safely | | | | | |
| **Activities** | **Performance Criteria (PC)** | **Method of assessment/ Sources of evidence** | **Date of assessment** | **Evidence already available** | **Links to other Units (PC and range)** | |
| To transport finished suits from the fabrication department to the inspection department. Visually inspect suits. Pressure test suits, complete documentation and inform sales and distribution. | (a) work safely (b) obtain documentation (c), (d), (e) record all inspection and test results appropriately (f) pass completed records | Observation Observation Company documents/ Observation Company documents/ Observation | 14.6.10 21.6.10 21.6.10 21.6.10 | None | Will contribute evidence to: 2.01 PC (f) scope 4 and 5 2.21 PC (b)–(j) whole scope 2.04 PC (b), (c), (d), (e), (f), (g), (h),whole scope | |
| **Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review** | All 13 knowledge statements will be covered by about six written questions | Questioning | 2.8.10 | None | Additional knowledge questions to cover above | |

| | | | |
|---|---|---|---|
| **Assessor's signature** | *Bobby Swift* | **1st review due** | *23/6/10* |
| **Candidate's signature** | *Ali Khalid* | **2nd review due** | *26/7/10* |
| **Date of agreement** | *19/5/10* | **Date of completion** | *9/8/10* |

Assessment **observations** for scope item 5 will have to be organised, possibly as a simulation, since normally only final inspections are done.

# 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:

♦ candidate develops a greater understanding of the product and his or her part in the manufacturing process
♦ your relationship with the candidate will develop in accordance with your effort
♦ you can pace assessments to the candidate's rate of learning and increasing experience

The challenges might be:

♦ making time for the candidate, especially when engaged in observation assessments
♦ tactfully explaining the reasons for one or more re-assessments
♦ encouraging the candidate to keep a full record of information which would be useful as evidence (eg a portfolio)
♦ giving help and advice about cross-referencing of evidence

**Example**

At stages l and 2 candidates must be able to lift and transport products safely, selecting and using the appropriate equipment. Training in these aspects of lifting and transporting products will be given, to the depth required, during the first six week period on the job. Assessment covering most of these aspects will be done using **observation**. The other two occasions can also be covered by **observation** or by using copies of completed company training documents as evidence.

A checklist indicating all the PC covered by the observation and retained by the candidate would provide a record of this evidence.

# 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.

**Observation** need not be a silent process unless it distracts the candidate or affects their concentration — it is often a good idea to ask the candidate questions as he or she goes about the task at hand.

Oral questions can be used to cover aspects of the range or knowledge and understanding not apparent from observation alone as long as a record is kept by the candidate of the questions and their suitable responses made at time of the observation.

## 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:

**Level 1**

Unit 1.03 Moving Materials within Manufacturing Operations
PC (c) check material condition

**Level 2**

Unit 2.23 Recording and Reporting Inspection and Test Results
PC (c), (d), (e) record inspection and test results appropriately

# Questioning

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

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

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

**Example at level 1**

For Unit 1.01 *Complying with Statutory Regulations and Organisational Safety Requirements*, PC (a) 'comply with your duties and obligations as designated in the Health and Safety at Work Act', to cover scope:

♦ identify within your organisation, appropriate sources of information and guidance on health and safety issues to include:
— eye protection and personal protection equipment
— COSHH regulations
— risk assessment

♦ identify the warning signs and labels of hazardous or dangerous substances

You could ask these questions:

1 Where can you find information on eye protection, personal protection equipment, COSHH regulations and risk assessments?

2 Under the picture of the eight warning signs and four labels, commonly found on substances used in the fabrication department, briefly state their meanings.

Suitable answers would be:

1 The Safety Officer has information on all these safety issues. Posters on the safety notice board in the fabrication department give information about eye and personal protection equipment.

2 A prepared sheet showing Irritant, Flammable etc signs and health and safety (precautions) statements to be explained/completed correctly by the candidate.

**Example at level 2**

For Unit 2.01 *Complying with Statutory Regulations and Organisational Safety Requirements,* PC (a) Comply with your duties and obligations as defined in the Health and Safety at Work Act, you could ask the same questions as for level 1 plus:

3    Identify all the qualified first-aiders in the inspection department. Explain the procedures you would follow when dealing with an injury to yourself or others, and the procedures required following a dangerous occurrence or hazardous malfunction.

4    State any risks or hazards associated with the inspection department, for example, tools and equipment used, materials and substances used, using working practices that do not follow laid down procedures.

Suitable answers might be:

3    There will be no qualified first-aiders in the inspection department after the existing one retires in a few months, but the fabrication department 10m away has two first-aiders, Mr ……… and Mr ……….

     Any injury must be reported directly to the nearest first-aider, who will decide on the severity of the injury and proceed accordingly.

     A dangerous occurrence such as a fire or electrical fault must be reported directly to the department supervisor who will isolate the occurrence and immediately inform the works manager who will decide what is to be done.

4    Very few risks are associated with inspection, but testing requires the use of a test rig containing three cubic metres (three metric tonnes) of water and compressed air at a pressure of three bars (45 PSI). Hazards include slippery floors, insecure water or air connections, sudden rupture of suits being tested, and water contamination.

     The procedures and working practices must be followed to the letter or many of the above potential hazards could become a reality causing personal injury or out of control situations.

## 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.

Personal statements are not used often but questioning during observation may come close to a personal statement.

For example asking a candidate, at either level, which toxic or volatile materials they use and what risk these materials could pose to fellow workers, might produce an extended response which could be written up and used as evidence.

## Witness testimony

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

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

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

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

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

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

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

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

Some activities that are required to be demonstrated by candidates (the example below would apply to both levels) do not require the expertise of the assessor.

Unit 1.01 or 2.01 Complying with Statutory Regulations and Organisational Safety Requirements.
PC (b) Present yourself in the workplace suitably prepared for the work activities to be undertaken.

A simple statement from a supervisor indicating that the candidate generally starts on time, works competently, wears the correct safety equipment required for all persons in the department and does not involve themselves in horse play, or going missing for long periods, would be sufficient.

## 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.

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

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

### Examples

At level 1, for Unit 1.03 *Moving Materials within Manufacturing Operations*, scope item 5 'Carry out lifting techniques', lifting with the assistance of others is not usual and would require to be covered by simulation.

At level 2, for Unit 2.23 *Recording and Reporting Inspection and Test Results*, PC (h) 'Report any problems that you cannot solve or are outside your permitted authority to the appropriate person', simulation might be appropriate if this situation does not arise naturally while the assessor is available.

For the same Unit, scope item 5 'Records completed related to both of the following sample procedures' might also have to be covered by simulation if random sampling is not used as a quality control technique anywhere in the company.

## 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)**      1.03 Moving Materials within Manufacturing Operations
**Candidate**      Cilla Mottershead
**Evidence index number**
**Date of observation**      10/04/10

| Skills/activities observed | Performance Criteria covered |
|---|---|
| Remove cut sections of suits from the cutting department by hand cart, checking the number and size from the order form<br>Return lifting equipment to its station<br>Check condition of each suit section and sort into suits<br>Draw required additional components from the parts store<br>Complete documentation | (a) work safely<br>(b) choose correct equipment and techniques<br>(d) move to correct location<br>(f) return equipment<br>Scope — all except 'lifting with another person' |

**Knowledge and understanding apparent from this observation**

Statements 1, 4, 5, 6, 7 (partly), 8, 9, 10, 11, 12 and 13
Statements 2, 3, 14 and 15 require written questions.

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

1.07 all PC and scope
1.01 PC (b), (d), (e), (f): scope 3, 4, 5
1.02 all PC: scope except for 1 which are readily assessed by observation (not external contracts)

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

The activity was very well performed with due care and attention to others.
Remember to write up your answers on Question Sheet KA 1.03/1 and that you still require to attempt a written question sheet to cover statements 2, 3, 14 and 15.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature**    *Bobby Swift*    **Date**    *12.4.2010*

**Candidate's signature**    *Cilla Mottershead*    **Date**    *12.4.2010*

## 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 | Moving Materials |
|---|---|
| Element(s) | All |
| Evidence index number | 001, Question sheet KU1.03/2 |
| **Circumstances of assessment** | |

Observation of candidate following procedures when moving product materials from one department to another using a hand operated cart. Mainly to evidence health and safety applications.

| | **List of questions and candidate's responses** |
|---|---|
| **Q** | What safe working practices are you observing when choosing the equipment and techniques you are using? Just explain what you are doing and why. |
| **A** | I have picked the hand cart because the batch of suits is too heavy to carry and I don't yet know how to work the pump boggie. Now I am lifting one suit side at a time to visually inspect it before placing on the cart. Now the cart is fully loaded I place the rubber strap across the load and secure it — to stop suits falling off. |
| **Q** | Tell me how you now move to your own department? |
| **A** | I pull the cart from the front with one hand keeping between the yellow lines of the transport lane checking all the time that my way is clear. Look through the window of the rubber door to make sure no one is coming then open the door and pull the cart through, then continue to my work area. |
| **Q** | Tell me how you lift from the cart to your work table? |
| **A** | I lift about eight suit sides at a time bending my knees and keeping my back straight, swing round using my feet and lower to my work table again not bending my back. |

**Assessor's signature**  *Bobby Swift*  **Date**  *14.4.2010*

**Candidate's signature**  *Cilla Mottershead*  **Date**  *14.4.2010*

## Candidate's personal statement

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

## Personal statement

| Date | Evidence index number | Details of statement | Links to other evidence (enter numbers) | Unit, Elements, Performance Criteria, Performance statements, scope covered |
|------|------------------------|----------------------|------------------------------------------|----------------------------------------------------------------------------|
| 16/4 | 003 | We normally just lift and carry products by ourselves, but it was arranged that Mrs Walker, one of the most experienced fabricators, would help me to move a batch of suits, which were about twice as heavy as normal, in one go. The condition of the suits had already been checked and they had been put on a board for us to lift on to the cart and then pull through together to the workplace and unload them. | Unit 1.01 PC (a), (b), (e) and (f) | Unit 1.03 PC (a), (b), (d), (f) |

**Candidate's signature**     *Cilla Mottershead*          **Date**     *16/4/2011*

## 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** | SVQ1 Performing Manufacturing Operations |
| **Candidate's name** | Cilla Mottershead |
| **Evidence index no** | |
| **Index no of other evidence which this testimony relates to (if any)** | 01, 03 |
| **Element(s)** | Lifting with assistance using correct techniques |
| **Date of evidence** | 16/4/2011 |
| **Name of witness** | Doris Walker |
| **Designation/relationship to candidate** | Co-worker |

**Details of testimony**

We lifted about twenty suits, placed on a board from ground level to knee level and moved them to the side on to a hand cart.
Cilla had wedged one front and the opposite rear wheel with wedges, we squatted at each end of the board and counted out when to lift, I lowered first then she lowered taking care to remove her fingers.
We then secured the load with two crossed straps.
Then we pulled the cart together with due care for people and obstructions like the rubber doors between cutting and fabrication.
Cilla followed all hand lifting procedures correctly both when loading and unloading to her bench — the load was about 50 pounds.

I can confirm the candidate's performance was satisfactory.

**Witness's signature**  *Doris Walker*  **Date**  *16/4/2011*

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

☑   Holds A1/A2 or D32/D33 qualifications

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

# Filling the gaps

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

In this SVQ, such gaps are likely to occur in generating evidence for:

♦ stautory health and safety requlations
♦ company standards
♦ following emergency and first aid procedures
♦ reporting hazards in the work area

You may be able to overcome these by an information session with the Health and Safety Officer followed by:

♦ questions on statutory health and safety regulations and company standards
♦ a simulation exercise covering emergency and other procedures like first aid and recognising and reporting hazards in the work area

Again, this may have to be followed by questioning.

# Guidance and support to candidates

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

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

# Judging candidate evidence and making an assessment decision

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

Evidence must:

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

## Insufficient evidence

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

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

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

# Authenticating candidates' evidence

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

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

### Example

Although reading between the lines of Mrs Walker's witness testimony, the requirements appear to have been covered. Specific questions may be required by the assessor to authenticate Mrs Walker's evidence.

# 4 Recording achievement

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

The candidate's evidence is normally kept in a file, often called a *portfolio*. These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an External Verifier what stage a candidate has reached in achieving the SVQ.

There are a few SVQs where assessors are strongly recommended to use the nationally-devised recording documents. This is not the case with this SVQ. Should you choose to use your own recording material, this should be approved by us or by the awarding partner.

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**     SVQ1 Performing Manufacturing Operations

**Candidate**     Cilla Mottershead

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

**Unit Checklist**

| **Mandatory** | 1.01 | 1.02 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Optional** | 1.03 | 1.07 | 1.10 | | | | | | | |

**Mandatory Units achieved**

| Unit number | Title | Assessor's signature | Date |
|---|---|---|---|
| 1.01 | Complying with Statutory Regulations and Organisational Safety Requirements | | |
| 1.02 | Developing and Maintaining Working Relationships | B Swift | 13.6.04 |

**Optional Units achieved**

| Unit number | Title | Assessor's signature | Date |
|---|---|---|---|
| 1.03 | Moving Materials within Manufacturing Operations | B Swift | 20.4.04 |
| 1.07 | Receiving Incoming Materials | | |
| 1.10 | Carrying Out Joining Operations | | |

## 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 | SVQ1 Performing Manufacturing Operations |
|---|---|

| Evidence number | Description of evidence | Included in portfolio (Yes/No) If no, state location | Sampled by the IV (initials and date) |
|---|---|---|---|
| 001 | Observation Sheet for Unit 1.03 PC (a), (b), (d), (f) | Yes | |
| KA/1.03/2 (oral) | Question Sheet (oral) for Unit 1.03 | Yes | |
| KA/1.03/2 | Question Sheet (written) for Unit 1.03 | | |
| 002 | Company documents to show two other successful attempts at 1.03 PC (c), (e) and (g) | No — in Admin Dept filing cabinet | |
| 003 | Simulation observation sheet for Unit 1.01 PC (c), (d) | | |
| 004 | Personal statement covering Unit 1.03 PC (a), (b). Scope 5 | | |

## 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** 1.03 Moving Materials within Manufacturing Operations

**Element** All

| Evidence Index No | Description of Evidence | PC/performance statements | | | | | | | Areas of knowledge and understanding/scope | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | a | b | c | d | e | f | g | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 001 | Observation | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| 002 | Product Evaluation | | | ✓ | | ✓ | | | | | | | | | | | | | | | | | |
| 003 | Company documents | | | | | | ✓ | | | | | | | | | | | | | | | | |
| 004 | Witness statement | | ✓ | | | | | | | | | | | | | | | | | | | | |
| KA1.03/2 (oral) | Question sheet | | | | | | | | | | | ✓ | ✓ | ✓ | | ✓ | | | | | | | |
| KA1.03/2 | Question sheet | | | | | | | | | ✓ | ✓ | | | | | | | | | | | ✓ | ✓ |
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**Unit**      1.03 Moving Materials within Manufacturing Operations

**Element**   All

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**Notes/Comments**

Observation by the assessor confirmed that the candidate performed very well and covered all PC and scope of the Unit (except lifting with another person).

The last item in the scope was performed along with Mrs Doris Walker on 13/4/2004 and a signed statement (evidence index number 001/A) to this effect is included in the candidate's portfolio.

Statements and answers to verbal questions have been recorded covering all knowledge and understanding requirements except 2, 3, 14 and 15 on Question Sheet (evidence index number KA1.03/1).

The candidate will complete a written answer sheet covering knowledge and understanding requirements 2, 3, 14 and 15 (evidence index number KA1.03/2) during the two hour period allocated each week for updating the portfolio.

A one hour session still has to be arranged with the Health and Safety Officer.

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

**Candidate's signature**    *Cilla Mottershead*      **Date** *23/5/2011*

**Assessor's signature**    *Bobby Swift*      **Date** *23/5/2011*

**Internal verifier's signature** *Joe Budd*      **Date** *26/5/2011*

# 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 |
|---|---|---|---|
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**Optional Units achieved**

| Unit number | Title | Assessor's signature | Date |
|---|---|---|---|
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# 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) |
|---|---|---|---|
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# Element achievement record

**Unit**

**Element**

| Evidence Index No | Description of Evidence | PC/performance statements | | | | | | Areas of knowledge and understanding/scope | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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**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's signature** _____ **Date** _____

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

☐   Holds A1/A2 or D32/D33 qualifications

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

## Record of questions and candidate's answers

| Unit | |
|---|---|
| Element(s) | |
| Evidence index number | |

**Circumstances of assessment**

|  |
|---|
|  |

**List of questions and candidate's responses**

| Q | |
|---|---|
| A | |
| Q | |
| A | |
| Q | |
| A | |
| Q | |
| A | |
| Q | |
| A | |

**Assessor's signature** _____ **Date** _____

**Candidate's signature** _____ **Date** _____