



# **Assessor's Guidelines for the SVQ2 and 3 Floorcovering Occupations (Construction) SCQF level 5 and 6**

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# Contents

	About SVQs and the SCQF .....	2
	How are standards defined in SVQs? .....	4
	Who is involved in SVQs? .....	4
	The steps involved in assessing a candidate for an SVQ .....	5
1	The SVQ2 and 3 Floorcovering Occupations (Construction) SCQF level 5 and 6 .....	6
	Structure of the SVQs .....	6
	An Assessment Strategy for the SVQ.....	8
	Why would people be interested in the SVQ? .....	8
	How do candidates begin? .....	8
	Choosing the SVQ.....	8
2	Preparing to assess the SVQ .....	12
	Your role and your candidate's role .....	12
	Planning.....	13
	Assessment plan .....	14
	Selecting methods of assessment .....	16
	Methods of assessment .....	17
	Observation .....	17
	Product evidence.....	17
	Questioning .....	18
	Other methods of assessment.....	18
	Personal statements.....	18
	Witness testimony .....	19
	Simulation.....	20
	Other sources of evidence.....	20
3	Generating evidence .....	21
	Observation.....	22
	Questions and candidate responses .....	25
	Candidate's personal statement.....	27
	Witness testimony .....	30
	Filling the gaps.....	33
	Guidance and support to candidates .....	33
	Judging candidate evidence and making an assessment decision .....	33
	Insufficient evidence .....	34
	Authenticating candidates' evidence .....	34
4	Recording achievement.....	35
	Completing the Unit progress record.....	36
	Unit progress record.....	37
	Using the index of evidence .....	38
	Index of evidence .....	39
	Completing the Element achievement record.....	40
	Element achievement record.....	41
5	Further information .....	43
	What else should I read?.....	43
	Appendix 1: Blank recording forms.....	44

# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ2 and 3 Floorcovering Occupations (Construction) SCQF level 5 and 6**. 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 Learning and Development Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

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

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

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

# 1 The SVQ2 and 3 Floorcovering Occupations (Construction) SCQF level 5 and 6

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

These people may be working as apprentice floorlayers, time served floorlayers or foreman floorlayer supervisors in the domestic and contract sectors of the industry. They will require skills and knowledge in moving and handling materials and equipment, assessing conditions for floorcovering installation, preparing sub-floor surface, setting out areas to receive and to install impervious textile and timber materials in straight-forward and complex installation, join and repair impervious textile and timber materials. They will also be required to operate in set timescales, work safely at all times, work as part of a team, work in an organised and effective manner, take care of tools and equipment, and in general conduct themselves in an appropriate manner during a variety of working situations.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include construction sites, domestic environments, further education colleges and training providers.

## Structure of the SVQs

This section lists the Units which form the SVQs in Floorcovering Occupations (Construction).

### SVQ2 Floorcovering Occupations (Construction) SCQF level 5 (GF1N 22)

#### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F00E 04	5	22	VR 302	Set Out for Laying Floorcoverings
DY80 04	5	15	VR 303	Prepare Surfaces to Receive Floorcoverings
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
FW0J 04	5	5	VR 642	Conform to Productive Work Practices
FN2V 04	5	5	VR 643	Move, Handle or Store Resources
DX9V 04	5	6	ICS 3	Develop Customer Relationships

**Plus one of these Optional Units**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
DY2P 04	5	53	VR 304	Install Textile Floorcoverings
DY0V 04	5	72	VR 305	Install Impervious Floorcoverings
DY2V 04	5	70	VR 306	Install Wood Floorcoverings

**SVQ3 Floorcovering Occupations (Construction) SCQF level 6 (GF1P 23)**

**Mandatory Units**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
F7A9 04	6	18	VR 209	Confirm Work Activities and Resources for the Work
F7AA 04	8	8	VR 210	Develop and Maintain Good Working Relationships
F7AB 04	6	14	VR 211	Confirm the Occupational Method of Work
F7AD 04	7	14	VR 213	Co-ordinate and Organise Work Operations
F00E 04	5	22	VR 302	Set Out for Laying Floorcoverings
DY80 04	5	15	VR 303	Prepare Surfaces to Receive Floorcoverings
F10H 04	6	44	VR 307	Assess Conditions for Floorcoverings
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
B664 04				Integrative Assessment in the Construction Industry

**Plus one of these Optional Units**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
DY2P 04	5	53	VR 304	Install Textile Floorcoverings
DY0V 04	5	72	VR 305	Install Impervious Floorcoverings
DY2V 04	5	70	VR 306	Install Wood Floorcoverings

### Additional Units (not compulsory)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F10J 04	6	22	VR 308	Set Out Complex Floorcovering Installations
F10K 04	6	18	VR 309	Join and Repair Textile Floorcoverings
F10L 04	6	35	VR 310	Install Complex Sheet and Tile Floorcoverings
F10M 04	6	106	VR 311	Install Complex Decorative Timber Floorcoverings

### An Assessment Strategy for the SVQ

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

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

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

### Why would people be interested in the SVQ?

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

### How do candidates begin?

#### Choosing the SVQ

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

## **New entrant**

Candidates must be employed as an apprentice floorlayer by a company involved in the installation of impervious, textile or wood floorcoverings. The company can specialise in one, two or all of the above and using the options available within the SVQ can fulfil the specific aspect of training their employees require.

For example, a company that concentrates on wood flooring would use the options available to go down the 'Install Wood Flooring' route.

SVQ2 — Mandatory Units plus optional Unit VR 306 *Install Wood Floorcoverings*.

SVQ3 — Mandatory Units plus additional Unit VR 311 *Install Complex Decorative Timber Floorcoverings* (not compulsory).

The options allow for the employee to enhance their skills further through selecting any of the additional Units available at SVQ3.

Candidates will attend a college of further education or training centre for a prescribed period of time (block release) during their apprenticeship.

Whilst attending college or training centre, candidates will generate all the necessary evidence to meet the requirements of the SVQ Units in their chosen occupational area. In addition to this, candidates will be required to sit and pass a health and safety test and practical skills test, both administered by ConstructionSkills.

## **Example**

Brian was about to leave school and his careers advisor told him about a training scheme where he could gain work experience at a local company who may employ him if he impressed during a trial period. At the end of the trial period the contract floorlaying company that had enrolled him on the scheme decided that Brian would be a willing learner and an asset to the company.

Brian was advised to fill in an application form on the ConstructionSkills' website and from that he was invited to sit the ConstructionSkills learning exercise which he passed at a level suitable for him to pursue a career in floorlaying occupations.

Brian then attended an FE college on a block release basis to complete his 'off the job' training. His company chose to train him on the *Install Textile Floorcoverings* and *Install Impervious Floorcoverings* options to enable him to gain the wide range of skills required for the work the company carried out.

During his time at college Brian also sat and passed his ConstructionSkills health and safety test which enabled him to acquire the Construction Skills Certification Scheme (CSCS) card which permitted him to work on construction sites for his company. He also sat and passed a practical skills test at the end of his time at college which proved to ConstructionSkills that he had gained sufficient knowledge during his time at college and on-site with his company.

## **Experienced worker**

This route is available to candidates who have been employed as a floorlayer for several years but hold no formal qualifications recognising their skills.

A skills matching exercise would be undertaken recording the candidate's skills, knowledge, and expertise, against the SVQ Units. The candidate would then, under guidance from the assessor, construct a portfolio of evidence to achieve these Units.

Where candidates are unable to generate sufficient evidence to meet the requirements of the Units, some planning would be required in order to provide the candidate with the opportunity to demonstrate competence in these areas. All these arrangements would be agreed by everyone involved and written up into an assessment plan for the candidate.

## **Example**

John is 48 and has been employed all his working life as a floorlayer for various companies. The company he is currently employed by has acquired a large contract which requires their workers to possess CSCS cards to enter the building site. Some of the younger floorlayers in the company had attended college and achieved a recognised NQ/SVQ in Floorcovering Occupations and therefore could apply for their CSCS card after passing the health and safety test. John didn't attend college when he was an apprentice and therefore his company decided that John should register for an SVQ in Floorcovering Occupations, and the award would be delivered by the On-Site Assessment and Training (OSAT) method.

John attended an initial meeting with his appointed assessor from a local training organisation. This was a one-to-one meeting during which John completed the skills and knowledge scan sufficiently to allow him to achieve levels 1 and 2 in both the *Install Textile Floorcoverings*, and the *Install Impervious Floorcoverings* options, and also some Units of the SVQ3 in Floorcovering Occupations (Construction).

The skills and experience John possessed could be matched to:

### **SVQ2 Mandatory Units**

- ◆ VR 642 *Conform to Productive Work Practices*
- ◆ VR 302 *Set Out for Laying Floorcoverings*
- ◆ VR 303 *Prepare Surfaces to Receive Floorcoverings*
- ◆ ICS 3 *Develop Customer Relationships*

### **AND**

#### **Optional Units**

- ◆ VR 304 *Install Textile Floorcoverings*
- ◆ VR 305 *Install Impervious Floorcoverings*

### **SVQ3 Additional Units**

- ◆ VR 308 *Set Out Complex Floorcovering Installations*
- ◆ VR 310 *Install Complex Sheet and Tile Floorcoverings*

The assessor gave John some initial guidance and advice on how to collect evidence from his everyday work experience to construct a portfolio to achieve the above Units. Most of these Units matched the skills and experiences that John would encounter in his everyday working situation.

For example, unloading and storing materials and equipment from a van at the beginning of a job matched the Performance Criteria for VR 643 *Move, Handle or Store Resources* and VR 641 *Conform to General Workplace Health, Safety and Welfare*.

Uplifting and getting floors ready for carpet and vinyls matched the Performance Criteria for VR 303 *Prepare Surfaces to Receive Floorcoverings*.

However, the nature of John's work meant that he was sometimes on one or two different sites (and in different areas of the site) within a day. This made it difficult for the assessor to visit John when he was involved in a particular aspect of a Unit and, therefore, it was agreed that photographic evidence, along with job sheets, witness testimonies, and question and answer sheets, would be the best ways for John to collect the relevant evidence.

In order to ensure that John was fully aware of the evidence requirements for the Units, the assessor went through an example of a correctly completed portfolio with him. This started John thinking more about the tasks that he was carrying out in his everyday working life, and about achieving further SVQ3 Floorcovering Occupations (Construction) Units.

Another problem arose, as to achieve VR 304 *Install Textile Floorcoverings*, John would have to gather evidence of working with carpets (traditional) which would not be getting installed on the sites that John was working on in the immediate future. The assessor therefore arranged for the use of areas used to train apprentice floorlayers in an FE college, where John could be directly assessed (preparing, fitting areas, stairs and accessories, joining and repair) by observation and questioning by the assessor.

The assessment planning experience led to John making photographic evidence of jobs that he had fitted so as to develop a personal work portfolio for future employment.

## 2 Preparing to assess the SVQ

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

### Your role and your candidate's role

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

#### Your role

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

#### Candidates' role

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

## Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers Unit VR 643 *Move, Handle or Store Resources* and VR 303 *Prepare Surfaces to Receive Floorcoverings*.

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

<b>Units</b>	VR 643 Move, Handle or Store Resources VR 303 Prepare Surfaces to Receive Floorcoverings				
<b>Elements</b>	VR 643 — 1, 2, 3 and 4 VR 303 — 1, 2, 3, 4, 5 and 6				
<b>Activities</b>	<b>Performance Criteria (PC)</b>	<b>Method of assessment/ sources of evidence</b>	<b>Date of assessment</b>	<b>Evidence already available</b>	<b>Links to other Units (PC and range)</b>
John will be observed identifying the background surface, selecting resources, and preparing the background surface to receive floorcovering (the area has been uplifted before observation). He will then select materials for preparation and complete the work in a safe and allocated time.	VR 303, PC 2–6 (PC 3 and 6 — further evidence needed — to follow)	Direct observation with questioning and product evidence.	6 June 11	Photographs of area before and during uplift. Question sheets on relevant legislation, health and safety, and selection of equipment.	VR 641, PC 1–3
During this practical activity observation, note will be taken of any other relevant integrated activities to include, for example, reading drawings, storing and stacking of materials and equipment, methods used to lift and carry materials, the mixing and conditioning of materials, protecting the surrounding areas, keeping work area tidy, using PPE and taking care of tools and equipment.	VR 643, PC 1–4	Direct observation with questioning and product evidence.			

<b>Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review</b>	VR 303 PC 1, 2, 4 and 6 VR 643 PC 1 and 4	Questions — multiple choice and oral			
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<b>Assessor's signature</b>	<u>Joe Brown</u>	<b>1st review due</b>	<u>16 June 2011</u>
<b>Candidate's signature</b>	<u>John Day</u>	<b>2nd review due</b>	<u>8 July 2011</u>
<b>Date of agreement</b>	<u>6 June 2011</u>	<b>Date of completion</b>	<u></u>

## Selecting methods of assessment

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

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

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

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

The benefits might be:

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

The challenges might be:

- ◆ candidates being too familiar in the context of a construction site
- ◆ pressure of work/productivity on the site
- ◆ candidates moving around sites — difficult to locate them
- ◆ timing visits for specific assessments
- ◆ candidates changing companies
- ◆ sickness and holidays

### Example

You might agree with a candidate to visit a site when he will be in the process of uplifting and preparing an area to receive floorcovering. This situation should allow you to observe the candidate's performance with a variety of skills and knowledge being demonstrated. This type of observation is considered to be the best method of assessing candidates.

## Methods of assessment

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

### Observation

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

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

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

An assessor could observe a candidate preparing product evidence by measuring and planning an area to receive a floorcovering at the setting-out and fitting stage of an installation. This could include measuring and planning the area for starting points, striking lines and positioning materials (acclimatising materials), selecting and spreading glues, fitting materials, accessories, etc.

- ◆ observation of candidates taking instructions, interpreting information, working as part of a team
- ◆ direct observation of candidate preparing the work area and storing tools and equipment on completion

### Product evidence

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence include:

- ◆ a completed floor area fully adhered and fitted (with additional evidence of own work, eg photographic and/or witness testimony)
- ◆ the completed floor area welded and trimmed using correct materials and equipment (with additional evidence of own work, eg photographic and/or witness testimony)
- ◆ the area polished and protected using the correct materials and equipment (with additional evidence of own work, eg photographic and/or witness testimony)

## Questioning

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

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

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

**Q** I heard you asking your workmate to mark the back of the material he was cutting off with arrows. Why was this needed?

**A** So that I could easily determine which way the material is cut off the roll therefore cancelling out any shade differences that may occur.

**Q** I noticed you used a barricade when you were about to spread the adhesive. Was that your job and a necessary procedure?

**A** The area that I was working in is accessible to other trades and visitors on the site. The barrier would prevent people from walking over the glue and therefore creating accidents or a mess on the surrounding materials. As I am working in the area, then it is my responsibility to ensure all health and safety issues have been covered within that area concerning myself and others.

## 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.

## Example

At the beginning of the job the van arrived with all the materials and equipment, and it was left to me to unload and store the contents of the van. I checked that it was the correct type of material, and inspected it for damage and quantities, as it was being unloaded off the van. I made sure that the perishable materials were stored above floor level (on pallets) and that the rolls were stored vertically and were secure. There were a lot of heavy materials to shift, so I asked the site agent for the use of a forklift truck and driver to make the task easier and quicker. I made sure that the materials were stored in a secured unit within the site, that they were away from doors and fire escapes, and that all the labels were easily read and available for easy selection and inspection. (Unit VR643, *Move, Handle or Store Resources*.)

## Witness testimony

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

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

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

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

## Example

In VR 641 *Conform to General Workplace Health, Safety and Welfare*, candidates are required to 'comply with all workplace safety legislation requirements at all times'. A witness testimony produced by the candidate's supervisor or employer would be useful, as it could detail the ability of the candidate to conform to legislation in their work role.

## Simulation

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

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

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

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

## Examples

- ◆ PC 2 in Unit VR 641 requires the candidate to demonstrate the correct use of a fire extinguisher. For obvious reasons, simulation is the only way that can be assessed.
- ◆ PC 5 in Unit VR 302 requires the candidate to set out floorcovering positions to horizontal; inclined and shaped surfaces; regular and irregular floor areas. If the candidate is unlikely to work in any of these situations in the near future then simulation can be used in a workshop environment (college or training provider) were the trainings of the discipline is available within an approved practical training environment.

## Other sources of evidence

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

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

### 3 Generating evidence

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

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

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

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

## **Observation**

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

## Observation record

**Unit/Element(s)** VR 302 Set Out for Laying Floorcoverings  
VR 641 Conform to General Workplace Health, Safety and Welfare

**Candidate** John Day

**Evidence index number** 1

**Date of observation** 6 June 2011

Skills/activities observed	Performance Criteria covered
<p>The candidate was observed measuring and marking out for sheet material to a regular area. The candidate selected the correct equipment (tape rule and chalk line) to plan the area and was observed finding the centre of the area and moving the lines in order to get an acceptable size of cut (make up) for the sheet material. The candidate worked well as part of the floorlaying team, using good communication skills to give instructions. He also communicated with other trades working in the surrounding areas and ensured that the correct PPE was in use.</p>	<p>VR 302, PC 2, 3 and 5 (additional evidence for PC 5 required)</p> <p>VR 641, PC 2</p>
<p>The candidate consulted the drawings and specifications prior to starting work and clearly marked the area using a pencil to score over the chalk lines in order that they would be easily seen on the floor when the adhesive had been spread. He selected the correct tools and equipment in order to carry out the task and made sure that there was no damage to the surrounding area.</p>	<p>VR 302, PC 1 and 4</p>
<p>The work was carried out within a set time scale, as the area had to be completely lined up for the arrival of the material to be fitted. The candidate voiced his initial concern at a cross join being needed in the area at the far wall. After consulting his supervisor and looking at the plans and specifications, the problem was fixed, as there was to be a false wall put up in the area therefore covering the join.</p>	<p>VR 302, PCs 2 and 6</p> <p>VR 641, PC 1 and 2</p>

**Knowledge and Understanding apparent from this observation**

The candidate showed a good knowledge of the techniques and the importance of transferring lines before the installation of flooring material. He showed good organisational abilities and awareness of health and safety matters concerning himself and others. He organised the resources he required in an efficient manner, contributed to a safe working environment and left the workplace in an organised and tidy state ready for the next task on the site.

The candidate demonstrated the following: good communication skills, the ability to read and interpret drawings correctly, the ability to work at a good rate, and a good theoretical knowledge of the task.

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

VR 643 Move, Handle or Store Resources

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

The candidate carried out his work in a very professional manner throughout. He showed good communication skills within his working group and in conversing with other trades and the site foreman. The only problem that arose was the candidate's failure to wear steel toecapped footwear. However when I discussed this with the candidate he pointed out that he had a change of footwear (so that he didn't damage the floor surface) for when he was working kneeling down in an area and that he changed to steel toecaps when he was outwith the working area (the building site).

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** Joe Brown                      **Date** 06/06/11

**Candidate's signature** John Day                      **Date** 06/06/11

## **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>	VR 302 Set out for Laying Floorcoverings
<b>Element(s)</b>	PC 1 and 2
<b>Evidence index number</b>	2
<b>Circumstances of assessment</b>	
Following the observation of candidate performance, the following questions were asked to cover the scope of knowledge and understanding not confirmed from my observations	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	What is the process to follow if some of the materials that arrive on site are damaged?
<b>A</b>	I would firstly inform the van driver that the material was damaged and get this documented when signing the line for the material. I would note on the line which, and how the material was damaged and that it has been sent back to the suppliers. I would then phone my boss to notify him of the problem, and ask him to inform the suppliers that this has happened so that the damaged material can be replaced.
<b>Q</b>	Name three current pieces of legislation that affect the type of work you carry out?
<b>A</b>	The Health and Safety at Work Act, The Manual Handling Operations Regulations and the Control of Substances Hazardous to Health Regulations.
<b>Q</b>	Where would you find information on current legislation that affects your work?
<b>A</b>	Within the technical literature for materials, in trade journals, in a library or on the internet.
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	

**Assessor's signature** Joe Brown **Date** 16/06/11

**Candidate's signature** John Day **Date** 16/06/11

## **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
18/06/11	3	<p>At the moment I have been working with carpet tiles, but the previous job I was on required me to fit vinyl in a new office block. I fitted two rooms and a concrete staircase. The first thing I did was to measure the areas where the vinyl was to be laid to determine the positioning of seams on the floor. I then marked the floor so that I could position the first drop. Next I cut off the material and laid it out in the areas so that the material would acclimatise.</p> <p>I then measured the stairs and cut off the treads and risers. After I had scraped and swept down the stair I fitted the risers and stuck them using a contact adhesive (I wore the correct PPE equipment, ie mask, goggles and gloves; put barriers up and kept the correct fire extinguisher close by). I then measured and cut the nosings, and after I had drilled and plugged the stair I used gripfill and screws to secure them. Before I left for the day, I locked all the equipment in a secure area and made sure the contact adhesive was stored in a metal strongbox.</p>	Witness testimony (No 4)	<p>VR 305 PC 1 and 3</p> <p>VR 302 PC 5</p> <p>VR 305 PC 3 and 5</p> <p>VR 302 PC 5</p>

		<p>The next day I scribed in the vinyl and then pulled the drops back and spread the manufacturer's recommended adhesive using a notched trowel. Once the adhesive was ready (I read the label on the drum to find the open time) I laid the material on to it and then rolled it with a heavy roller to get rid of any trapped air.</p> <p>Once the vinyl areas were finished I fitted the treads on the concrete stair (allowing 24 hours for the gripfill to set on the nosings), and then removed them and applied the adhesive to the treads. Once the glue had set, I placed the vinyl onto the treads and then cleaned any adhesive that was showing. During the installation I kept the areas free from debris and followed the health and safety advice from the technical sheets that the manufacturers provided.</p>		<p>VR 305 PC 1, 2 and 5</p> <p>VR 305 PC 4-6</p>
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Candidate's signature John Day

Date 25/06/11

## **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>	SVQ2 Floorcovering Occupations (Construction) SCQF level 5
<b>Candidate's name</b>	John Day
<b>Evidence index no</b>	4
<b>Index no of other evidence which this testimony relates to (if any)</b>	3
<b>Element(s)</b>	VR 305, 1–6
<b>Date of evidence</b>	30/06/11
<b>Name of witness</b>	Bill Bates
<b>Designation/relationship to candidate</b>	Employer
<b>Details of testimony</b>	
<p>John has worked for this company for five years and has been one of our top fitters. A recent job that he installed was vinyl in two areas, and on a staircase. In the office I showed John the plans that he would be working to and the specification. John's first question was to ask what the background surface consisted of and what kind of condition it was in. I informed him that the floor areas and the stairs were concrete, but that they had been screeded by the builders and were ready for the top covering.</p> <p>John then supervised the loading of the van and made sure he had all the right equipment for the job. He made sure he had the right drill bit for the nosings/strips and the correct plugs and screws. He checked that the vinyl was not damaged and that it was secure and that the adhesive was carried in a metal strong box in the van. He then made sure he had the correct PPE equipment and that there was no damage to any of it.</p> <p>When I visited the job later that day he had measured and cut off the drops of vinyl and laid them out in the areas that they would be fitted in the next day. He had fitted the risers on the stairs and was in the process of sticking them on. I had to wait at the bottom of the stairs as he had put up a barrier and sign giving no access to the area, and I noticed that he was wearing the correct PPE equipment. The areas he was working in were clean and tidy and all rubbish had been put in the skip.</p> <p>The next day when I visited the job he had fitted and stuck the vinyl areas and had rolled them using the heavy roller. The stairs were not quite finished as he had to wait 24 hours till the gripfill had set before he fitted the treads and the areas were clear of any rubbish lying about.</p> <p>The work John carried out was finished well within the time scale and there have been no come backs on the job through the initial snagging list or after.</p>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature** Bill Bates **Date** 30/06/11

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

- Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

## Filling the gaps

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

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

- ◆ VR 209 *Confirm Work Activities and Resources for the Work*
- ◆ VR 210 *Develop and Maintain Good Working Relationships*

You may be able to overcome these by simulation and questioning or secondment to another part of the organisation. It may be necessary, in extreme cases, to find another organisation which can provide the relevant experience for candidates to generate the required evidence.

## Guidance and support to candidates

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

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

## Judging candidate evidence and making an assessment decision

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

Evidence must:

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

## **Insufficient evidence**

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

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

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

## **Authenticating candidates' evidence**

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

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

### **Example**

Authentication will be required when a candidate has produced a piece of evidence that on the face of it could have been produced by someone else. For example, a candidate who was working as a member of a team could have claimed to 'Set out the floor area for laying floorcovering to contractor's working instructions' (VR 302, PC 5). This would require a witness testimony, or questioning, or some other form of authentication.

## 4 Recording achievement

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

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

In the Floorcovering Occupations (Construction) SVQ, it is strongly recommended that you use these nationally devised recording documents. Should you choose to use your own recording material, this has to be approved by us.

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

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

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

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

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

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

These forms are also used in SQA's portfolio.

## **Completing the Unit progress record**

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

## Unit progress record

**Qualification and level** SVQ2 Floorcovering Occupations (Construction) SCQF level 5

**Candidate** John Day

To achieve the whole qualification, you must prove competence in six **mandatory** Units and at least one **optional** Units.

### Unit checklist

<b>Mandatory</b>	VR 641	VR 642	VR 643	VR 302	VR 303	ICS3	
<b>Optional</b>	VR 304	VR 305	VR 306				

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
VR 641	Conform to General Workplace Health, Safety and Welfare		
VR 642	Conform to Productive Work Practices		
VR 643	Move, Handle or Store Resources		
VR 302	Set Out for Laying Floorcoverings	<i>J Brown</i>	<i>06 June 2011</i>
VR 303	Prepare Surfaces to Receive Floorcoverings	<i>J Brown</i>	<i>16 June 2011</i>
ICS 3	Develop Customer Relationships		

### Optional Units achieved

Unit number	Title	Assessor's signature	Date
VR 304	Install Textile Floorcoverings		
VR 305	Install Impervious Floorcoverings	<i>J Brown</i>	<i>5 July 2011</i>
VR 306	Install Wood Floorcoverings		

## 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.



**Unit** VR 305 Install Impervious Floorcoverings

**Notes/comments**

Evidence consisted of 'personal statement', 'witness testimony', photos and oral and written questions. The candidate showed a good knowledge of the Performance Criteria through his personal statement which was backed up by the witness testimony from his employer. Through the assessment the candidate proved a thorough understanding of the work carried out through written and oral questioning and the inclusion of photographic evidence proved that the candidate was competent in the necessary skills needed to achieve the Unit.

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

<b>Candidate's signature</b>	<u>John Day</u>	<b>Date</b>	<u>05/07/11</u>
<b>Assessor's signature</b>	<u>Joe Brown</u>	<b>Date</b>	<u>05/07/11</u>
<b>Internal verifier's signature</b>	<u>Brian Barnes</u>	<b>Date</b>	<u>05/07/11</u>

## 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** \_\_\_\_\_

<b>Skills/activities observed</b>	<b>Performance Criteria covered</b>

**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 signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

- Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

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

<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>	

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

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