



# **Assessor's guidelines for the SVQ in Well Services: Coiled Tubing at level 2**

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# About this guide

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

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

# Introduction

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

## About SVQs

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

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

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

### Explanation of levels

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

## How are standards defined in SVQs?

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

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

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

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

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

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

## Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor\*:** the person who assess the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier\*:** an individual nominated by the centre (eg a company) who ensure 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 of SVQs will be asked by SQA's external verifiers to prove they have the appropriate occupational competence defined by the standards-setting body. Occupational competence could be defined in terms of the contexts in which this must be achieved, and/or a range of qualifications recognised by the industry. Occupational competence is defined in the standards-setting body's assessment strategy (see SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk)).

## **How do you assess a candidate for an SVQ?**

In deciding whether a candidate should get an SVQ, you will go through these stages:

- ◆ planning for assessment
- ◆ generating and collecting evidence of the candidate's competence in the units
- ◆ judging the evidence of the candidate's ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate's achievement

# 1 The SVQ in Well Services: Coiled Tubing

The SVQ in Well Services: Coiled Tubing is a qualification describing the standards of performance and the knowledge and understanding required for personnel working in the Oil Industry Well Services sector.

The SVQ has been developed through OPITO.

The SVQs are designed to be assessed in the workplace, or in the conditions of the workplace, for example:

- ◆ Candidates will undergo assessment of these standards whilst working as operators in tubing operations in the Oil and Gas Industry.
- ◆ Simulation of hazardous operations may be appropriate. Where simulations are performed for assessment purposes, they must be assessed under conditions as close to reality as reasonably practicable.

Examples of this may be:

- ◆ the assessment of a candidate rigging up the pressure control equipment associated with well services operations
- ◆ reacting to an emergency situation

## **What SVQs are available for the Well Services sector of the Oil and Gas Industry and who are they for?**

- ◆ Well Services — Mechanical Wireline at level 2 — for wireline operators working on oilfield wellheads. Can also be used for multi-skilled operators.
- ◆ Well Services — Electric Logging at level 2 — for electric line wireline operators working on oilfield wellheads. Can also be used for multi-skilled operators.
- ◆ Well Services — Electric Logging at level 3 — for electric line supervisors working on oilfield wellheads.
- ◆ Well Services — Coiled Tubing at level 2 — for Coiled Tubing operations personnel working on oilfield wellheads. Can also be used for multi-skilled operators.

## Structure of the SVQs

This section lists the Units which form the SVQ in Well Services: Coiled Tubing at level 2. Candidates must achieve all 5 mandatory Units plus any 1 optional Unit.

### Mandatory Units

SQA Ref	OPITO Ref	
F22F 04	CT1	Perform Pre-Job (Tubing) Operations
F22E 04	CT2	Perform Post-Job (Tubing) Operations
B5K9 04	C1	Contribute to the Health and Safety of the Working Environment
AT0W 04	C4	Contribute to the Control of Emergencies and Critical Situations
D7XD 04	C6	Establish and Maintain Effective Working Relationships

One or more of the following Optional Units must be completed:

### Optional Units

SQA Ref	OPITO Ref	
B5KH 04	CT3	Run the Coiled Tubing Operation
B5KK 04	CT4	Provide Fluids for the Operation
B5KJ 04	CT5	Provide Nitrogen for the Operation

## Who is the SVQ for?

The SVQ is designed for people working, or intending to work, in any of a number of areas in the Oil and Gas industry. These include:

- ◆ rigging up and rigging down equipment connected with Tubing Operations
- ◆ operating under the direct/indirect supervision of onsite supervisor

## Why should people be interested in the SVQ?

People will take SVQs for a variety of reasons; for promotion purposes: for moving into further or higher education, or for personal development. People may be approaching the SVQ for different reasons and from different starting points.

There will be other reasons: one of your first responsibilities as an assessor is to find out why your candidates want to do the SVQ, and to advise them on the appropriateness of the award.

Assessments should not be started until the candidate has gained sufficient knowledge and experience to enable a valid assessment to be performed. The result of this is that aspects of operations that occur on a rarer basis will only be

able to be assessed when the opportunities are presented — methods of assessment other than direct observation may be appropriate under these circumstances. For instance, aspects of the SVQ which relate to particularly hazardous operations will be assessed through simulation of the operation, supported by appropriate questioning.

Examples of this are:

- ◆ Contribute to the Control of Critical Situations
- ◆ Respond to Emergencies in Other Areas.

## How do candidates begin?

### Choosing the SVQ

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

### An example

Peter has worked as a coiled tubing operator for two years on a production platform. He is responsible to the Well Services Supervisor on location and to his supervisor in the office onshore. He has no formal qualifications and would like to achieve an internationally-recognised award which would be fully transferable if he moved jobs.

His present job remit is:

- ◆ rig up and rig down the tubing operations equipment; pressure control equipment
- ◆ operate the coiled tubing equipment to perform the operational tasks required of a coiled tubing operator
- ◆ assist with the planning of forthcoming operations
- ◆ redress/repair equipment that has been used
- ◆ write up post-job reports
- ◆ oversee the operation of trainees

During Peter's annual appraisal, his manager raised the possibility of Peter undergoing a formal assessment of his competence — a customer requirement for a forthcoming contract. Peter's manager told him that there was an SVQ at level 2 which matched his experience and technical abilities, and arranged for an assessor to contact Peter and to induct him into the SVQ.

Peter and the assessor discussed Peter's abilities and training record, and determined an appropriate assessment plan, taking full account of the location at which Peter worked.

Peter is classed as a candidate with additional needs, since he is not computer literate. The assessor will take this into account when suggesting possible sources of evidence so that Peter will not have to access the IT system offshore, but will be able to retrieve evidence from files and previous reports.

Peter's assessor explained that the assessment process would take place over an extended period of time — up to eighteen months if necessary — so that it would form an overall picture of his ability and not just be a snapshot.

The first assessment plan that they developed highlighted the need for evidence to be valid, representative of Peter's work and that it could be directly attributed to him. It also required the involvement of other personnel — those that Peter worked with in the course of his normal duties. By involving them in the assessment plan it ensured that Peter was able to perform in conjunction with others as part of the team, without the other parties wondering what was expected of them in the assessment process.

## 2 Assessing the SVQ

### Working with the standards

As an assessor it is your responsibility to familiarise yourself with the standards that make up the SVQ. In doing so you will be able to identify the skills that require demonstration, and the types of evidence that a candidate will need to generate in order to complete the necessary Units within the SVQ. You must ensure that the candidate will have access to the necessary evidence — much of the documentation generated within the Oil and Gas Industry is retained in secure archives.

There are many tools that you, as an assessor, can develop to help assist with the planning of assessments and recording of the achievements, once you are familiar with the performance criteria and Evidence Requirements in all of the Units within the SVQ. These will include:

- ◆ assessment plans
- ◆ observation/questioning checklists
- ◆ matrices to record job activities
- ◆ questions and sample answers
- ◆ checklist for contingency situations
- ◆ records of candidate achievement

### Planning for assessment

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ in Well Services: Coiled Tubing at level 2.

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 materials required for assessment are available
- ◆ 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

- ◆ question candidates and record results
- ◆ authenticate the evidence candidates provide
- ◆ help candidates to gather and present evidence
- ◆ judge evidence
- ◆ record achievement
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates

### **Candidates' role**

- ◆ prepare for assessment — familiarise themselves with the standards, what is to be assessed and how it is to be assessed
- ◆ carry out activities, and/or answer questions, and/or gather and present evidence for assessment
- ◆ receive feedback from the assessor

## **Assessment plans**

Assessment plans require particular attention to detail — attention to detail at this stage will save time and effort at a later stage.

Developing a clear assessment plan with your candidate will allow you to identify:

- ◆ any potential resource inadequacies
- ◆ the job activities that a candidate currently performs that match the standards and can be assessed
- ◆ the skills/activities that a candidate may have difficulty with or cannot generate evidence for areas where evidence cannot be generated in the workplace through a lack of appropriate work, and for which alternative provision will have to be planned, eg by moving the candidate from one installation to another or transferring between bases of operation

The assessment plan will make the assessment process clearer to you and to the candidate since it will detail how the Unit/Element will be assessed. It is advisable for the candidate to familiarise themselves with the SVQ so that the skills/job matching processes can be simplified.

You should plan for assessment to be undertaken with the natural interruptions which usually occur in the candidate's work, ie if the candidate usually has meal breaks while completing any task, then this type of interruption should be dealt with as normal.

Some interruptions in the workplace may not be as easy to work around, eg answering a radio call. Sometimes, pre-planned activities may not be undertaken or completed because of more pressing interruptions, such as emergency meetings

or sickness. In instances such as these, repeat assessments will be necessary. Again, this procedure should be explained to the candidate and all staff involved, and should be detailed on the assessment plan. New planning will be necessary for the next assessment.

The naturally-occurring evidence that will be generated should be discussed during the planning stage for each assessment, and the plan should be agreed with the candidate, colleagues, third party workers and line-managers who may be involved with the assessment. Discussing the plan with colleagues is essential for certain areas of the qualification — for example, depending on the Units undertaken, the candidate may be required to generate a Permit to Work.

### **Planning for contingencies**

The area which is always hard to plan for is assessing contingency situations, such as faults and errors, and emergency or health and safety situations. These situations, by their nature, occur spontaneously. This type of evidence should be assessed as it occurs to allow consistency in the ‘natural environment’.

### **Planning for visiting assessors**

Visiting assessors may be utilised in your organisation if you do not have any suitable assessors available, provided that they have the appropriate skills and experience. This may be due to:

- ◆ not having a qualified assessor in your organisation
- ◆ the assessor being related to the candidate and therefore prohibited from acting as an assessor
- ◆ the qualified assessor working on shifts which do not correspond to the candidate’s hours

Using a visiting assessor will involve further planning and organising, as more emphasis has to be placed on arranging the most suitable time for assessment. Dates and times should be arranged and agreed with candidates first (to allow them the best opportunities to demonstrate their competence in their job role). All the necessary recording documents — observation checklists etc — should be ready for use to save valuable time for both parties. Integrating the assessment of various Units and Elements is a good way to make best use of the assessor’s time.

Careful planning throughout the qualification is good practice, and will ensure that the award runs smoothly from start to finish, minimising pressure on the candidate or others involved and ensuring the SVQ is achieved in a reasonable amount of time.

### **More about planning**

Assessment plans can sometimes be too ambitious in their scope of operation — it is far better to have a greater number of bite-sized assessment plans rather than to have plans covering too large a scope and having to review them unnecessarily.

The Well Services sector of the Oil and Gas Industry is well-known for the unpredictable and changing nature of the work. Both you and the candidate must be prepared to be flexible in your approach — if there is a change of operational plan then the candidate should be looking for opportunities to undergo assessment and collect evidence for tasks that were not planned for. It may be that there will be a chance to gather a piece of evidence during an unexpected hazardous operation that would otherwise have had to be assessed through simulation and questioning, rather than by direct observation.

There is an example of an assessment plan on the next page.

# Assessment plan

Unit C1: Contribute to the Health and Safety of the Working Environment					
Element 1: 'Conform to the statutory and general health and safety requirements'					
Activities	PCs	Method of assessment/ sources of evidence	Assessment Date	Evidence already available	Links to other Units (PCs and range)
Weekly fire drill	Correctly selected and used the relevant Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> <li>◆ Statement from location safety officer</li> <li>◆ Copy of survival course certificate and syllabus</li> <li>◆ Personal statement</li> </ul>		Certificate with HR Dept	Elements 2 and 3 Unit C1
Weekly fire drill	Correctly used fire protection, first aid and survival equipment	<ul style="list-style-type: none"> <li>◆ Statement from location safety officer</li> <li>◆ Statement from onsite supervisor</li> <li>◆ Copy of survival course certificate and syllabus</li> <li>◆ Personal statement</li> </ul>		Certificate with HR Dept	
Weekly fire drill	Adhered to all procedures relevant to fire, accident and other emergency	<ul style="list-style-type: none"> <li>◆ Statement from location safety officer</li> <li>◆ Statement from co-workers</li> <li>◆ Copy of survival course certificate and syllabus</li> <li>◆ Personal statement</li> </ul>		Certificate with HR Dept	
Weekly fire drill	Worked safely in accordance with operational requirements	<ul style="list-style-type: none"> <li>◆ Statement from location safety officer</li> <li>◆ Statement from onsite supervisor</li> </ul>			Elements 2 and 3 Unit C1

Assessor Signature: John Blake

1st review Date: 01/07/06

Candidate Signature: Peter Edwards

2nd review Date: 01/07/06

Date of Agreement: 15/05/06

Completion Date: \_\_\_\_\_

## Setting the scene

Before starting the SVQ it is important that you know that your candidates will be able to generate the evidence specified in the Evidence Requirements, and that they are working in the proper working environment — ie with pressures, constraints and interruptions — and have access to the equipment that they will need.

The equipment required (which candidates should be using to a great extent in their work) is, as a minimum:

- ◆ Coiled tubing unit
- ◆ Pressure control equipment
- ◆ Basic coiled tubing tool-string

The greatest part of the evidence should be generated through naturally-occurring activities in the workplace, ie through natural day-to-day work. You can make sure that this happens by thorough planning and scheduling. This also saves candidates from repeating work merely for assessment, which saves time for both you and the candidate.

Candidates must be briefed before the assessment, and all the SVQ terminology should be explained fully, as should the reasons for the assessment — candidates may be able to add ideas of their own. Not explaining what is happening properly — or at all — could result in time being wasted during assessment as the candidate may try to perform other tasks which are not relevant at that particular time.

Targets for completion of the task should be set to place the candidate under realistic day-to-day pressure. This is useful when providing evidence to show that the candidate can properly schedule their work load according to targets received, and that targets can be extended if the candidate finds it necessary.

### Help for candidates — mentors

When working towards the qualification, the candidate may require help in planning and gathering evidence. They may receive help and guidance from a mentor. This person, who is usually in a supervisory role, should have considerable professional experience and knowledge of the SVQ subject area. Mentors should advise the candidate on how to progress through the award by giving guidance on what the qualification consists of and how candidates can generate necessary evidence. They should be able to assist candidates with retaining evidence for the assessor, and with proving the authenticity of evidence by providing witness testimonies to support it.

## **Benefits and challenges of workplace assessment**

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:

- ◆ the assessment is performed under real conditions with the equipment that the candidate uses in everyday operations, as opposed to equipment set aside in a training school with which they are not familiar — either through its age or its manufacturer
- ◆ evidence is generated as a part of the candidate's work
- ◆ assessment can be tied in with normal operations
- ◆ assessment can be performed at a pace which suits the candidate
- ◆ the assessment plan can be amended as circumstances dictate

The challenges could be:

- ◆ assessment might be carried out in front of colleagues or under particularly trying ambient conditions — eg in adverse weather conditions or at night
- ◆ lack of an appropriate assessor, necessitating the re-scheduling of the assessment
- ◆ no qualified assessors within the organisation, necessitating the training of an appropriate number of people
- ◆ difficulty in generating the appropriate evidence during the work-based assessment

## **Integration of assessment**

Identifying assessment of real work activities usually means designing an integrated assessment which draws on the contents of different Elements and/or Units.

Evidence from integrated assessment should be cross-referenced to all the relevant PCs, Elements and Units for verification — candidates' portfolios of evidence should feature an indexing/cross-referencing system. Cross-referencing can make the assessment process simpler for both candidate and assessor, since the volume of evidence will be significantly reduced.

A good example of this is where the candidate has identified that there is an equipment omission; has confirmed the requirement for the item; has taken appropriate remedial action by requesting the new part; and has worked in accordance with operational instructions. This could satisfy the requirements of four separate elements in Establishing Operational Requirements.

# 3 Generating evidence

## 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 takes into account of available resources, equipment and time

The assessor and the candidate will need to establish an assessment plan before commencing any assessment. The plan will require the identification of opportunities for assessment, where the candidate can demonstrate their competence.

The methods of assessment you use should generate evidence which meets the Evidence Requirements section of the standards for the SVQ.

## **Observation**

Observation will normally be carried out by the assessor in the workplace and is the preferred method of assessment, since the assessor is able to see the candidate actually performing the tasks.

It is useful to have prepared a checklist or observation record in advance so that you can note the details of what you observed the candidate doing. There is an example of a completed observation record on the next page.

# Observation record

Unit/Element(s): C1 Element 1

Candidate: Peter Edwards

Date of observation: 12 December 2006

Evidence index number: 2

Skills/activities observed:	PCs covered:
1 Correct usage of first aid equipment 2 Adhered to accident procedures	B C

## Knowledge and understanding apparent from this observation:

I observed Peter correctly using a first aid kit in the treatment of a colleague who had splashed a liquid into their eye. Peter called me to the scene and had already performed the necessary first aid by the time I arrived.

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

C1 Elements 2 and 3

## Assessor's comments and feedback to candidate:

Peter was observed carrying out all the correct actions in the treating of a colleague in need of first aid.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: John Blake

Date: 12/12/06

Candidate's signature: Peter Edwards

Date: 12/12/06

## **Personal statements and records of questions and candidate's answers**

Many centres use these methods to seek further knowledge and understanding from their candidates.

An example of a Personal Statement is given for one Element. It is intended to be broad, more or less covering the Element, but it would clearly allow the assessor or advisor to start asking questions which could point the way to appropriate evidence.

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
01/03/07	1	<p>I ensured that I had correctly selected the appropriate fire protection equipment that would allow for my escape from the scene.</p> <p>I made sure that it was fitted properly and that the BA air bottles had sufficient air to allow me to escape. In addition to this I ensured that the rest of my protective equipment was functioning as it should.</p>	2 and 3	<p>C1, Contribute to the Health and Safety of the Working Environment.</p> <p>Element 1</p>

**Signed by Candidate:**

Peter Edwards

**Date:**

01/03/07

## Record of questions and candidate's answers

<b>Unit: C1</b>	<b>Element(s): 1</b>
<b>Evidence index number: 1</b>	
<b>Circumstances of assessment:</b> Following on from the personal statement:	
<b>List of questions and candidate's responses:</b>  <b>Q:</b> How would you know that there was sufficient air in the BA set to allow you to escape? <b>A:</b> By looking at the pressure gauge on the harness.  <b>Q:</b> What sort of equipment would you use in the event of a fire? <b>A:</b> Since I am not part of a fire team I would only have my normal flameproof coveralls, safety boots, hard hat and gloves. I would not have a firefighter's outfit.	
Assessor's signature: <i>John Blake</i>	Date: <i>01/03/07</i>
Candidate's signature: <i>Peter Edwards</i>	Date: <i>01/03/07</i>

## **Questioning for knowledge and understanding**

You can use questioning to reinforce any aspects of the assessment that were not fully demonstrated by the candidate.

Assessments will probably involve significant quantities of documentary evidence, and you will need to confirm that this has been generated by the candidate — note, though, that it is often not possible for the candidate to submit original documents, only having access to copies. You must satisfy yourself that the submitted evidence is genuine and relates to that particular candidate.

### **Product evaluation**

‘Product’ in SVQs means anything that is produced by candidates in the course of their work — this could be an artefact, or records etc. You should assess the product against the standards or checklists drawn from the standards.

It is often possible for the candidate to produce evidence of their performance in the form of a sequence of operations that has been signed off by the site supervisor. Though you may not have observed the performance of the task, the signed off documentation could still satisfy the assessment criteria, since the document can only have been signed off when the task has been completed as per the requirements of the programme.

You might want to confirm the workplace product evidence through additional forms of assessment — such as questioning, witness testimony and a personal report from the candidate.

### **Simulation**

Simulation is any structured assessment exercise involving a specific task which reproduces real-life situations. You should check the Evidence Requirements for guidance on whether or not simulation is an acceptable form of assessment for any particular Element.

It is often necessary for the assessment of hazardous operations to be performed through simulation.

The over-riding criterion here is that the simulation should be performed in a situation as close to reality as is practicably possible. Ideal locations would be in a test well or at appropriate training facilities.

## **Filling the gaps in candidates' evidence**

It may be that your candidate has provided evidence for most of the Unit (for SVQ) but there are some gaps (for example, handling contingency situations). It is also fairly common for gaps in evidence to occur in the essential knowledge aspects of the qualification.

Gaps in evidence can be filled in one or more of the following ways:

- ◆ simulation of an event, which can be followed up with questioning
- ◆ giving the candidate a case study to complete
- ◆ giving the candidate a project which will require that the not-yet-covered aspects are attended to
- ◆ getting the candidate to write a personal report of their performance during appropriate previous circumstances — again, you can authenticate and follow this up by questioning

## **Guidance and support to candidates**

Feedback should be on-going and should relate to the standards, including the range and evidence required.

You should provide guidance on the need for repeat assessments — and any shortfall in competence. These should be discussed in terms of ways to plan for re-assessment.

Feedback to candidate's line manager should be provided to encourage/support candidate — and the mentor, if appropriate.

## **4 Judging evidence and making an assessment decision**

### **Sufficiency of evidence**

Evidence should cover the Standards of Performance (PCs), range, knowledge and understanding, and Evidence Requirements (including stipulated ‘performance’ vs ‘knowledge’ evidence etc) of the standards.

Remember — range is mandatory and evidence should show that it has been covered.

You should remind the candidate that it is better to have too much evidence than too little — it is always possible to discard excess evidence, whereas having too little evidence will extend the assessment processes.

You should also stress that the full spread of the range must be covered, though it may be assessed through several different methods

### **Authentication**

Authentication is required where you have not observed performance at first hand — evidence can be checked through questioning the candidate or by using witness testimony.

You must be satisfied that the evidence submitted by the candidate is authentic and relates to that candidate — you can confirm this by looking for references to the candidate on documentation, and by questioning the candidate.

Photocopies of documents are acceptable, so long as they can be attributed directly to the candidate.

Certificates etc, should be checked with the issuing body, to ensure that they were issued to the candidate for the reasons stated.

### **Witness testimony**

Witness testimony should be viewed as supporting evidence — it is unlikely to be sufficient in itself for an assessment decision to be made, and would normally be supplemented by questioning candidates.

If it is used, you should, ideally, identify witnesses and opportunities for using witness testimony as part of the assessment planning. The testimony should record what the candidate has demonstrated, how, and in what circumstances. It should also say who witnessed the candidate (including a description of the person's job-role or relation to the candidate), and whether he or she is familiar with the standards. In judging the evidence, you will have to consider the value of the evidence from witness testimony.

Witness testimony has a valuable role to play, since you might not always be in a position to observe the candidate performing the task.

Witness testimony may be provided by persons regarded as being technically competent to assess the performance of the candidate, though they have no relevant electric or mechanical wireline experience. Good examples are: client representatives, drillers; tool pushers; crane operators; service company crew supervisors.

The testimony must detail the observations and circumstances of the task performance.

There is an example of Witness Testimony overleaf.

## Witness testimony

**SVQ title and level:** Well Services: Coiled Tubing at level 2

**Candidate's name:** Peter Edwards

**Evidence index no:** 3

**Index no of other evidence which this testimony relates to (if any):** Not applicable

**Element(s):** C1: 1d, 2f and 3e

**Date of evidence:** 1 February 2007

**Name of witness:** Aled Davies

**Designation/relationship to candidate:** Crane operator

### Details of testimony:

I have observed Peter working on site for the last three days. He has always worked in a safe and conscientious manner, cleaning up any mess that has occurred — he even reported to me a leaking hydraulic hose on the starboard crane which was causing a potential slip hazard on the deck.

I can confirm the candidate's evidence is authentic and accurate.

Signed by witness: *Aled Davies*

Date: *12/12/02*

Please tick the appropriate box:

### Witness:

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

## **Recording achievement**

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

You should provide feedback to candidates.

Evidence resulting from questioning (oral or written) should also be retained.

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

Recording documents may need to be counter-signed by the internal verifier.

## 5 Further Information

### What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres*

*Guide to Assessment and Quality Assurance for Colleges of Further Education*

*Guide to Assessment and Quality Assurance for Employers and Training Providers*

*Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments*

*Quality Assurance Principles, Elements and Criteria*

*Operational Help Centre*

The Operational Guide for Centres has been replaced by the online Operational Help Centre on **www.sqa.org.uk**

# **Appendix 1: Blank recording forms**







**Unit:**

**Element:**

**Notes/Comments**

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

Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor: \_\_\_\_\_

Date: \_\_\_\_\_

Internal Verifier: \_\_\_\_\_

Date: \_\_\_\_\_

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

Signed by candidate: \_\_\_\_\_

Date: \_\_\_\_\_

## Observation record

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

Candidate: \_\_\_\_\_ Date of observation: \_\_\_\_\_

Evidence index number: \_\_\_\_\_

Skills/activities observed:	PCs covered:

**Knowledge and understanding apparent from this observation:**

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

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

I can confirm the candidate's performance was satisfactory.

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Record of questions and candidate's answers

<b>Unit:</b>	<b>Element(s):</b>
<b>Evidence index number:</b>	
<b>Circumstances of assessment:</b>	
<b>List of questions and candidate's responses:</b>	
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Candidate's signature:</b>	<b>Date:</b>