



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

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# About this guide

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

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

# Introduction

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

## About SVQs and the SCQF

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

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

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

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

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

## Explanation of levels

<b>SVQ1 (SCQF level 4)</b>	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
<b>SVQ2 (SCQF level 5)</b>	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.
<b>SVQ3 (either SCQF level 6 or 7)</b>	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.
<b>SVQ4 (either SCQF level 8 or 9)</b>	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.
<b>SVQ5 (SCQF level 11)</b>	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

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

## How are standards defined in SVQs?

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

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

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

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

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

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

## Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor\*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier\*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the External Verifier\*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

\*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the Assessment Strategy for this SVQ(s) — see SQA’s website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

## **The steps involved in assessing a candidate for an SVQ**

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

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

# 1 The SVQ1 Performing Engineering Operations and SVQ2 Performing Engineering Operations SCQF level 5

The SVQs in Performing Engineering Operations have been developed by SEMTA, the standards setting body for Science, Engineering and Manufacturing Technologies and are intended for people starting a career in engineering or manufacturing, or are employed and are carrying out engineering tasks which, for whatever reasons, do not fit comfortably within the Performing Manufacturing Operations or other engineering/manufacturing level 2 qualification.

The SVQs may also be for obtaining recognition for occupational competence that the candidate may have already developed.

These people may be working towards an apprenticeship or be working as an engineering operative. They will require skills and knowledge in Health and Safety, be able to interpret technical information and be competent and familiar with managing their own personal work space whilst carrying out a range of engineering activities.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings in which the SVQs are likely to be delivered include: workshops in highly supervised and controlled environments such as schools, colleges, training providers, company training centres and HM Prison Services.

## Structure of the SVQs

This section lists the Units which form the SVQ in Performing Engineering Operations.

### SVQ1 Performing Engineering Operations (GE4T 21)

This qualification consists of five Units in total (three mandatory plus two optional).

#### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FR0R 04			Unit 1	Working Safely in an Engineering Environment
FR0T 04			Unit 2	Working Efficiently and Effectively in Engineering
FR0V 04			Unit 3	Using and Communicating Technical Information



## Optional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H021 04			Unit 4	Making Components using Hand Tools and Fitting Techniques
H022 04			Unit 5	Assembling Mechanical Components
H023 04			Unit 6	Carrying Out Pipe Fitting Activities
H024 04			Unit 7	Using Lathes for Turning Operations
H025 04			Unit 8	Using Milling Machines
H026 04			Unit 9	Using Grinding Machines
H027 04			Unit 10	Carrying Out Routine Servicing of Mechanical Equipment
H028 04			Unit 11	Assembling Fluid Power Equipment
H029 04			Unit 12	Carrying Out Sheet Metal Cutting, Forming and Assembly Activities
H02A 04			Unit 13	Cutting and Shaping Platework Components
H02B 04			Unit 14	Using Oxy-Fuel Gas Cutting Equipment
H02C 04			Unit 15	Using Manual Metal Arc Welding Equipment
H02D 04			Unit 16	Using Manual TIG Welding Equipment
H02E 04			Unit 17	Using Manual MIG or MAG Welding Equipment
H02F 04			Unit 18	Using Manual Oxy-Fuel Gas Welding Equipment
H02G 04			Unit 19	Using Manual Flame Brazing and Soldering Equipment
H02H 04			Unit 20	Wiring Electrical Equipment and Circuits
H02L 04			Unit 21	Assembling Electrical Wiring Support Systems
H02M 04			Unit 22	Assembling and Wiring Electrical Panels
H02N 04			Unit 23	Assembling Electronic Circuits
H02P 04			Unit 24	Carrying Out Routine Servicing on Electrical/Electronic Equipment
H02R 04			Unit 25	Making Components from Wood-Based Materials
H02S 04			Unit 26	Assembling Engineering Woodwork Components
H02T 04			Unit 27	Carrying Out Composite Moulding Activities
H02V 04			Unit 28	Assembling Composite Components
H02X 04			Unit 29	Preparing Sand for Moulding and Coremaking
H02Y 04			Unit 30	Making Sand Moulds and Cores for Casting
H030 04			Unit 31	Manually Casting Components
H031 04			Unit 32	Fettling Cast Components
H032 04			Unit 33	Applying Coatings or Coverings to Finish Surfaces

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
H033 04			Unit 34	Applying Surface Treatments
H034 04			Unit 35	Applying Heat Treatment to Engineering Materials
H035 04			Unit 36	Hand Forging Engineering Materials

## SVQ2 Performing Engineering Operations SCQF Level 5 (GF9Y 22)

This qualification consists of eight Units in total.

Candidates must complete the **three** mandatory Units, **plus five** more Units, **three** of which must be from **Group A**.

### Units selected from **Group A**

Only one Unit from FP26, FP3C and FP49, F3E1 04 **and** F3E2 04 may be included in the learner's choice of Units.

If unit F3BM 04 is selected Units FP27, FP28, FP2E, FP2F, FP2J, FP2K, FP2L cannot be included in the learner's choice of Units.

If Unit F3BL 04 is selected Units FP2D, FP2X, FP2Y, FP32, FP33, FP34, FP35, H2M4, H2M5, FP3G cannot be included in the learner's choice of Units.

If Unit F3BK 04 is selected units FP3E, FP3H, FP3N, FP3E cannot be included in the learner's choice of Units.

If Unit F3BN 04 is selected Units FP2M, FP2P, FP3V, FP3T, FP3W, FP3Y cannot be included in the learner's choice of Units.

Units selected from **Group B** must be delivered and assessed in the learner's place of work (ie not in a sheltered/realistic environment)

### Mandatory Units

All **three** Units must be completed.

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H03H 04	5	5	Unit 1	Complying with Statutory Regulations and Organisational Safety Requirements
<b>Or</b>				
FR0R 04	5	5	Unit 1	Working Safely in an Engineering Environment
FR0T 04	5	5	Unit 2	Working Efficiently and Effectively in Engineering
FR0V 04	5	5	Unit 3	Using and Communicating Technical Information

## Group A — Optional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FP26 04	5	29	Unit 4	Producing Mechanical Engineering Drawings using a CAD System
FP27 04	5	22	Unit 5	Producing Components using Hand Fitting Techniques
FP28 04	5	23	Unit 6	Producing Mechanical Assemblies
FP29 04	5	27	Unit 7	Forming and Assembling Pipework Systems
FP2A 04	5	30	Unit 8	Carrying Out Aircraft Detail Fitting Activities
FP2C 04	5	22	Unit 9	Installing Aircraft Mechanical Fasteners
FP2D 04	5	28	Unit 10	Producing Aircraft Detail Assemblies
FP2E 04	5	29	Unit 11	Preparing and Using Lathes for Turning Operations
FP2F 04	5	28	Unit 12	Preparing and Using Milling Machines
FP2G 04	5	31	Unit 13	Preparing and Using Grinding Machines
FP2H 04	5	30	Unit 14	Preparing and Proving CNC Machine Tool Programs
FP2J 04	5	34	Unit 15	Preparing and Using CNC Turning Machines
FP2K 04	5	34	Unit 16	Preparing and Using CNC Milling Machines
FP2L 04	5	34	Unit 17	Preparing and Using CNC Machining Centres
FP2M 04	5	31	Unit 19	Maintaining Mechanical Devices and Equipment
FP2N 04	5	36	Unit 20	Assembling and Testing Fluid Power Systems
FP2P 04	5	36	Unit 21	Maintaining Fluid Power Equipment
FP2X 04	5	25	Unit 22	Producing Sheet Metal Components and Assemblies
FP2Y 04	5	36	Unit 23	Producing Platework Components and Assemblies
FP31 04	5	36	Unit 24	Cutting and Shaping Materials using Thermal Cutting Equipment
FP32 04	5	31	Unit 25	Preparing and Proving CNC Fabrication Machine Tool Programs
FP33 04	5	34	Unit 26	Preparing and Using CNC Fabrication Machinery
FP34 04	5	29	Unit 27	Preparing and Using Manual Metal Arc Welding Equipment
FP35 04	5	33	Unit 28	Preparing and Using Manual TIG or Plasma-arc Welding Equipment
H2M4 04	5	34	Unit 29	Preparing and Using Semi-automatic MIG, MAG and Flux cored arc Welding Equipment
H2M5 04	5	29	Unit 30	Preparing and Using Manual Oxy/fuel Gas Welding Equipment
H2M1 04	5	30	Unit 31	Preparing and Using Manual Flame Brazing and Braze Welding Equipment

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FP3C 04	5	32	Unit 32	Producing Electrical or Electronic Engineering Drawings using a CAD System
FP3E 04	5	32	Unit 33	Wiring and Testing Electrical Equipment and Circuits
FP3G 04	5	27	Unit 34	Forming and Assembling Electrical Cable Enclosure and Support Systems
FP3H 04	5	31	Unit 35	Assembling, Wiring and Testing Electrical Panels/Components Mounted in Enclosures
FP3N 04	5	32	Unit 36	Assembling and Testing Electronic Circuits
FP3T 04	5	34	Unit 37	Maintaining Electrical Equipment/Systems
FP3V 04	5	34	Unit 38	Maintaining Electronic Equipment/Systems
FP3W 04	5	32	Unit 39	Maintaining and Testing Process Instrumentation and Control Devices
FP3Y 04	5	33	Unit 40	Wiring and Testing Programmable Controller Based Systems
FP40 04	5	29	Unit 41	Using Wood for Pattern, Modelmaking and Other Engineering Applications
FP41 04	5	27	Unit 42	Assembling Pattern, Model and Engineering Woodwork Components
FP42 04	5	32	Unit 43	Producing Composite Mouldings using Wet Lay-up Techniques
H2M2 04	5	32	Unit 44	Producing Composite Mouldings using Pre-Preg Techniques
<b>Or</b>				
FP43 04	5	32	Unit 44	Producing Composite Mouldings using Pre-Preg Laminating Techniques
H2M3 04	5	32	Unit 45	Producing Composite Mouldings using Resin Flow Infusion Techniques
<b>Or</b>				
FP44 04	5	32	Unit 45	Producing Composite Mouldings using Resin Infusion Techniques
FP45 04	5	28	Unit 46	Producing Composite Assemblies
FP46 04	5	29	Unit 52	Finishing Surfaces by Applying Coatings or Coverings
FP47 04	5	27	Unit 54	Carrying Out Heat Treatment of Engineering Materials
FP48 04	5	27	Unit 55	Carrying Out Hand Forging of Engineering Materials
FP49 04	5	33	Unit 61	Producing CAD Models (Drawings) using a CAD System
F3E1 04	5	29	Unit 62	Producing Engineering Project Plans
F3E2 04	5	27	Unit 63	Using Computer Software Packages to Assist with Engineering Activities

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
F3BB 04	5	32	Unit 64	Conducting Business Improvement Activities
F3BM 04	5	32	Unit 65	General Machining, Fitting and Assembly Applications
F3BL 04	5	32	Unit 66	General Fabrication and Welding Applications
F3BK 04	5	32	Unit 67	General Electrical and Electronic Engineering Applications
F3BN 04	5	32	Unit 68	General Maintenance Engineering Applications
H2C8 04	5	28	Unit 69	Joining Public Service Vehicle Components by Mechanical Processes
H2C9 04	5	28	Unit 70	Assembling Structural Sub Assemblies to Produce a Public Service Vehicle
H2CA 04	5	28	Unit 71	Fitting Sub Assemblies and Components to Public Service Vehicles
H2CB 04	5	32	Unit 72	Preparing and Manoeuvring Armoured Fighting Vehicles (AFVs) for Maintenance and Transportation
H2CC 04	5	32	Unit 73	Producing Composite Mouldings using Resin Film Infusion Techniques

### **Group B — Optional Units**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
H2A8	5	30	Unit 74	Operating Centre Lathes
H2A9	5	30	Unit 75	Operating Milling Machines
H2AA	5	33	Unit 76	Operating CNC Turning Machines
H2AB	5	33	Unit 77	Operating CNC Milling Machines
H2AC	5	33	Unit 78	Operating CNC Electro-Discharge Machines
H2AD	5	33	Unit 79	Operating CNC Machining Centres
H2AE	5	28	Unit 80	Producing Mechanical Sub-Assemblies/Assemblies
H2AF	5	28	Unit 81	Assembling Fluid Power Components to Mechanical Equipment
H2AG	5	30	Unit 82	Assembling Electrical or Electronic Components to Mechanical Equipment
H2AH	5	31	Unit 83	Assembling Pipework Components to Mechanical Equipment
H2AJ	5	29	Unit 84	Handing Over and Confirming Completion of Maintenance or Installation Activities
H2AK	5	31	Unit 85	Carrying Out Fault Location on Mechanical Equipment

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
H2AL	5	29	Unit 86	Carrying Out Maintenance Activities on Mechanical Equipment
H2AM	5	29	Unit 87	Restoring Mechanical Components to Usable Condition By Repair
H2AN	5	29	Unit 88	Carrying Out Scheduled Maintenance Activities on Mechanical Equipment
H2AP	5	31	Unit 89	Carrying Out Fault Location on Electrical Equipment and Circuits
H2AR	5	32	Unit 90	Carrying Out Maintenance Activities on Electrical Equipment
H2AS	5	31	Unit 91	Carrying Out Modifications or Rewiring Electrical Circuits
H2AT	5	30	Unit 92	Carrying Out Scheduled Maintenance Tasks on Electrical Equipment
H2AV	5	32	Unit 93	Carrying Out Fault Location on Fluid Power Equipment and Circuits
H2AW	5	31	Unit 94	Carrying Out Maintenance Activities on Fluid Power Equipment
H2AX	5	31	Unit 95	Carrying Out Scheduled Maintenance Tasks on Fluid Power Equipment
H2AY	5	32	Unit 96	Carrying Out Fault Location on Service Systems and Equipment
H2B0	5	29	Unit 97	Carrying Out Scheduled Maintenance Tasks on Service Systems and Equipment
H2B1	5	31	Unit 98	Carrying Out Maintenance on Emergency Power Generation Equipment
H2B2	5	29	Unit 99	Carrying Out Maintenance on Compressed Air Equipment
H2B3	5	32	Unit 100	Assisting in the Installation of Mechanical Equipment
H2B4	5	32	Unit 101	Assisting in the Installation of Electrical/Electronic Equipment
H2B5	5	31	Unit 102	Assisting in the Installation of Fluid Power Equipment
H2B6	5	32	Unit 103	Assisting in the Installation of Emergency Electrical Equipment
H2B7	5	30	Unit 104	Assisting in the Installation of Compressed Air Equipment
H2B8	5	31	Unit 105	Carrying Out Fault Location Activities on Assistive Technology Systems and Equipment
H2B9	5	30	Unit 106	Carrying Out Scheduled Servicing Activities on Assistive Technology Systems and Equipment

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
H2BA	5	31	Unit 107	Carrying out Maintenance and Repair Activities on Assistive Technology Systems and Equipment
H2BB	5	32	Unit 108	Joining Materials by Manual MIG/MAG and other Continuous Wire Welding Processes
H2BC	5	32	Unit 109	Producing Fillet Welded Joints Using a Manual Welding Process
H2BD	5	32	Unit 110	Welding Materials with Mechanised Arc Welding Equipment
H2BE	5	26	Unit 111	Marking Out Components for Fabrication
H2BF	5	24	Unit 112	Cutting Sheet Metal to Shape using Hand and Machine Tools
H2BG	5	26	Unit 113	Forming Sheet Metal Using Hand and Machine Tools
H2BH	5	27	Unit 114	Producing Sheet Metal Assemblies
H2BJ	5	31	Unit 115	Cutting and Shaping Materials using NC/CNC Laser Profiling Machines
H2BK	5	30	Unit 116	Cutting and Shaping using NC/CNC Plasma or Gas Cutting Machines
H2BL	5	27	Unit 117	Assembling Components using Mechanical Fasteners
H2BM	5	23	Unit 118	Slinging, Lifting and Moving Materials and Components
H2BN	5	26	Unit 119	Cutting Plate and Sections using Shearing Machines
H2BP	5	32	Unit 120	Cutting Materials using Saws and Abrasive Discs
H2BR	5	30	Unit 121	Bending and Forming Plate using Power Operated Machines
H2BS	5	31	Unit 122	Producing Platework Assemblies
H2BT	5	30	Unit 123	Producing Holes using Drilling Machines
H2BV	5	30	Unit 124	Producing Structural Steel Ancilliary Components
H2BW	5	32	Unit 125	Assembling Structural Steelwork



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

As part of their review of the SVQs, the standards-setting body SEMTA has developed an Assessment Strategy which defines a range of requirements:

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

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

## **Why would people be interested in the SVQs?**

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

# How do candidates begin?

## Choosing the SVQ

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

### Example

The SVQ at level 1 could be used for a school link class with a college. The candidate may have completed their Skills for Work Engineering Course and wish to progress further. The SVQ could be designed around the candidate's interests and the equipment that was available. This choice could vary widely including courses that are based around mechanical, manufacture, electrical, electronic welding, or wood-based engineering themes. An example of a potential pathway for the SVQ at level 1 would be:

- ◆ Working Safely in an Engineering Environment
- ◆ Working Efficiently and Effectively in Engineering
- ◆ Using and Communicating Technical Information
- ◆ Making Components using Hand Tools and Fitting Techniques
- ◆ Assembling Mechanical Components

This choice would allow a potential candidate to base their assessment around fitting operations. The three core Units should be assessed whilst undertaking the optional Units where possible. This requires the centre to carefully plan and cross-reference the Outcomes but provides a greater degree of integration to the learning process. An example of this is that the candidate should always come prepared with all the appropriate PPE for a lesson. This evidence can be used in Unit 1 and cross-referenced.

If a candidate with low confidence or a candidate from a non-engineering background came to a training provider, a level 1 SVQ may be appropriate to allow these candidates to build experience and grow their confidence before undertaking the level 2 SVQ. The SVQ can be structured to offer a candidate an option to work at level 1 or 2. The level 2 pathway shown below is similar to the level 1 pathway shown above. If these SVQs were run in parallel, the candidates at level 1 and 2 could be accommodated together.

An example of a potential pathway for the Performing Engineering Operations SVQ at level 2 would be:

- ◆ Working Safely in an Engineering Environment
- ◆ Working Efficiently and Effectively in Engineering
- ◆ Using and Communicating Technical Information
- ◆ Producing Mechanical Engineering Drawings Using a CAD System
- ◆ Producing Components Using Hand Fitting Techniques
- ◆ Producing Mechanical Assemblies

The example above could be used by a full-time student at a college who was looking to gain skills and experience before applying for a modern apprenticeship with an employer. If the candidate wished to undertake a modern apprenticeship then two extra Units may have to be added:

- ◆ Assembling and Testing Fluid Power Systems
- ◆ Maintaining Fluid Power Equipment

The extra two Units shown in this potential level two MA pathway would allow a candidate to develop pneumatic or hydraulic skills.

For many Modern Apprenticeships at craft level a supporting qualification at National Certificate level is often required, whereas a technician grade course would need to be supported by a Higher National qualification. This means the candidates would have very different academic burdens to reach the MA. (MAs also require a vocational qualification at level 3.)

For employed candidates the choice of route is a combined decision between the employee and employer, facilitated by the training provider. For candidates not in employment the pathway is chosen by the candidate and the training provider. All parties need to know and understand their roles and responsibilities and a clear training plan needs to be established to outline clear timescales and review dates. Only when all these arrangements are agreed by everyone involved and written up in an assessment plan should the training begin.

## 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 example assessment plan which covers Unit 29 from a level 2 qualification. **Please note that the example does not make accurate or specific reference to the Performance Criteria or standards contained in Unit 29 and is only for illustrative purposes.**

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

## Assessment plan

Unit 29		Preparing and Using Manual Flame Brazing and Bronze Welding Equipment			
Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Produce a butt joint using steel plate	1.1–1.8, 2, 3, 4.1, 4.5, 4.7, 5.1, 6.1	Observation		Photos and records of oral questions	Unit 1 PC 1.1–1.12, 2, 3, 4.1, 5.2, 5.3, 6
Produce a lap joint using copper plate	1.1–1.6, 2, 4.1, 4.2, 4.3, 5.2, 6.1, 6.3	Personal statement		Product evidence	Unit 2 PC 1.1–1.4, 2, 3, 4.2, 5.1, 5.6.
Produce a pipe socket joint (Cunifer)	1.1–1.7, 2, 4.4, 5.3, 5.4, 6.1–6.4	Witness statement		Job card drawing	Unit 3 PC 1.1–1.6, 2, 3, 4.3, 5, 6.
	Knowledge evidence	Written answers to questions		Personal work record	
<b>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review</b>					

Assessor's signature \_\_\_\_\_ 1st review due \_\_\_\_\_

Candidate's signature \_\_\_\_\_ 2nd review due \_\_\_\_\_

Date of agreement \_\_\_\_\_ Date of completion \_\_\_\_\_

# Selecting methods of assessment

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

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

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

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

The benefits might be:

- ◆ evidence arising naturally from the candidate's normal work
- ◆ much of the evidence based on work that the candidate is familiar with, eg location and use of components
- ◆ evidence from colleagues/supervisors in the form of testimony
- ◆ opportunities for direct observation (could be a benefit or a challenge)
- ◆ candidates can progress at their natural pace (could be a benefit or a challenge)
- ◆ familiarity between the candidate and the assessor (could be a benefit or a challenge)

The challenges might be:

- ◆ the largest challenge is the safety of the candidate. Candidates who do not possess appropriate skills and knowledge at level 2 could pose a significant risk to themselves and others in a workplace. (Some MA frameworks specifically advise against undertaking work-based assessment at level 2 due to safety reasons, they refer to a controlled training environment as the most suitable)
- ◆ pressure of work
- ◆ shift working
- ◆ difficulties in arranging assessment of knowledge and understanding

## **Methods of assessment**

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

### **Observation**

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the candidate
- ◆ arranging to visit when naturally-occurring activities are carried out by the candidate
- ◆ arranging for activities to take place

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

### **Product evidence 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 components and finished products.

In many of the Units products are created and by evaluating these products, evidence is generated. In the turning Unit a series of components will be manufactured which will provide most of the physical evidence for the Unit.



## Questioning

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

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

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

When observing candidates it is clear if they are wearing appropriate PPE but it is only by questioning them that you can establish if they understand the potential risks and why the PPE reduces but does not eliminate a risk.

## Other methods of assessment

These methods, like questioning, are often used for authentication. See Section 3 for more about authenticating candidates' evidence.


## Personal statements

You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

## Witness testimony

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

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

Strongest	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the A/V Units or 'D-Units'.
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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

## Simulation

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

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

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

For more details on simulation and what constitutes performance in the workplace, look at the Assessment Strategy on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## Other sources of evidence

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

SQA's *Guide to Assessment* (see section 5) has more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

### 3 Generating evidence

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, this section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony

There are blank forms which you can copy and use in assessment in Appendix 1.

## **Observation**

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

## Observation record

<b>Unit 10</b>	<u>Preparing and Using Lathes for Turning Operations</u>
<b>Candidate</b>	<u>Josh Wainwright</u>
<b>Evidence index number</b>	<u>Observation 1</u>
<b>Date of observation</b>	<u>22/Feb/2011</u>
<b>Activity observed</b>	<u>Turning stepped diameters on mild steel bar</u>

<b>Skills/activities observed</b>	<b>Performance Criteria covered</b>
Josh worked safely, observed all safety systems and procedures using appropriate methods throughout. He explained the process of checking equipment and restored work areas on completion.	a–e, g, i. 1.1 , 1.3–1.5 2.1 3.1 4.1–4.4
Observed Josh marking out step dimensions using a ruler and checking diameters using a micrometer.	7.1, 7.3–7.6 9.1–9.2, 9.4, 9.9 10.1, 10.4 11.1–11.3
I then observed him setting up the machine, producing the component and then checking the component for dimensional accuracy. The component was within all tolerances of the drawings specification.	

### Knowledge and understanding apparent from this observation

I asked Josh questions about the different drawings used, why he had selected certain cutting speeds and the reasons behind calibration of measuring equipment. Josh gave a correct and reasoned explanation. He has therefore sufficiently covered KE 3,4,19 and 20 for this Unit.

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

Units 1, 2 and 3

### Assessor's comments and feedback to candidate

Good first assessment — we will reference this activity against the unit standards and have a look at what was covered within the mandatory units at review.

You'll need to do the other jobs planned to cover the scope of the unit — but for now, well done!

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** Eric Brownlee **Date** 22/2/2011

**Candidate's signature** JWainwright **Date** 22/2/2011

## **Questions and candidate responses**

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

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

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

## Record of questions and candidate's answers

<b>Unit</b>	10 Preparing and Using Lathes for Turning Operations
<b>Evidence index number</b>	1a
<b>Circumstances of assessment</b>	
Oral questioning during observation assessment.	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	What information are you looking for in the drawing, and could you explain what these symbols mean? (KE 3 and 4)
<b>A</b>	I'm looking for the step dimensions and diameters. You can tell that the drawing is third angle projection from this symbol and this other symbol is used to indicate surface finish — this annotation indicates the tolerance.
<b>Q</b>	How do you check the workpiece and the measuring equipment used? (KE 19)
<b>A</b>	I'll take a cut close to the required dimension then check it making sure that I'm using a calibrated micrometer — they normally have a sticker with the date of inspection written on it. Then I'll take the final finish cut and check again.
<b>Q</b>	Why is measuring equipment calibrated? (KE20)
<b>A</b>	These instruments can get damaged and if not checked periodically, the work people produce might be out of tolerance which will obviously have an effect on those having to assemble various components together.
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	

**Assessor's signature** Eric Brownlee **Date** 22/2/2011

**Candidate's signature** JWainwright **Date** 22/2/2011

## **Candidate's personal statement**

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



## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
22/2/11	1b	<p>When I was looking at the drawing there were one or two dimensions I was unable to read due to the print quality.</p> <p>I asked technical liaison personnel to help me with this. They gave me the dimensions off the master copy to write on the drawing so that I could progress the job.</p>	Unit 2 and 3	Unit 10 Preparing and Using Lathes for Turning Operations

Candidate's signature JWainwright Date 22/2/2011

## **Witness testimony**

Remember when you begin to use witness testimony that it must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.

## Witness testimony

<b>SVQ title and level</b>	SVQ1 Performing Engineering Operations
<b>Candidate's name</b>	Ian Dalton
<b>Evidence index no</b>	2.3a
<b>Index no of other evidence which this testimony relates to (if any)</b>	Unit 1 1.3
<b>Date of evidence</b>	10 May 2007
<b>Name of witness</b>	Mohammed Anwar
<b>Designation/relationship to candidate</b>	Instructor
<b>Details of testimony</b>  Ian secured his work area when the fire alarm rang. He left the work area safe and secure with minimal fuss. He proceeded directly to the fire exit and walked to the muster point. When the all clear was given, he walked back to his work area, checked for hazards and resumed work.	

I can confirm the candidate's performance was satisfactory.

**Witness's signature** Mohammed Anwar **Date** 1/03/2011

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

- Holds A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

## Filling the gaps

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

In this SVQ, such gaps are likely to occur in generating evidence for operations where equipment is not readily available or safety considerations preclude an operation.

Where equipment is not available in a particular workplace it would be acceptable to use a placement. An example of this would be when the level 1 SVQ was being studied in a school, and they wished to undertake one Unit or Outcome at a local training provider or college. For example, a school may wish their candidates to undertake Unit 17 *Using Manual MIG or MAG Welding Equipment*. If they did not have the appropriate fume extraction system then this would preclude the Unit on safety grounds, but a local college may well be able to accommodate the undertaking of this Unit.

## Guidance and support to candidates

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

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

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

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

Evidence must:

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

### **Insufficient evidence**

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

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

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

### **Authenticating candidates' evidence**

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

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

#### **Example**

An example of this is where a candidate may appear to be following safe working practices, but only by questioning them will you be able to ascertain if they know why they are required to do things in this way.

## 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 SVQ1 Performing Engineering Operations

Candidate Ian Dalton

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

### Unit checklist

<b>Mandatory</b>	1	2	3						
<b>Optional</b>				4	17				

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
1	Working Safely in an Engineering Environment	<i>Jim Browne</i>	03/03/11
2	Working Efficiently and Effectively in Engineering		
3	Using and Communicating Technical Information		

### Optional Units achieved

Unit number	Title	Assessor's signature	Date
4	Making Components using Hand Tools and Fitting Techniques	<i>Jim Browne</i>	03/03/11
17	Using Manual MIG or MAG Welding Equipment		



## 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.



## **Completing the Element achievement record**

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

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

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

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





# 5 Further information

## What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Verification: A Guide for Centres*

*Guide to Assessment*

*Introduction to Assessment Arrangements for Schools and Colleges*

*SQA's Quality Framework: a guide for centres*

*Operational Help Centre*

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

# **Appendix 1: Blank recording forms**

## Unit progress record

Qualification and level \_\_\_\_\_

Candidate \_\_\_\_\_

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

### Unit checklist

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

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

### Optional Units achieved

Unit number	Title	Assessor's signature	Date







**Unit**

**Element**

**Notes/Comments**

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

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

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

**Internal verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Assessment plan

Units					
Elements					
Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (Performance Criteria and Range)
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

**Assessor's signature** \_\_\_\_\_ **1st review due** \_\_\_\_\_  
**Candidate's signature** \_\_\_\_\_ **2nd review due** \_\_\_\_\_  
**Date of agreement** \_\_\_\_\_ **Date of completion** \_\_\_\_\_

**Personal statement**

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered

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

## Observation record

Unit/Element(s) \_\_\_\_\_  
Candidate \_\_\_\_\_  
Evidence index number \_\_\_\_\_  
Date of observation \_\_\_\_\_

Skills/activities observed	Performance Criteria covered

**Knowledge and understanding apparent from this observation**

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

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

I can confirm the candidate's performance was satisfactory.

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

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

## Witness testimony

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

I can confirm the candidate's performance was satisfactory.

**Witness's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

- Holds A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

**Record of questions and candidate’s answers**

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

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

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