# Assessor's Guidelines for the SVQ3 Wall and Floor Tiling (Construction)

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# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ3 Wall and Floor Tiling (Construction)**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

# Introduction

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

## About SVQs and the SCQF

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

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

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

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

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

**Explanation of levels**

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

For further information on SCQF go to **www.scqf.org.uk**.

# How are standards defined in SVQs?

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

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

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

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

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

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

# Who is involved in SVQs?

There are several roles:

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

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

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

# The steps involved in assessing a candidate for an SVQ

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

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

# 1 The SVQ3 Wall and Floor Tiling (Construction)

The SVQs in Wall and Floor Tiling (Construction) have been developed by ConstructionSkills and the Scottish Building Apprenticeship and Training Council (SBATC) and are intended for people in employment as wall and floor tilers.

These people will require skills and knowledge in all aspects of wall and floor tiling, with background knowledge of construction health and safety, COSHH regulations, manual handling and working platforms. There is also a requirement for knowledge of core skills, team building and communications.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include: colleges, workplaces and appropriate training centres.

## Structure of the SVQs

This section lists the Units which form the SVQ in Wall and Floor Tiling (Construction).

**SVQ3 Wall and Floor Tiling (Construction) SCQF level 6 (GF23 23)**

**Mandatory Units**

| SQA ref | SCQF level | SCQF credit points | SSC ref | Title |
|---|---|---|---|---|
| DY76 04 | | | VR 141 | Prepare Backgrounds for Tiling |
| DY9E 04 | | | VR 142 | Tile Wall and Floor Surfaces |
| DY9D 04 | | | VR 143 | Produce Tiled, Mosaic and Stone Surface Finishes |
| F7A9 04 | | | VR 209 | Confirm Work Activities and Resources for the Work |
| F7AA 04 | | | VR 210 | Develop and Maintain Good Working Relationships |
| F7AB 04 | | | VR 211 | Confirm the Occupational Method of Work |
| FN2J 04 | | | VR 641 | Conform to General Workplace Health, Safety and Welfare |
| B664 04 | | | | Integrative Assessment in the Construction Industry |

**Additional Units (not compulsory)**

| SQA ref | SCQF level | SCQF credit points | SSC ref | Title |
|---|---|---|---|---|
| DY3K 04 | | | VR 69 | Lay Sand and Cement Screeds |
| DY9H 04 | | | VR 144 | Provide Drainage for Tiled Surfaces |
| DY3N 04 | | | VR 149 | Lay Under Floor Heating Systems and Tile Surfaces |
| DY95 04 | | | VR 151 | Produce Internal and External Sand and Cement Backgrounds |
| F00Y 04 | | | VR 402 | Slinging and Signalling the Movement of Loads |

## An Assessment Strategy for the SVQ

As part of its review of the SVQ, the standards-setting body Construction Skills has developed an Assessment Strategy which defines a range of requirements:

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

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

## Why would people be interested in the SVQ?

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

# How do candidates begin?

## Choosing the SVQ

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

### Example

Donald had worked as a wall and floor tiler for the past five years. He had received no formal training and hadn't achieved any relevant qualifications. Donald wanted to undertake a qualification that would recognise and certificate his considerable skills. As Donald had a broad experience in the tiling sector, with setting out, and positioning and fixing wall and floor tiles, his contracts manager advised him to consider undertaking an SVQ3 Wall and Floor Tiling.

When Donald's job remit and existing skills and experience were matched with the SVQ by his contracts manager, it emerged that Donald should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

- VR 142 *Tile Wall and Floor Surfaces*
- VR 641 *Conform to General Workplace Health, Safety and Welfare*

The contracts manager arranged for the assessor to provide Donald with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Donald also had some experience in relation to a further Unit; however some planning was required in order to provide him with the opportunity to demonstrate competence in this area.

The Unit was:

- VR 210 *Develop and Maintain Good Working Relationships*

The contracts manager arranged for the assessor to accompany Donald on site to observe and assess him for this Unit, and plans were made to assess the Unit through a combination of observation, questioning, and assessment of work products.

Donald had no experience of the area covered by the final Unit, which was:

- VR 141 *Prepare Backgrounds for Tiling*

Since Donald's job remit would not cover all the areas of the SVQ, the contracts manager arranged for him to attend a local Further Education college for areas highlighted as requiring further training. Arrangements were also made for Donald to work alongside a colleague with experience in that particular field.

All these arrangements were agreed by everyone involved and then written up in an assessment plan for Donald.

# 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 Units:

- VR 141 *Prepare Backgrounds for Tiling*
- VR 641 *Conform to General Workplace Health, Safety and Welfare*

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

## Assessment plan

| **Units** | VR 141 Prepare Backgrounds for Tiling | | | | |
|---|---|---|---|---|---|
| **Elements** | | | | | |
| **Activities** | **Performance Criteria (PC)** | **Method of assessment/ sources of evidence** | **Date of assessment** | **Evidence already available** | **Links to other Units (PC and range)** |
| Donald will be preparing a brick/blockwork background to receive a sand and cement render coat. A scratch coat will be applied. Donald will be applying a sand and cement render coat to a brick/blockwork background.<br><br>During this practical activity observation, note will be taken of any other relevant integrated activities to include, for example, reading the drawings or instructions, storing and stacking materials, methods used to lift and load materials, protecting surrounding areas, keeping working area tidy, working safely and using appropriate PPE and taking care of tools and equipment. | Unit VR 141 Prepare Backgrounds for Tiling PC 1–6<br><br>VR 641 Conform to General Workplace Health, Safety and Welfare PC 1–4 | Observation checklist and oral questions<br><br>Observation checklist and oral questions | 16/01/06<br><br>16/01/06 | None<br><br>None | |

| | | | | | |
|---|---|---|---|---|---|
| **Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review** | | Multiple choice questions. | | | |

| | | | |
|---|---|---|---|
| **Assessor's signature** | A Pollock | **1st review due** | 10/02/12 |
| **Candidate's signature** | D McIvor | **2nd review due** | 28/02/12 |
| **Date of agreement** | 16/01/12 | **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:

- performance and evidence will be generated and validated 'on-site'
- candidates will be familiar with their own working environment
- candidates will be able to progress at their own pace
- resources will be readily available
- working time peaks which could make assessment difficult can be avoided

The challenges might be:

- time constraints and pressures of work which could take priority over any planned assessment
- peer pressure by colleagues affecting candidates' performance
- confidentiality of candidates' records and assessment procedure
- candidates moving around sites, making it difficult to locate them
- timing visits for specific assessments
- candidates changing companies

**Example**

An assessment plan has been agreed with a candidate who has to demonstrate that he/she communicates well with visitors and handles them properly and correctly. The assessment plan states that this will be carried out by observation as and when such a situation arises. If you are an assessor working alongside a candidate you should be in a suitable position to observe the candidate's performance. A previously prepared observation checklist augmented with underpinning knowledge questions will support this method of assessment.

# 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. For example:

- as candidates communicate with other trade organisations
- as candidates maintain good working relationships with other operators while work progresses

## 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:

- completed tiled areas from given drawings
- completed rendered/screeded areas
- timesheets, job cards

## 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.

Having said this, established best practice is for a set bank of questions to be answered by all candidates under supervision. This helps to ensure candidates have a good grasp of the knowledge and understanding required for each Unit.

### Examples

Candidates may be asked questions on the correct selection and use of materials.

**Q** What is the correct type of sand that should be used for rendering and floor screeding?

**A** Washed sharp sand.

**Q** What is meant if a tile is said to be 'impervious'?

**A** It cannot be penetrated by water.

## Other methods of assessment

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

## Personal statements

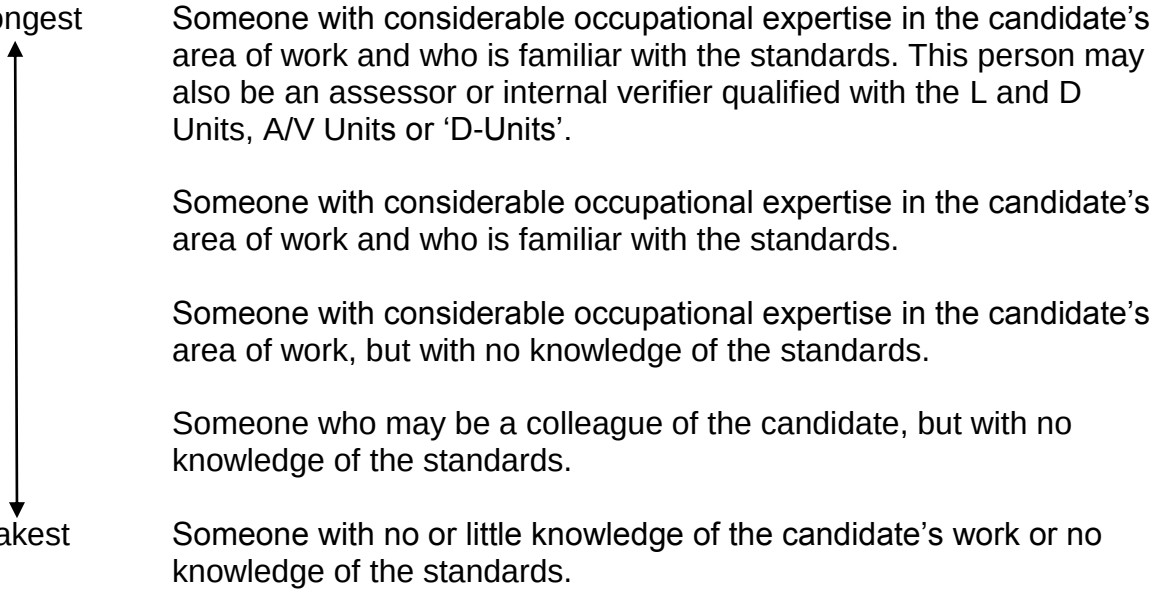
You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, 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.

Although personal statements are not normally used in Wall and Floor Tiling, an example is given in Section 3.

## 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.




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 Unit 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 very useful, as it could detail the ability of the candidate to conform to legislation in their work role.

## Photographic evidence

Photographs are often used in Construction SVQs as candidate's product evidence frequently cannot be witnessed by assessors. Good, well structured, sequential and detailed photographs can be very useful as secondary evidence in these situations. Good examples of these can include the candidate working at the beginning, during and on completion of a construction operation. These photos must always be accompanied with information including the site name and exact site location, activity, and date and time.

## 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**.

It is only high quality simulation that reflects the reality of the true work environment with all of the attendant constraints and pressures which is acceptable. Here is an example in the Wall and Floor Tiling SVQ when simulation under the aforementioned conditions is acceptable.

### Example

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 this could be assessed.

## 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.

**Example**

A delivery of tiles has been made to the site. The candidate has to liaise with the site agent to arrange for a forklift to unload the materials. This naturally-occurring example generated evidence relating to other areas of the SVQ:

- VR 210 *Develop and Maintain Good Working Relationships*
- VR 211 *Confirm the Occupational Method of Work*

## Observation record

**Unit/Element(s)** VR 141 Prepare Backgrounds for Tiling

**Candidate** Donald McIvor

**Evidence index number** 1

**Date of observation** 16/01/12

| Skills/activities observed | Performance Criteria covered |
|---|---|
| Donald prepared the blockwork and made it suitable to receive render. | PC 1–6 |
| He applied appropriate rendering techniques and used correct tools/equipment. | PC 1–6 |
| Health and safety regulations were complied with at all times. | PC 1–6 |
| Donald wore the standard PPE throughout the working activities (see candidate feedback) and also used eye protection visor and gloves when appropriate. He safely removed all of the excess material on completion, placed this debris in a bucket, and gave it to the labourer. Donald behaved in an appropriate manner throughout. | Unit VR 641 PC 2 |

**Knowledge and Understanding apparent from this observation**

The candidate demonstrated that he was aware of the importance of preparation of backgrounds and rendering techniques. From observation it was clear the candidate understood how to prepare and render a wall suitable for tiling. The candidate was also fully aware of health and safety and demonstrated this in practice.

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

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

The candidate carried out the task in a correct and safe manner. Backgrounds were correctly prepared and render applied as per the required specification. The candidate demonstrated good awareness of health and safety throughout this task.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** A Pollock **Date** 16/01/12

**Candidate's signature** D McIvor **Date** 16/01/12

## Questions and candidate responses

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

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

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

## Record of questions and candidate's answers

| | |
|---|---|
| **Unit** | VR 141 Prepare Backgrounds for Tiling |
| **Evidence index number** | 2 |
| **Circumstances of assessment** | |
| Following observation of the candidate's performance in rendering a wall area (brick) using sand and cement mortar, the following questions were asked to cover the underpinning knowledge and understanding not gleaned from this observation. | |
| **List of questions and candidate's responses** | |
| **Q** | Which type of sand is considered most suitable for sand and cement rendering? |
| **A** | Well graded, washed sharp sand. |
| **Q** | How should sand and cement be stored on site? |
| **A** | Covered, in a dry area, and protected from frost. |
| **Q** | |
| **A** | |
| **Q** | |
| **A** | |
| **Q** | |
| **A** | |

**Assessor's signature** A Pollock **Date** 16/01/12

**Candidate's signature** D McIvor **Date** 16/01/12

## Sample bank of oral questions for scope of knowledge and understanding

VR 641 Conform to General Workplace Health, Safety and Welfare

### Disposal of waste

Q Why do you think there are different skips on this site for all the different building materials to be put in?
A It's to help the environment. There's lots of regulations and procedures about all of this now.

### Emergencies

Q What do you think you should do if you see a large fire starting on the site?
A Raise the alarm right away to anyone nearby and then go and phone the fire service.

### Fire extinguishers

Q Why are fire extinguishers different colours?
A Because you have to use different types of extinguishers depending on the kind of fire that has started.

### Hazards

Q What is a site hazard?
A Something which might cause danger or an accident.

### Methods of work

Q What is meant by manual handling?
A It's all that stuff about how to lift and carry heavy things safely, so that you don't hurt yourself.

### Personal Protective Equipment (PPE)

Q Tell me which PPE you would wear if you were using a stihl saw.
A All the usual basic stuff — safety boots, hi-vis vest, hard hat **plus** gloves, visor or eye protection, a mask and ear defenders.

### Protecting work

Q Why do you think you need to protect your work after you have finished?
A Well, it costs a lot of money to fix it you know — if it gets damaged or vandalised or something like that — even the weather can cause problems for our type of work.

### Resources

Q How can you make sure that the correct types of materials required for the job are delivered to the site?
A A good reliable supplier who knows his job can save you a lot of bother. We always go to the same people who have been good in the past for us.

### Reporting procedures

Q If you see a problem on the site, what is the procedure for dealing with it?
A Well it depends on the type of problem doesn't it! If it's a simple job-related problem I will just deal with it, but if it's above my level I just report it to the gaffer. That's what he gets paid for.

## Alternative method of questioning and confirming candidate's scope of knowledge and understanding

It has been demonstrated that the use of multiple-choice questions in OSAT is a very effective way of allowing candidates to demonstrate the full scope of knowledge and understanding. Candidates respond very well to this method. Here is a bank of such questions for Unit VR 641 *Conform to General Workplace Health, Safety and Welfare*.

### Emergency procedures

Q1 Someone working in a deep excavation has collapsed. What is the first thing you should do?

A Climb into the excavation immediately and give first aid assistance.
B Shout and let other people know what has happened.
C Go and find your supervisor and tell him what has happened.
D Phone the ambulance right away.

### Fire extinguishers

Q2 When you use a carbon dioxide ($CO_2$) extinguisher the nozzle will:

A get very warm
B get red hot
C become ice cold
D stay the same

### Hazards

Q3 How can you tell if a product is hazardous?

A The product will always be in a black container.
B By the symbol on the container label.
C By the shape of the container.
D By smelling it carefully.

### Notices

Q4 You see a site safety notice board which has fallen off a scaffold lying on the ground. What should you do?

A Replace it in a temporary position in the meantime.
B Report the matter at your next tea break.
C Report the matter to your supervisor immediately.
D Ignore it because it has been lying there for days.

**Personal Protective Equipment (PPE)**

Q5 You must wear head protection at all times unless you are:

A in a safe area like the site office
B working in extremely hot weather over a long period
C a self-employed person or sub-contractor
D only visiting the site briefly to deliver something

Q6 Do you have to pay for the PPE you need?

A Only if you lose or damage it.
B Yes, you must pay for it yourself.
C No, your employer must pay for it.
D It all depends on the size of the company.

Q7 When should you wear safety boots or shoes on the site?

A If the risk assessment says so.
B All of the time.
C When you are working at ground level.
D If there are nails lying about.

Q8 If your PPE gets damaged you should:

A stop what you are doing and get it replaced immediately
B make a temporary repair to it in the meantime till you finish the job
C carry on wearing it in the meantime until you finish the job
D throw it away, then finish off what you are doing

**Reporting**

Q9 When must you record an accident in the accident book?

A If the person is injured in any way at all.
B Only when the person has been taken to hospital.
C Only if the person has to stay off work.
D Only if the person has been fatally injured.

Q10 Who should record an accident in the accident book?

A Whoever is in charge of the site and no-one else.
B The named first aid person and no-one else.
C Any witness who has seen the accident and no-one else.
D The injured person or someone who is acting for them.

Q11 Why is it important to report all near miss accidents?

A To find out who was to blame for the incident.
B To learn from the near miss and avoid it happening again.
C It must be reported to the Health and Safety Executive.
D So that the near miss can be reported to the safety officer.

**Security**

Q12 The main reason a site must be made secure overnight at the end of each working day is to:

A prevent materials being stolen
B avoid storm damage
C make security easy
D protect the general public

## Candidate’s personal statement

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

## Personal statement

| Date | Evidence index number | Details of statement | Links to other evidence (enter numbers) | Unit, Elements, Performance Criteria, Performance statements, scope covered |
|---|---|---|---|---|
| 16/01/12 | 3 | At college I was instructed by my lecturer to prepare a brick wall and render the wall with sand and cement. I raked the joints and then wetted the wall. I carried this out to control the suction of the brick.<br><br>The workshop steward supplied me with mortar although I had to wet the mortar to obtain the correct consistency. I then scratch-coated the wall, formed screeds, and coated the wall. I checked the wall for plumb and straightness as I worked.<br><br>When I had finished I cleaned the area I was working in and washed and stored my tools. | Observation record by A Pollock, Assessor (1) | VR 141<br>VR 641<br>PC 1-3 |

**Candidate's signature** D McIvor **Date** 16/01/12

## Witness testimony

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

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

## Witness testimony

| | |
|---|---|
| **SVQ title and level** | SVQ3 Wall and Floor Tiling (Construction) |
| **Candidate's name** | Donald McIvor |
| **Evidence index no** | 4 |
| **Index no of other evidence which this testimony relates to (if any)** | 1, 2 and 3 |
| **Element(s)** | VR 141 |
| **Date of evidence** | 16/01/12 |
| **Name of witness** | Robert Hammond |
| **Designation/relationship to candidate** | College Lecturer |

**Details of testimony**

I can confirm that I observed Donald carry out this rendering exercise in the workshop at college. The background was prepared as per instruction and Donald requested suitable materials on time. The materials were mixed correctly and the render applied correctly to the background. Tolerances and standards were achieved. Donald worked safely throughout the whole exercise, stored materials correctly and stored materials safely after use.

I can confirm the candidate's performance was satisfactory.

**Witness's signature** *Robert Hammond* **Date** *16/01/12*

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

☐ Holds Land 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 641 *Conform to General Workplace Health, Safety and Welfare*

You may be able to overcome these by questioning and witness testimony.

# 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 product evidence that could, on the face of it, have been produced by anyone. For example, a candidate may have worked on tiling a floor as a team member of a squad. It may require questioning or witness testimony to confirm that the work claimed for is genuinely the candidate's own.

# 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.

All recording documents that are used are prescribed by SQA in the Training and Assessment Programme (TAP).

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** SVQ3 Wall and Floor Tiling (Construction)

**Candidate** Donald McIvor

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

**Unit checklist**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Mandatory** | VR 141 | VR 142 | VR 143 | VR 209 | VR 210 | VR 211 | VR 641 |
| **Optional** | | | | | | | |

**Mandatory Units achieved**

| Unit number | Title | Assessor's signature | Date |
|---|---|---|---|
| VR 141 | Prepare Backgrounds for Tiling | *A Pollock* | *5/10/11* |
| VR 142 | Tile Wall and Floor Surfaces | *A Pollock* | *28/10/11* |
| VR 143 | Produce Tiled, Mosaic and Stone Surface Finishes | *A Pollock* | *8/12/11* |
| VR 209 | Confirm Work Activities and Resources for the Work | *A Pollock* | *16/01/12* |
| VR 210 | Develop and Maintain Good Working Relationships | | |
| VR 211 | Confirm the Occupational Method of Work | | |
| VR 641 | Conform to General Workplace Health, Safety and Welfare | | |
| | Integrative Assessment in the Construction Industry | | |

**Optional Units achieved**

| Unit number | Title | Assessor's signature | Date |
|---|---|---|---|
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## Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- the index number for each piece of evidence
- a description of each piece of evidence
- the place or location where it can be found
- the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or External Verifier might be unable to confirm your assessment decisions.

## Index of evidence

| **SVQ title and level** | SVQ3 Wall and Floor Tiling (Construction) |
|---|---|

| **Evidence number** | **Description of evidence** | **Included in portfolio (Yes/No) If no, state location** | **Sampled by the IV (initials and date)** |
|---|---|---|---|
| 1 | Observation record by A Pollock, Assessor | Yes | RD 16/01/12 |
| 2 | Checklist of questions and responses | Yes | RD 16/01/12 |
| 3 | Personal statement | Yes | RD 16/01/12 |
| 4 | Witness testimony by Robert Hammond, Lecturer | Yes | RD 16/01/12 |
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## Completing the Element achievement record

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

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

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

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

## Element achievement record

**Unit** VR 141 Prepare Backgrounds for Tiling

| Evidence index no | Description of evidence | PC/performance statements | | | | | | Areas of Knowledge and Understanding/scope | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | |
| 1 | Observation checklist and product evidence | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | |
| 2 | Record of candidates questions and answers | | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | | | | | | | | | | |
| 3 | Witness testimony | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
| 4 | Personal statement | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
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**Unit** VR 141 Prepare Backgrounds for Tiling

**Notes/comments**

Donald has demonstrated that he has met the performance criteria for this Unit firstly by a practical observation by an assessor (A. Pollock) which was recorded on an observational checklist. Underpinning knowledge was demonstrated through correctly answering subject related questions. A witness testimony and personal statement were also recorded as evidence.

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

| | | | |
|---|---|---|---|
| **Candidate's signature** | D McIvor | **Date** | 28/02/12 |
| **Assessor's signature** | A Pollock | **Date** | 28/02/12 |
| **Internal verifier's signature** | R Dunn | **Date** | 28/02/12 |

# 5 Further information

## What else should I read?

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

*Assessor/Verifier Units: assessment guidance*

*External Verification: A Guide for Centres*

*Guide to Assessment*

*Introduction to Assessment Arrangements for Schools and Colleges*

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

*Operational Help Centre*

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

# Appendix 1: Blank recording forms

## Unit progress record

**Qualification and level** _____

**Candidate** _____

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

### Unit checklist

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Mandatory** | | | | | | | | | |
| **Optional** | | | | | | | | | |

### Mandatory Units achieved

| Unit number | Title | Assessor's signature | Date |
|---|---|---|---|
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### Optional Units achieved

| Unit number | Title | Assessor's signature | Date |
|---|---|---|---|
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## Index of evidence

| SVQ title and level | |
|---|---|

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

**Unit**

**Element**

| Evidence index no | Description of evidence | PC/performance statements | | | | | | Areas of Knowledge and Understanding/scope | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | |
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**Unit**

**Element**

| **Notes/comments** |
| --- |
| |

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

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

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

**Internal verifier's signature** _____ **Date** _____

## Assessment plan

| | |
|---|---|
| **Units** | |
| **Elements** | |

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

**Assessor's signature** _____ **1st review due** _____

**Candidate's signature** _____ **2nd review due** _____

**Date of agreement** _____ **Date of completion** _____

## Personal statement

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

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

## Observation record

**Unit/Element(s)** _____

**Candidate** _____

**Evidence index number** _____

**Date of observation** _____

| **Skills/activities observed** | **Performance Criteria covered** |
|---|---|
| | |

| **Knowledge and Understanding apparent from this observation** |
|---|
| |

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

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

I can confirm the candidate's performance was satisfactory.

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

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

## Witness testimony

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

I can confirm the candidate's performance was satisfactory.

**Witness 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

| | |
|---|---|
| **Unit** | |
| **Element(s)** | |
| **Evidence index number** | |
| **Circumstances of assessment** | |
| | |
| **List of questions and candidate's responses** | |
| **Q** | |
| **A** | |
| **Q** | |
| **A** | |
| **Q** | |
| **A** | |
| **Q** | |
| **A** | |
| **Q** | |
| **A** | |

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

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

# Appendix 2: Industrial tolerances

| | |
|---|---|
| Producing templates in zinc or card | ±1mm against the drawing |
| Edges of templates | Clean and sharp |
| Producing templates in paper and plastic | ±1mm against the drawing |
| Producing drawings | Conforms to BS1192 (ISO 13567) |

**Concrete steps**

| | |
|---|---|
| Fall of step — 6mm | ±2mm |
| Nosing/tread | ±5mm |
| Level of step | ±3mm |

**Cutting mouldings**

| | |
|---|---|
| Fillets | ±1mm |
| External and internal mitres | ±1mm |
| Ashlar stop | ±1mm |
| Spalls | Must not exceed 10mm |

**Building masonry structures**

| | |
|---|---|
| Correct length | ±8mm |
| Opening sizes | ±5mm |
| Gauge | ±5mm |
| Level | ±5mm |
| Plumb at each point | ±5mm |
| Joint thickness | ±5mm |
| Face plane | ±6mm |
| Horizontal DPC | Positioned as specified, flush with face ±2mm, no tears or damage, with minimum lap 100mm |
| Vertical DPC | Positioned as specified — flush with reveal +25mm |
| Face of stone | Clean with minimal smudging and no visual defects |
| Stone joints | Full and neat |
| Cavity | Clean with no ties bridged |

**Cutting with plinth return to ashlar stop**

| | |
|---|---|
| Cut template using correct equipment (joint, reverse, bed) | ±1mm |
| Fillets — 10mm x 10mm | ±1mm |
| Cavetto — 30mm | ±1mm |
| Cyma recta — 45 x 35mm | ±1mm |
| All mould cuts | ±1mm |
| Trueness (joint, reverse, bed) | ±1mm |
| External mitres (2) | ±1mm |
| Ashlar stop | ±1mm |

**Preparing and working stones**

| | |
|---|---|
| All sinking | ±1mm |
| All flat surfaces | ±1mm |
| All surface finishes | To match specification |

| | |
|---|---|
| Minimum stone size | 300mm x 200mm x 200mm |
| Working area | Clean at all times |
| Health and safety | Complies at all times |