Assessor's Guidelines for the SVQ2s Interior Systems (Construction) SCQF level 5

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ2s Interior Systems (Construction) SCQF level 5**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

Introduction

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

About SVQs and the SCQF

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

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

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

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

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

Explanation of levels

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 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 SVQ2s Interior Systems (Construction) SCQF level 5

The SVQs in Interior Systems (Construction) have been developed by ConstructionSkills and are intended for people in the craft sector of the construction industry.

These people may be working as carpenters, joiners, or shopfitters. They will require skills and knowledge in, among other things, practical ability, health and safety, interpreting information and working to timescales.

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 and training centres.

Structure of the SVQs

This section lists the Units which form the SVQs in Interior Systems (Construction).

SVQ2 Interior Systems (Construction): Ceiling Fixing SCQF level 5 (GF7C 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
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
DY2E 04	5	14	VR 125	Install Suspended Ceiling Systems

SVQ2 Interior Systems (Construction): Dry Lining — Finishing SCQF level 5 (GF7L 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
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
FW1L 04	5	10	VR 618	Finish Dry Lining Walls or Ceiling

SVQ2 Interior Systems (Construction): Interior Fixer and Sheeter SCQF level 5 (GF7N 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
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
DY0R 04	5	19	VR 09	Install First Fixing Components
F00V 04	5	13	VR 13	Set Up and Use Circular Saws
DY0G 04	5	15	VR 129	Install Dry Lining Partition Systems
DY0K 04	5	15	VR 130	Install Dry Linings and Encasements

SVQ2 Interior Systems (Construction): Partitioning SCQF level 5 (GF7P 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
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
DY1R 04	5	19	VR 127	Install Proprietary Partition Systems
DY9R 04	5	21	VR 128	Remove and Relocate Proprietary Partition Systems

SVQ2 Interior Systems (Construction): Dry Lining — Fixing SCQF level 5 (GF7M 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
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
DY0G 04	5	15	VR 129	Install Dry Lining Partition Systems
DY0K 04	5	15	VR 130	Install Dry Linings and Encasements

SVQ2 Interior Systems (Construction): Access Flooring SCQF level 5 (GF79 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
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
FW21 04	5	5	VR 643	Move, Handle or Store Resources
DY1W 04	5	15	VR 133	Install Raised Access Flooring Systems
DY9T 04	5	17	VR 134	Remove and Relocate Raised Access Flooring Systems

SVQ2 Interior Systems (Construction): Cavity Barrier Installation SCQF level 5 (GF7A 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
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
DY26 04	5	15	VR 126	Install Cavity Barriers

Note — Where industry requests, qualifications can, where applicable, be endorsed to show the option route and the type of resources and/or activities that relate to the Unit. (See the following page for specific Unit endorsements, as applicable to the individual route.)

Unit endorsements for SVQ2 Interior Systems (Construction)

Listed below are the endorsements that can apply for the following Units:

Unit No.	Endorsement
VR 13	Timber Non-ferrous metal
VR 125	Own area of work (ie proprietary suspended ceilings)
VR 126	Floor voids Ceiling voids
VR 127	Relocatable partitions Operable partitions
VR 128	Relocatable partitions Operable partitions
VR 129	Metal stud partitions Service shaft partitions Metal firring ceilings
VR 130	Cladding to timber Cladding to metal firrings Direct bonding Framed and frameless encasements
VR 131	Hand methods Mechanical methods

Note — Where industry requests an Awarding Body to further endorse a Unit, the Awarding Body must first seek approval from the Standards Setting Body to ensure the endorsement is appropriate to the Unit.

An Assessment Strategy for the SVQ

As part of their/its review of the SVQ(s), the standards-setting body xx 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.

New entrant

Candidates must be employed in the construction industry as an apprentice in the installation systems framework. They will receive training and assessment in both the workplace and off the job where necessary. In addition to this, candidates may be required to sit and pass the ConstructionSkills Health and Safety test, dependent on the SVQ they undertake.

Example

James had just left school and was deciding which career to follow. He had taken qualifications at school but felt he was more a hands-on type of person which was confirmed when he studied the Scottish Progression Awards in construction and particularly enjoyed the carpentry and joinery part of the course.

With this in mind, he contacted ConstructionSkills and completed an application form. He was invited to sit the ConstructionSkills learning exercise which he passed at a level suitable for him to pursue a career in Interior Systems. He contacted some local companies and managed to secure a Modern Apprenticeship with one of them. He worked with his company gaining relevant training, experience, and assessment on-site and also attended the local training school for additional off the job training. During his four year apprenticeship James successfully completed his SVQ2 Interior Systems (Construction): Fixer and Sheeter.

Experienced worker route

This route is available to candidates who have been employed as a carpenter and joiner or joiner's labourer for several years, but hold no formal qualifications giving them national recognition for their existing 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

Angus had served his apprenticeship with a small company and had not had the opportunity to attend college to gain certification for his training. He had a vast knowledge of his trade, and many years practical experience, but no formal qualifications. To enable him to apply for work on more sites, he had to have a construction operative registration card which was only issued on proof of relevant qualifications such as SVQs. To enable him to be eligible for a card he enrolled for the SVQ2 Interior Systems (Construction): Dry Lining Finishing with a local training provider. The training provider allocated an assessor to Angus, who first of all did a skills match against the Units to see what expertise Angus had already and to identify any training needs. As a result of this, an assessment plan was drawn up for Angus and agreed by all the parties involved.

Angus then, with assistance from his assessor, proceeded to gather evidence to satisfy the Performance Criteria of the Units using observations, witness testimonies, personal statements, and practical evidence. He was questioned by his assessor to ensure he had the knowledge and understanding of the performance evidence which was recorded in his portfolio.

After gathering sufficient evidence for all the Units and passing the Health and Safety test, his assessor signed off the portfolio as complete, which allowed Angus to apply for his registration card.

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 09 *Install First Fixing Components*. 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.

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Assessment plan

Units	VR 09 Install First Fixing Components				
Elements	Comply with the given contract information to carry out the work efficiently to the required specification				
Activities	**Performance Criteria (PC)**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (PC and range)**
♦ Timber stud partitions ♦ Metal stud partitions ♦ Fixing plasterboard	5	Observation, witness testimony, product evidence and questions	18/03/12	Preparation of timber bearers	VR 13
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review					

Assessor's signature Robert Watson **1st review due** 22/03/12

Candidate's signature James Cameron **2nd review due** 22/03/12

Date of agreement 07/03/12 **Date of completion** tbc

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 product evidence will be valid and can be authenticated
- resources to be used are readily available
- familiarity of the work area and equipment, so the candidate is comfortable during the assessment
- candidate can progress at his/her own pace

The challenges might be:

- pressure of work
- location of workplace
- all criteria not met during the assessment

Example

Agreement might be made to observe a candidate who has to demonstrate how to erect stud partitions. If the assessor is working alongside the candidate they would be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate afterwards.

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. It may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities. For example:

- observation of candidate producing product evidence, eg erecting stud partitions supplemented by questions regarding terminology and regulations
- observation of candidate taking instructions, interpreting information, working as part of a team
- direct observation of candidate preparing the work area and storing of 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 stud partition with the relevant members fabricated and fixed by the candidate
- written evidence in the form of an assessment
- authenticated photographic evidence

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.

Candidates can be asked questions during or after observation of practical activities to confirm their full grasp of the knowledge and understanding required for the PC which may not be evident from direct observation. For example:

Q What factor determines the centre for studs in a partition?

A The type and size of the cladding.

Q What could be a factor that would increase the thickness of the partition?

A The amount of insulation required for either sound or thermal.

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

The candidate could use a personal statement in Unit VR 09 *Install First Fixing Components*. You may not have been able to observe the candidate meeting all the Performance Criteria for erecting a stud partition. The personal statement would allow the candidate to explain the process and procedures as well as demonstrating their grasp of knowledge and understanding.

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 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.

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**.

Examples of when simulation is allowed:

- Unit VR 164 requires the candidate to demonstrate the correct use of a fire extinguisher. For obvious reasons simulation is the only way this could be assessed.
- Unit VR 13 requires the candidate to change circular saw blades. The safest way to achieve this, in the first instance, is by simulation.

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 09 Install First Fixing Components

Candidate James Cameron

Evidence index number 02

Date of observation 10/02/12

Skills/activities observed	Performance Criteria covered
Erection of stud partitions. The candidate demonstrated organisational skills in preparing the work area and gathering tools and equipment. During the erection of the stud partition the candidate was competent in measuring and marking out using the correct tools and equipment. Appropriate checks were carried out in regard to height, position and finish during the observation. Throughout the observation, the candidate displayed an awareness of other trades and recognition of the requirements of the specification and time factors. The candidate also met all relevant legal requirements in terms of health and safety and codes of practice.	PC 5

Knowledge and Understanding apparent from this observation

The candidate demonstrated he was aware of the reasons why it is important to fit and fix the partitions correctly in terms of plumb, wind and straight. From the observation it was clear that he understood how to overcome problems and ensure compliance with the specification and health and safety.

Other Units/Elements to which this evidence may contribute

VR 129, VR 641, VR 643

Assessor's comments and feedback to candidate

The candidate carried out the task in a professional and assured manner, focusing on the need to meet the specification and adjusting to suit on-site conditions. At all times the candidate was aware of his responsibilities regarding health and safety and other operatives in the vicinity.

I can confirm the candidate's performance was satisfactory.

Assessor's signature Robert Watson **Date** 10/02/12

Candidate's signature James Cameron **Date** 10/02/12

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 09 Install First Fixing Components
Element(s)	PC 5
Evidence index number	03
Circumstances of assessment	
Following observation the following questions were asked to cover the knowledge and understanding not confirmed by the observation.	
List of questions and candidate's responses	
Q	What factor determines the centres for studs in a partition?
A	The type and size of the cladding.
Q	What could be a factor that would increase the thickness of the partition?
A	The amount of insulation required for either sound or thermal.
Q	
A	
Q	
A	
Q	
A	

Assessor's signature Robert Watson **Date** 11/02/12

Candidate's signature James Cameron **Date** 11/02/12

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
08/02/11	05	On 8 February at approximately 8.30am, whilst preparing to erect a timber stud partition in Unit 5, I discovered that the timber studs were too wide for the intended door and linings. I reported this to my foreman Mr McKerlie, and suggested I use the site bench saw to rip the timber to the correct size as the door came factory fitted in its linings designed to fit a specific thickness of partition. He agreed that this was a sensible solution to the problem and confirmed I should go ahead as stated. When at the workshop, I isolated the circular saw and set the blade to the correct height. I ensured the guards were all in place and that a push stick was to hand. Before commencing, I asked the workshop manager to check the machine and asked if he would assist me in taking off at the back of the saw. Wearing ear defenders, goggles and mask, I carried out the task as specified.	8 Witness testimony: Mr McKerlie Foreman 9 Witness testimony: Mr Gordon Workshop Manager 10 Product evidence: Log page	VR 641, VR 642, VR 643, VR 13

		I logged the time in my diary for machine usage.		

Candidate's signature James cameron **Date** 08/02/12

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	SVQ2 Interior Systems (Construction): Fixer and Sheeter SCQF level 5
Candidate's name	James Cameron
Evidence index no	9
Index no of other evidence which this testimony relates to (if any)	8, 10
Element(s)	5
Date of evidence	08/02/12
Name of witness	Mr Gordon (workshop manager)
Designation/relationship to candidate	Supervisor

Details of testimony

On the morning of 8 February 2008, James Cameron came to the joiner's workshop wanting to rip some timber studs that were oversize. Unassisted, James followed the correct procedures for isolating and setting up the circular saw. He asked me to check the machine before starting up and also asked if I would assist him in the operation. On checking, I found he had set the machine up in accordance with the required procedures and had a push stick to hand. He had also, unprompted, selected the correct PPE (goggles, mask and ear defenders) from the cupboard for both of us.

I assisted James in carrying out the operation, which he did in a confident and safe manner. He disposed of the waste cuttings correctly and returned the PPE to the cupboard.

I can confirm the candidate's performance was satisfactory.

Witness's signature *Archie Gordon* **Date** *08/02/12*

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 130 *Install Dry Linings and Encasements*

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 could, on the face of it, have been produced by anyone. For example, a candidate may have constructed a stud partition. It may require questioning or witness testimony to confirm that the work is genuinely the candidates 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.

In an Interior Systems (Construction) SVQ, it is strongly recommended that you use these nationally devised recording documents. If 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 Interior Systems (Construction): Interior Fixer and Sheeter SCQF level 5

Candidate James Cameron

To achieve the whole qualification, you must prove competence in 7 **mandatory** Units.

Unit checklist

Mandatory	VR 641	VR 642	VR 643	VR 09	VR 13	VR 129	VR 130

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
VR 641	Conform to General Workplace Health, Safety and Welfare	R Watson	16/03/12
VR 642	Conform to Productive Work Practices		
VR 643	Move, Handle or Store Resources		
VR 09	Install First Fixing Components		
VR 13	Set Up and Use Circular Saws	R Watson	23/04/12
VR 129	Install Dry Lining Partition Systems		
VR 130	Install Dry Linings and Encasements		

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	SVQ2 Interior Systems (Construction): Fixer and Sheeter SCQF level 5

Evidence number	**Description of evidence**	**Included in portfolio (Yes/No) If no, state location**	**Sampled by the IV (initials and date)**
1			
2			
3			
4	Record of questions and candidates answers	Yes	*A Green 14/02/12*
5	Personal statement	Yes	*A Green 14/02/12*
6			
7			
8			
9	Witness testimony	Yes	*A Green 14/02/12*
10			

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 09 Install First Fixing Components

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									
4	Record of questions and candidate's responses					✓						✓										
5	Personal statement					✓		✓		✓	✓	✓	✓									
9	Witness testimony					✓		✓	✓	✓	✓	✓	✓									

Unit VR 09 Install First Fixing Components

Notes/comments

James carried out the tasks in a confident manner demonstrating the ability to recognise problems and come up with a solution, ensuring he still conformed with the specification. He showed good communication skills and the ability to follow company procedures.

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

Candidate's signature	James Cameron	**Date**	12/02/12
Assessor's signature	Robert Watson	**Date**	12/02/12
Internal verifier's signature	Alan Green	**Date**	12/02/12

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

Optional Units achieved

Unit number	Title	Assessor's signature	Date

Index of evidence

SVQ title and level	

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

Element achievement record

Unit

Element

Evidence index no	Description of evidence	PC/performance statements						Areas of Knowledge and Understanding/scope													

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** _____