

Assessor's guidelines for the SVQs in Providing Security, Emergency and Alarm Systems at level 2 and 3

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQs in Providing Security, Emergency and Alarm Systems at levels 2 and 3**. 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

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 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. 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 competent performance 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 involved.
- Level 5** Specifies competent performance as involving the employee in carrying out a 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 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 these SVQs (see www.sqa.org.uk).

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

The steps involved in assessing a candidate for an SVQ

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

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

1 The SVQs in Providing Security, Emergency and Alarms Systems

The SVQs in Providing Security, Emergency and Alarms Systems have been developed by Skills for Security and are intended for people in the Security and Fire Alarm Systems industry.

These people may be working as Modern Apprentices, Technicians or Systems Engineers. They will require skills and knowledge in health and safety, electrical and electronic principles, intruder alarms, fire alarms, closed circuit TV and access control.

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: colleges of further education and training providers in partnership with employers in the Security and Fire Industry.

Structure of the SVQs

This section lists the Units which form the SVQs in Providing Security, Emergency and Alarm Systems at levels 2 and 3.

Level 2 (Total 7 Units)

Mandatory Units

SQA Ref	SfS Ref	Title
F2YS 04	SYS 1	Minimise and Respond to Health and Safety Risks in Your Workplace
F2YD 04	SYS 2	Communicate Effectively in the Workplace
F2YE 04	SYS 3	Contribute to Maintaining Effective Working Relationships

Optional Units

SQA Ref	SkS Ref	Title
Choose 3 Units from Group B		
F2YP 04	SYS 8	Make Preparations and Arrangements to Install Security, Emergency or Alarm Systems
F2YK 04	SYS 9	Install Cabling for Security, Emergency or Alarm Systems
F2YL 04	SYS 10	Install Security, Emergency or Alarm Equipment
F2YY 04	SYS 11	Test and Confirm Operation of Security, Emergency or Alarm Systems
F2YC 04	SYS 12	Commission and Hand Over Security, Emergency or Alarm Systems
Choose 1 Unit from Group C		
F2YN 04	SYS 13	Maintain the Performance of Security, Emergency or Alarm Systems
F2YH 04	SYS 14	Diagnose and Rectify Faults on Security, Emergency or Alarm Systems

Level 3 (Total 14 Units)

Mandatory Units

SQA Ref	SfS Ref	Title
F2YS 04	SYS 1	Minimise and Respond to Health and Safety Risks in Your Workplace
F2YD 04	SYS 2	Communicate Effectively in the Workplace
F2YE 04	SYS 3	Contribute to Maintaining Effective Working Relationships
F2YV 04	SYS 6	Plan the Installation of Security, Emergency or Alarm Systems and Services
F2YN 04	SYS 13	Maintain the Performance of Security, Emergency or Alarm Systems
F2YH 04	SYS 14	Diagnose and Rectify Faults on Security, Emergency or Alarm Systems

Optional Units

SQA Ref	SfS Ref	Title
Choose 2 Units from Group A		
F2YX 04	SYS 4	Survey Sites to Prepare Specifications of Security, Emergency or Alarm Systems
F2YW 04	SYS 5	Prepare Quotations for Providing Security, Emergency or Alarm Systems
F2YB 04	SYS 7	Audit Security, Emergency or Alarm Systems
Choose 4 Units from Group B		
F2YP 04	SYS 8	Make Preparations and Arrangements to Install Security, Emergency or Alarm Systems
F2YK 04	SYS 9	Install Cabling for Security, Emergency or Alarm Systems
F2YL 04	SYS 10	Install Security, Emergency or Alarm Equipment
F2YY 04	SYS 11	Test and Confirm Operation of Security, Emergency or Alarm Systems
F2YC 04	SYS 12	Commission and Hand Over Security, Emergency or Alarm Systems
Choose 2 Units from Group D		
F2YR 04	SYS 15	Make Presentations to Sell Security, Emergency or Alarm Systems
F2YT 04	SYS 16	Negotiate Sales of Security, Emergency or Alarm Systems
F2YG 04	SYS 17	Demonstrate the Use of and Hand Over Security, Emergency or Alarm Systems to Customers
F2YM 04	SYS 18	Lead the Work of Teams and Individuals to Achieve Objectives
F2YF 04	SYS 19	Control Contract Work
F2YJ 04	SYS 20	Implement Works to meet Installation Requirements

An assessment strategy for the SVQ

As part of its review of the SVQs, the standards-setting body Skills for Security 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 Assessment Strategy is available from 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.

An example

Gordon Smith has worked in the systems sector of the Security Industry for over nine years. He was recruited by a local alarm company as he left school and has learned from an experienced engineer. Over the past five years, Gordon has learned how to work on complex alarm systems and can also install, maintain and service CCTV, access control and fire alarm systems. Much of the knowledge has been self-taught by reading manuals and attending information supplier technical training.

The company that Gordon works for is seeking quality approval for ISO9001 through an independent industry regulator. Many of the standards call for qualified and competent staff. The bosses at the company have identified that SVQs are the best way to recognise Gordon's experience and provide further training. Through the local training provider it was identified that Gordon was experienced with:

- ◆ Minimise and Respond to Health and Safety Risks in Your Workplace
- ◆ Communicate Effectively in the Workplace
- ◆ Contribute to Maintaining Effective Working Relationships
- ◆ Plan the Installation of Security, Emergency or Alarm Systems and Services
- ◆ Maintain the Performance of Security, Emergency or Alarm Systems
- ◆ Diagnose and Rectify Faults on Security, Emergency or Alarm Systems

The Assessor was able to advise Gordon and his employer how to gather evidence to prove these competences so that prior knowledge can be used towards the qualification.

It was clear that Gordon's role in the company meant he was only involved in one specific area and that he would require some teaching and coaching in other areas to complete the remaining Units.

These Units are:

- ◆ Survey Sites to Prepare Specifications of Security, Emergency or Alarm Systems
- ◆ Audit Security, Emergency or Alarm Systems
- ◆ Lead the Work of Teams and Individuals to Achieve Objectives
- ◆ Make Preparations and Arrangements to Install Security, Emergency or Alarm Systems
- ◆ Install Cabling for Security, Emergency or Alarm Systems
- ◆ Install Security, Emergency or Alarm Equipment
- ◆ Test and Confirm Operation of Security, Emergency or Alarm Systems
- ◆ Demonstrate the Use of and Hand Over Security, Emergency or Alarm Systems to Customers

This was all agreed with the employer and Gordon. The solution was to send Gordon to a course provider that delivered the Underpinning Knowledge for the SVQ. All these arrangements were agreed by everyone involved and then written up in an assessment plan for Gordon.

The employer would now benefit from Gordon learning additional skills that would be utilised on the job. This SVQ was regarded as a great tool to progress Gordon's career path in the company.

2 Preparing to assess the SVQ

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

Your role and your candidate's role

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

Your role

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

Candidates' role

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

Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers Units SYS 1 and SYS 9.

Assessment plan

Units: 9 – Install Cabling for Security, Emergency & Alarm Systems					
Elements:1 – Prepare to Install Cabling 2 – Install Containments 3 - Install Cables and Wires & 4 – Restore Sites after Installing Cabling					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Planning the routes for cables Check tools and materials Route the cables Install containments Fix the cables securely Test cables for damage & interference Connect Devices to Cables Close, Seal any openings Make good all surfaces Clear up site Fix any temporary arrangements	Element 1 a,b,d,e Element 1 b,c,e Element 2 a,f 3 a Element 2 a,b,d,e,f Element 2 b,c,d,e,f 3 a,b,d,e Element 3 b,c,d,e Element 3 b,c,d,e Element 4 a,h Element 4 b,c,h Element 4 d,e,f,h Element 4 g,h	Observation Observation & Questions Observation Observation Observation Meter Reading Sheet Witness Testimony Witness Testimony Witness Testimony Observation Observation or Questions	5/3/2007	Specification Drawings, Meter Reading Sheets	Unit 1 Health & Safety Element 1 a, b, c, d, e Element 2 a, b, e
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review	Element 3 Knowldege Criteria 2,3,6	Questions			

Assessor's signature: *Peter Allen*

1st review due: *22/6/2007*

Candidate's signature: *Gordon Smith*

2nd review due: *17/9/2007*

Date of agreement: *5/3/2007*

Date of completion: *12/10/2007*

Selecting methods of assessment

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

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

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

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ Candidates are assessed at a level that is appropriate to their progress through the SVQ.
- ◆ Candidates are assessed working with the systems that their employer utilises.
- ◆ Candidates are able to discuss any aspect of their progression with the assessor during these visits.
- ◆ The Assessor is able to observe the candidate working with others and third parties.
- ◆ Assessors can experience the work and type of systems the candidate deals with on a day-to-day basis.

The challenges might be:

- ◆ Candidates may not be ready for particular assessments when the Assessor arrives due to delays of works.
- ◆ The client may not permit an assessor on site or the assessor may have to complete a site induction prior to visiting the candidate.
- ◆ The candidate may be working in a geographical area that the assessor is unable to travel to.
- ◆ Confidentiality is very important in the security and fire industry and staff may have to be fully vetted by the employer or contractor. Assessors might not be vetted and will be unable to access these sites.

An example

Gordon has to install a security system to a specification designed by a system designer but he may need to change particular details such as location of devices or detector types. This is a competence that has to be assessed in this SVQ. If an assessor is on site as this happens, the assessor can observe Gordon speaking with the customer, seeking their approval and following company procedures to change the specification. If the candidate does not need to change the system specification then the assessor is able to assess Gordon by using questions. These questions would be structured to ask Gordon what he would do if the system needed to be altered.

Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evaluation, 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.

Some examples where observation may be used:

- ◆ installing cables and containment
- ◆ providing a system handover
- ◆ leading the work of teams
- ◆ fault finding
- ◆ communicating with customers and third parties

Product evaluation

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:

- ◆ Photographs of cabling work — confirmed as the candidate's own work.
- ◆ Practical exercises undertaken during training and assessment sessions.
- ◆ Exercises involving programming systems.

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 Element. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case, and questioning can be a useful way of confirming what candidates know and understand.

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

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

A candidate may be asked questions to show that they understand some Performance Criteria that has not been possible to observe. There are a number of Units within the SVQ that may need questioning such as:

- ◆ Negotiating Sales of Security, Emergency and Alarm Systems.
- ◆ Plan the Installation of Security, Emergency or Alarm Systems and Services

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.

A personal statement may be used when a candidate is recalling a time when they have provided a system handover to a customer. In this statement they should explain what checks are carried out to prepare the system, how they arranged a time and place to deliver the system handover and the process for doing the system handover, along with the questions and company procedures followed.

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 ↑ ↓ Weakest	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.
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.

Witness Testimony may be appropriate when another engineer observes the candidate demonstrating effective fault-finding techniques to locate and rectify a fault on a security or fire system. An assessor may not be able to observe these skills during an assessment visit and may need to rely on the witness testimony of an engineer who has been supervising a candidate when a system or part of a system develops a fault. An assessor may wish to question the candidate when reviewing the details with the candidate to further support the evidence.

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.

Skills for Security 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, please refer to the assessment strategy on SQA's website: **www.sqa.org.uk**.

Many colleges and training providers have access to, and use of, practical workshops and buildings where candidates can install security or fire systems. These environments may be used as simulation environments or if the candidate is working in real live conditions in these buildings then they can be used as observation assessments.

Simulations can take place in the form of a candidate delivering a system handover to an assessor who takes the place of a customer. Another simulation can be when faults are deliberately made on a system or small area so that the candidate has to identify and rectify the fault.

Other sources of evidence

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

SQA's *Guides to Assessment and Quality Assurance* (see section 5) have 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
- ◆ practical assessments

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): 9.2 Install Cable and Wiring Containment Systems
Candidate: Gordon Smith **Date of observation:** 12/10/2007
Evidence index number: 2

Skills/activities observed:	PCs covered:
<p>Candidate planned all cable routes, taking into consideration all sources of RF and mains cables.</p> <p>Candidate selected correct cable type for the alarm system detection circuit.</p> <p>Candidate selected correct cable clips for the plasterboard wall.</p> <p>The cable route matched the specification cable route and the cables were neat and undamaged. They were also clear of any mains cable routes to minimise any interference.</p> <p>Candidate used a drill, pin hammer with the cable clips with 20mm spacing, and used snips to cut cable and prepare the ends for connection.</p> <p>The candidate used all appropriate PPE, taking care of his own tools and was mindful of any others that were sharing the same work area. He informed all others in the area what he was doing.</p> <p>Candidate demonstrated good housekeeping skills, keeping work area clear and no marks on the plasterboard wall.</p>	<p>a) route and secure all cable containments in line with system installation specifications, relevant regulations and codes of practice;</p> <p>b) use suitable containment fixing devices and methods that are appropriate to sites and building materials;</p> <p>c) make sure that installed containments are free from damage or internal obstruction so that cables can be installed without damage;</p> <p>d) use the correct tools and equipment safely to cut, assemble, join and de-burr containments;</p> <p>e) avoid unnecessary damage to building structures and surfaces; and</p> <p>f) comply with relevant health and safety requirements while installing cable containments.</p>

Knowledge and understanding apparent from this observation:
<ol style="list-style-type: none"> 1) <i>how to relate physical locations for cable containment arrangements to technical documents</i> 2) <i>current regulations and codes of practice relevant to installing cable containments</i> 3) <i>how to measure typical cable containments, allowing for bends and joining, and minimising waste</i> 4) <i>the properties of typical building materials and how to fix containments to them safely and securely</i> 5) <i>how to safely handle, cut, drill, join, assemble, de-burr and fix containments</i>

Other Units/Elements to which this evidence may contribute:
1.1 & 1.2 Health & Safety

Assessor's comments and feedback to candidate:
Candidate successful achieved all performance criteria for this element. Good practice was observed and all codes of practice achieved. Well Done. Next assessment is element 3.3

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Peter Allen* Date: *12/10/2007*

Candidate's signature: *Gordon Smith* Date: *12/10/2007*

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: 18 Lead the Work of Teams and Individuals to Achieve Objectives	Element(s):1, 2	
Evidence index number: 8		
Circumstances of assessment: Plan work for other members of your team. Candidate has been partially assessed and has evidence for the Performance Criteria however the evidence gathered does not demonstrate the knowledge and understanding that is required for the Element. To complete the assessment some questions are required in order to demonstrate competence.		
List of questions and candidate's responses: <p>Q: Why is it important that all members of your team are involved in the planning stages for installing a system?</p> <p>A: So they are aware of the greater picture and understand that their work contribution has an effect on other parts if they do not complete it in the agreed timescales.</p> <p>Q: Why would you want to get the input of the whole team during planning?</p> <p>A: So that they can agree the timescales given and they may discover something else about the work and can raise it at the planning stages so that the job can be installed on time.</p> <p>Q: How would you decide on what jobs to give to members of your team?</p> <p>A: I would suggest jobs to apprentices based on what year they are in. If I have worked with them before then I would know what they are capable of and allocate them jobs. I would always ask if they were comfortable with the tasks I give them and allow them to come to me for help and support if they need it. When I get the chance, I would go and check to see if they are progressing through work okay during their task so that any problems can be fixed early on.</p> <p>Q: What would you do if you discovered that a member of your team has not completed the task you have asked them to do?</p> <p>A: I would ask them why they have not been able to complete the task. If it was because they didn't know how to do it I would show them how to do it and then make sure that they understood how to do it. Often time doesn't allow me to spend too long doing this so I may ask the team member to practise it during a long lunch break or overnight. I would then encourage that team member to ask at the planning stage if they are unsure in the future so that I can plan on showing them early on the job.</p> <p>Q: What are the consequences of not completing a system on time?</p> <p>A: This could mean a delay in payment for the system. The customer may need the system up and running for a particular date as they may have stock being delivered that needs protected or they may have staff working that need to be protected and alerted of fire or intruders. It is unprofessional to not have an installed system when the customer is promised that they would have a system installed. My supervisor will have me scheduled for another job after I complete this one, and any delays will affect other work.</p>		
Assessor's signature:	<i>Peter Allen</i>	Date: 14/4/2007
Candidate's signature:	<i>Gordon Smith</i>	Date: 14/4/2007

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, PCs covered
21/9/07	9	<p>I worked with other apprentices on site and reported to a senior engineer who visited the site regularly.</p> <p>While on site I had to liaise with an electrician and provide timescales when we needed the power to our system.</p> <p>During the job, the painters and decorators came to ask when we would be finished with some working areas.</p> <p>I liaised with the customer to communicate timescales and when I could provide the system handover at a time that suited the customer.</p> <p>I spoke with my supervisor over the telephone to resolve a problem on site — the panel would not come out of ‘fault’.</p> <p>When I was ready I telephoned the ARC to test signals from the system. I did the tests and the ARC confirmed that they received them okay and in order.</p> <p>While on site, I co-ordinated all work of the two other apprentices and managed to install the job properly to the right timescales. The customer was happy with their new system and completed all my documentation.</p>	18.1, 18.2	<p>3.1 a, b, c, d</p> <p>3.2 c, e</p> <p>3.2 c, e</p> <p>3.1 e, f 3.2 c, e 3.3 a, b, c, d</p> <p>3.1 g</p> <p>3.2 e</p> <p>3.1 e, f 3.2 c, e 3.3 a, b, c, d</p>

Signed (candidate): *Gordon Smith*

Date: *21/9/2007*

Witness testimony

Remember when you 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:	Providing Security, Emergency & Alarm Systems at level 3
Candidate's name:	Gordon Smith
Evidence index no:	10
Index no of other evidence which this testimony relates to (if any):	11
Element(s):	18.1, 18.2
Date of evidence:	23/9/2007
Name of witness:	Gary Cotter
Designation/relationship to candidate:	Engineer working with Gordon Smith
Details of testimony:	
<p>I witnessed Gordon Smith working with other apprentices, co-ordinating the work involved in a CCTV system. The system was installed over three days and there were three members of staff on the job.</p> <p>Gordon Smith planned all the work, delegated the tasks and checked on progress regularly. He was able to offer assistance to an apprentice who was struggling with his task — the apprentice was not able to terminate BNC connectors properly. Gordon was able to help and asked the apprentice to make a couple of test BNC connectors to check before doing any for the CCTV system.</p>	
<p>I can confirm the candidate's evidence is authentic and accurate. Signed by witness: <i>Gary Cotter</i> Date: <i>23/9/2007</i></p>	

Witness (please tick the appropriate box):

- Holds A1 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 how a candidate will deal with deviations from the specification or faulty/damaged equipment.

You may be able to overcome these by asking questions of the candidate.

Simulations and practical exercises can also be used so that the candidate can show the procedures to follow in such circumstances. This method of assessment allows the assessor to see the candidate putting into practise the performance criteria and use questioning for knowledge and understanding.

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.

An example

Authentication may be used where a candidate has tested a system that signals to an Alarm Receiving Centre. Often there will be paperwork and records to prove that this process has been completed satisfactorily however it may not be appropriate for the candidate to copy the records for confidentiality reasons. A peer witness, other witness or even the ARC can write a statement to confirm that the candidate has followed the correct procedures.

4 Recording achievement

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

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

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) may be sufficient for the external verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal verifiers and external verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier or external verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you and your candidate might use to compile the portfolio.

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Element achievement record

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: Providing Security, Emergency and Alarm Systems at level 3

Candidate: Gordon Smith

To achieve the whole qualification, you must prove competence in 6 **mandatory** Units and 8 **optional** Units.

Unit Checklist

Mandatory	1	2	3	6	13	14						
Optional	4	7	9	10	11	12	17	18				

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
SYS 3	Contribute to Maintaining Effective Working Relationships	<i>Peter Allen</i>	21/9/2007
SYS 1	Minimise and Respond to Health and Safety Risks in Your Workplace		
SYS 2	Communicate Effectively in the Workplace		

Optional Units achieved

SYS 9	Install Cabling for Security, Emergency or Alarm Systems	<i>Peter Allen</i>	12/10/2007
SYS 18	Lead the Work of Teams and Individuals to Achieve Objectives	<i>Peter Allen</i>	14/4/2007

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: Providing Security, Emergency and Alarms Systems at level 3

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Observational Record for 9.1	YES	
2	Observational Record for 9.2	YES	
3	Observational Record for 9.3	YES	<i>JC</i> <i>17/12/2007</i>
4	Observational Record for 9.4	YES	
5	Agreement Variation Form (Completed by engineer & customer to agree variations to the specification)	NO, Customer File	<i>JC</i> <i>17/12/2007</i>
6	Meter Reading Sheet	YES	<i>JC</i> <i>17/12/2007</i>
7	NSI Completion Checklist	NO, Customer File	
8	Questions & Answers for 18.1, 18.2	YES	
9	Personal Statement for 3.1,3.2 & 3,3	YES	
10	Witness Testimony for 18.1, 18.2	YES	
11	Witness Testimony for 3.1, 3.2	YES	
12	System Completion Certificate	NO, Customer File	
13	Specification / System Design & Drawing	NO, Customer File	<i>JC</i> <i>12/10/2007</i>
14	Quotation to customer	NO, Customer File	<i>JC</i> <i>12/10/2007</i>

Completing the Element achievement record

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

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

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

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

Element achievement record

Unit: 9 — Install Cabling for Security, Emergency and Alarm Systems

Element: 3 — Install Cables and Wires

Evidence Index No	Description of Evidence	PCs						Areas of knowledge and understanding																	
		a	b	c	d	e		1	2	3	4	5	6												
12	System Drawing	✓						✓																	
13	Meter Reading Sheet		✓	✓					✓	✓				✓											
14	System Picking List											✓													
15	Witness Testimony				✓	✓				✓				✓											
16	Questions from Assessor					✓			✓	✓			✓	✓											
17	Practical Assessment Sheet	✓	✓	✓	✓	✓		✓	✓		✓		✓												

Unit: 9 — Install Cabling for Security, Emergency and Alarm Systems

Element: 3 — Install Cables and Wires

Notes/Comments

This Element has been assessed by an Assessor, using documented evidence that is signed by the customer to confirm that the system is operating to agreed specification and satisfaction.

There are also witness testimonies from others in the team, these witnesses are familiar with the SVQ Units and Elements as they have completed the SVQ themselves.

The assessor has been able to confirm that all the requirements have been met through use of the practical exercises in the college programme.

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

Candidate: *Gordon Smith* Date: *10/10/2007*

Assessor: *Peter Allen* Date: *10/10/2007*

Internal Verifier: *James Connor* Date: *17/12/2007*

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 progress record

Qualification and level:

Candidate:

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

Unit Checklist

Mandatory												
Optional												

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date

Optional Units achieved

Index of evidence

SVQ title and level:

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

Element achievement record

Unit:

Element:

Evidence Index No	Description of Evidence	PCs						Areas of knowledge and understanding																				

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:

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:	
<p>I can confirm the candidate's evidence is authentic and accurate. Signed by witness: _____ Date: _____</p>	

Witness (please tick the appropriate box):

Holds A1 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:	
Assessor's signature:	Date:
Candidate's signature:	Date: