SQA

Assessor's guidelines for the SVQ in Digital Print Production at levels 2 and 3; Machine Printing at levels 2 and 3; Carton Manufacturing at level 3 and Mechanised Print Finishing and Binding (General Print) at levels 2 and 3

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for the SVQs in:

♦ **Digital Print Production at levels 2 and 3**
♦ **Machine Printing at levels 2 and 3**
♦ **Carton Manufacturing at level 3**
♦ **Mechanised Print Finishing and Binding (General Print) at levels 2 and 3**

You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

Introduction

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

About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

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

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience, which employees should have as they progress in their industry.

Explanation of levels

Level 1   Defines competent performance in a range of activities which are largely routine and predictable.

Level 2   Specifies that competent performance must be shown in a broader range of work activities which are less routine and predictable. The employee will have more autonomy and responsibility, and may have to work as part of a team.

Level 3   Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.

Level 4   Specifies competence as complex technical or professional work activities which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.

Level 5   Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

How are standards defined in SVQs?

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

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

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

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

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

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

Who is involved in SVQs?

There are several roles:

- **the candidate:** the person who wants to achieve the SVQ (eg an employee)

- **the assessor*:** the person who assesses the candidates and decides if they are competent (eg supervisor)

- **the internal verifier*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)

- **the external verifier*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational

competence has been defined by the standards-setting body in the assessment strategy for these SVQs — see 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 get an SVQ, you will go through these stages:

♦ planning for assessment

♦ generating and collecting evidence of the candidate's competence in the Units

♦ judging the evidence of the candidate's ability and making an assessment decision based on the evidence

♦ recording the assessment decision and the candidate's achievement

1 The SVQs in Digital Print Production, Machine Printing, Carton Manufacturing and Mechanised Print Finishing and Binding (General Print)

The SVQs in Digital Print Production, Machine Printing, Carton Manufacturing, and Mechanised Print Finishing and Binding (General Print) have been developed by Proskills in association with the Scottish Print Employers Federation (SPEF) and are intended for people in the printing and media occupational sectors.

These people may be working as Pre-press Operators, Typesetters, Graphic Artists, Web page designers, Platemakers, Mac Operators, Scanning Operators, Digital Printers, Lithographic Sheet-fed and Web Offset Printers, Flexographic Printers, Gravure Printers, Screen Printers, Pad Printers, Die Stamping Operators, Carton Box Makers, Carton Gluing Operators, Print Finishing Operators, Folding Operators, Guillotine Operators, Gathering and Inserting Operators, Case Binding Operators, Adhesive Binding and Trimming Operators, Hot Foil Operators.

They will require skills and knowledge in working safely, improving areas of personal performance, working effectively as individuals and teams, maintaining printing machinery and equipment, planning work and imposition skills, layout design, customer liaison, preparation of plates for alternative printing processes, integration and manipulation of digital files, word processing skills, maintenance and use of databases, editing graphical files and developing print solutions for customers, set up specific equipment, operate and control specific print related equipment, fault finding and rectification.

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: commercial printing companies, newspaper printers and publishers, bookwork printers, label printers, screen printers, graphic design studios, pre-press departments, reprographic studios, digital printing shops, carton manufacturing companies, and print finishing companies. The SVQs might also be delivered through partnerships with employer's associations and colleges.

Structure of the SVQs

This section lists the Units which form the SVQ in Digital Print Production, Machine Printing, Carton Manufacturing and Mechanised Print Finishing and Binding (General Print).

Digital Print Production at level 2

Mandatory Units

SQA Ref	NTO Ref	Title
F3K0 04	021	Comply with Health and Safety Requirements in the Workplace
F3LC 04	022	Improve Your Performance at Work
F3MB 04	120	Plan Work to Meet Production Requirements
F3JY 04	123	Capture Images from Specific Sources
F3N2 04	124	Send and Receive Digital Files

Technical Units
Complete one Unit from **one** pathway.

Pathway 1 — Digital Artwork for Print

SQA Ref	NTO Ref	Title
F3L7 04	710	Create Digital Colour Artwork for Print

Pathway 2 — Pre-Press

SQA Ref	NTO Ref	Title
F3MV 04	121	Produce Imposed Separations for Printing

Pathway 3 — Digital Printing

SQA Ref	NTO Ref	Title
F3LW 04	227	Operate Digital Printing Machines

Digital Print Production at level 3

Mandatory Units

SQA Ref	NTO Ref	Title
F3L9 04	031	Ensure Your Own Actions Reduce Risks to Health and Safety in the Workplace
F3LB 04	032	Improve Individual and Organisational Performance
F3MB 04	120	Plan Work to Meet Production Requirements
F3N2 04	124	Send and Receive Digital Files
F3MA 04	125	Plan and Capture Digital Images
F3LG 04	126	Maintain Digital Systems in Working Order

Optional Units
Two Units to be selected from **one** pathway.

Pathway 1 — Digital Artwork for Print
1 Unit to be selected from group A and also group B.

SQA Ref	NTO Ref	Title
		Group A
F3L8 04	711	Design and Produce Creative Digital Colour Artwork for Print
		Group B
F3M9 04		Plan and Produce Edited Images
F3LP 04	122	Manage Colour Reproduction in Digital Pre-Press
F3MV 04		Produce Imposed Separations for Printing
F3LW 04		Operate Digital Printing Machines
F3MR 04		Produce Approved Proofs from Digital Artwork

Pathway 2 — Pre-Press
1 Unit to be selected from group C and also group D.

SQA Ref	NTO Ref	Title
		Group C
F3LP 04	122	Manage Colour Reproduction in Digital Pre-Press
		Group D
F3M9 04		Plan and Produce Edited Images
F3MR 04		Produce Approved Proofs from Digital Artwork
F3MS 04		Produce Computer-Generated Image Carriers
F3LM 04		Make Photopolymer Plates for Flexographic Printing
F3LL 04		Make Gravure Cylinders
F3MP 04		Prepare Stencils for Printing
F3LN 04		Make Plates for Lithographic Printing
F3MC 04		Preflight Digital Files
F3M8 04		Output Files to Remote Devices

Pathway 3 — Digital Printing

1 Unit to be selected from group E and and also group F.

SQA Ref	NTO Ref	Title
		Group E
F3KC 04	247	Control Digital Colour Printing Machines
		Group F
F3L4 04	248	Control the Use of Variable Data with Digital Printing Machines
F3MC 04	130	Pre-Flight Digital Files
F3M8 04	131	Output Files to Remote Devices
F3LP 04	122	Manage Colour Reproduction in Digital Pre-Press

Machine printing at level 2

Mandatory Units

SQA Ref	NTO Ref	Title
F3K0 04	021	Comply with Health and Safety Requirements in the Workplace
F3LC 04	022	Improve Your Performance at Work

Optional Units
Four Units to be selected from **one** pathway.

Pathway 1 — Lithography

Optional Units (Three Units from Group A)

SQA Ref	NTO Ref	Title
F3K1 04	003	Contribute to Maintaining Equipment in Working Order
F3ML 04	201	Prepare Machines for Sheet Fed Lithographic Printing
F3M6 04	202	Operate Sheet Fed Lithographic Machines

One Unit from Group B

SQA Ref	NTO Ref	Title
F3M1 04	203	Operate In-Line Converting Equipment
F3M0 04	204	Operate Ink Drying Equipment
F3MG 04	206	Prepare Inks
F3N8 04	207	Set Up and Operate Auxiliary Equipment
F3LK 04	208	Maintain the Condition of Plates for Printing
F3MD 04	104	Prepare and Produce Wet Proofs

Pathway 2 — Web Offset

Optional Units (Three Units from Group C)

SQA Ref	NTO Ref	Title
F3K1 04	003	Contribute to Maintaining Equipment in Working Order
F3MN 04	209	Prepare Machines for Web Offset Printing
F3M7 04	210	Operate Web Offset Printing Machines

One Unit from Group D

SQA Ref	NTO Ref	Title
F3M1 04	203	Operate In-Line Converting Equipment
F3M0 04	204	Operate Ink Drying Equipment
F3M2 04	205	Operate In-Line Printing Units
F3N8 04	207	Set Up and Operate Auxiliary Equipment
F3M4 04	211	Operate Reel Handling Equipment

Pathway 3 — Flexography

Optional Units (Three Units from Group E)

SQA Ref	NTO Ref	Title
F3K1 04	003	Contribute to Maintaining Equipment in Working Order
F3MH 04	212	Prepare Machines for Flexographic Printing
F3LX 04	213	Operate Flexographic Printing Machines

One Unit from Group F

SQA Ref	NTO Ref	Title
F3M1 04	203	Operate In-Line Converting Equipment
F3M0 04	204	Operate Ink Drying Equipment
F3MG 04	206	Prepare Inks
F3N8 04	207	Set Up and Operate Auxiliary Equipment
F3LK 04	208	Maintain the Condition of Plates for Printing
F3M4 04	211	Operate Reel Handling Equipment
F3LT 04	214	Operate and Monitor Bar Code Printing
F3KA 04	215	Control Colour Throughout the Run
F3LF 04	216	Maintain Anilox Roll Conditions
F3LD 04	241	In-Line Conversion for Wall Coverings

Pathway 4 — Screen

Optional Units (Three Units from Group G)

SQA Ref	NTO Ref	Title
F3K1 04	003	Contribute to Maintaining Equipment in Working Order
F3MF 04	217	Prepare Equipment and Machines for Screen Printing
F3M5 04	218	Operate Screen Printing Machines

One Unit from Group H

SQA Ref	NTO Ref	Title
F3M1 04	203	Operate In-Line Converting Equipment
F3M0 04	204	Operate Ink Drying Equipment
F3MG 04	206	Prepare Inks
F3MP 04	219	Prepare Stencils for Printing
F3LD 04	241	In-Line Conversion for Wall Coverings

Pathway 5 — Gravure

Optional Units (Three Units from Group I)

SQA Ref	NTO Ref	Title
F3K1 04	003	Contribute to Maintaining Equipment in Working Order
F3MJ 04	220	Prepare Machines for Gravure Printing
F3LY 04	221	Operate Gravure Printing Machines

One Unit from Group J

SQA Ref	NTO Ref	Title
F3M1 04	203	Operate In-Line Converting Equipment
F3M0 04	204	Operate Ink Drying Equipment
F3M4 04	211	Operate Reel Handling Equipment
F3LS 04	222	Mix, Dry and Cure Inks
F3LD 04	241	In-Line Conversion for Wall Coverings

Pathway 6 — Pad

Optional Units (Three Units from Group K)

SQA Ref	NTO Ref	Title
F3K1 04	003	Contribute to Maintaining Equipment in Working Order
F3MK 04	223	Prepare Machines for Pad Printing
F3M3 04	224	Operate Pad Printing Machines

One Unit from Group L

SQA Ref	NTO Ref	Title
F3MG 04	206	Prepare Inks
F3M0 04	204	Operate Ink Drying Equipment
F3LJ 04	225	Maintain the Condition of Consumables for Printing

Pathway 7 — Die Stamping

Optional Units (Three Units from Group M)

SQA Ref	NTO Ref	Title
F3K1 04	003	Contribute to Maintaining Equipment in Working Order
F3ME 04	243	Prepare Die Stamping Machines for Printing
F3LV 04	244	Operate Die Stamping Machines

One Unit from Group N

SQA Ref	NTO Ref	Title
F3M1 04	203	Operate In-Line Converting Equipment
F3MG 04	206	Prepare Inks
F3N8 04	207	Set Up and Operate Auxiliary Equipment
F3MD 04	104	Prepare and Produce Wet Proofs

Machine printing at level 3

Mandatory Units

SQA Ref	NTO Ref	Title
F3L9 04	031	Ensure Your Own Actions Reduce Risks to Health And Safety In the Workplace
F3LB 04	032	Improve Individual and Organisational Performance

Optional Units
Four Units to be selected from **one** pathway.

Pathway 1 — Lithography

Optional Units (two Units from Group A)

F3LH 04	004	Maintain Equipment in Working Order
F3L3 04	246	Control Sheet-Fed Multi Unit Lithographic Printing Machines

Two Units from Group B

SQA Ref	NTO Ref	Title
F3LK 04	208	Maintain the Condition of Plates for Printing
F3LN 04	229	Make Plates for Lithographic Printing
F3KL 04	230	Control In-Line Converting Machinery
F3KH 04	231	Control Ink Drying Machinery
F3K6 04	233	Control Auxiliary Equipment

Pathway 2 — Web

Optional Units (two Units from Group C)

SQA Ref	NTO Ref	Title
F3LH 04	004	Maintain Equipment in Working Order
F3L6 04	234	Control Web Offset Printing Machines

Two Units from Group D

SQA Ref	NTO Ref	Title
F3KL 04	230	Control In-Line Converting Machinery
F3KH 04	231	Control Ink Drying Machinery
F3KR 04	232	Control In-Line Printing Units
F3K6 04	233	Control Auxiliary Equipment
F3L1 04	235	Control Reel Handling Equipment
F3KM 04	236	Control In-Line Folding Units

Pathway 3 — Flexography

Optional Units (two Units from Group E)

SQA Ref	NTO Ref	
F3LH 04	004	Maintain Equipment in Working Order
F3KD 04	237	Control Flexographic Printing Machines

Two Units from Group

SQA Ref	NTO Ref	Title
F3LK 04	208	Maintain the Condition of Plates For Printing
F3KL 04	230	Control In-Line Converting Machinery
F3KH 04	231	Control Ink Drying Machinery
F3K6 04	233	Control Auxiliary Equipment
F3L1 04	235	Control Reel Handling Equipment
F3NC 04	238	Test Flexographic Printing Machines

Pathway 4 — Screen

Optional Units (two Units from Group G)

SQA Ref	NTO Ref	Title
F3LH 04	004	Maintain Equipment in Working Order
F3L2 04	239	Control Screen Printing Machines

Two Units from H

SQA Ref	NTO Ref	Title
F3MG 04	206	Prepare Inks
F3MP 04	219	Prepare Stencils for Printing
F3KL 04	230	Control In-Line Converting Machinery
F3KH 04	231	Control Ink Drying Machinery
F3LD 04	241	In-Line Conversion for Wall Coverings

Pathway 5 — Gravure

Optional Units (two Units from Group I)

SQA Ref	NTO Ref	Title
F3LH 04	004	Maintain Equipment in Working Order
F3KG 04	240	Control Gravure Printing Machines

Two Units from Group J

SQA Ref	NTO Ref	Title
F3KL 04	230	Control In-Line Converting Machinery
F3KH 04	231	Control Ink Drying Machinery
F3K6 04	233	Control Auxiliary Equipment
F3L1 04	235	Control Reel Handling Equipment
F3KM 04	236	Control In-Line Folding Units

Pathway 6 — Pad

Optional Units (two Units from Group K)

SQA Ref	NTO Ref	Title
F3LH 04	004	Maintain Equipment in Working Order
F3KX 04	241	Control Pad Printing Machines

Two Units from Group L

SQA Ref	NTO Ref	Title
F3MG 04	206	Prepare Inks
F3LJ 04	225	Maintain the Condition of Consumables for Printing
F3KH 04	231	Control Ink Drying Machinery

Carton Manufacturing at level 3

Mandatory Units

SQA Ref	NTO Ref	Title
F3L9 04	031	Ensure Your Own Actions Reduce Risks to Health and Safety in the Workplace
F3LB 04	032	Improve Individual and Organisational Performance
F3LH 04	004	Maintain Equipment in Working Order

Optional Units (**One** Unit to be taken from **each** group)

SQA Ref	NTO Ref	Title
		Group A
F3KB 04	401	Control Cutting and Creasing Machinery
F3KS 04	402	Control Multi-Folding and Gluing Machinery
F3MT 04	403	Produce Dies and Tooling
		Group B
F3NB 04	B1	Support the Efficient Use of Resources
F3LR 04	C1	Manage Yourself
F3K2 04	C9	Contribute to the Development of Teams and Individuals
F3LE 04	C12	Lead the Work of Teams and Individuals to Achieve Their Objectives
F3LA 04	006	Identify and Organise the Requirements for Production
F3ND 04	005	Train New Operators

Additional freestanding Unit

SQA Ref	NTO Ref	Title
F3K7 04	404	Control Carton Enhancing Machinery

Mechanised Print Finishing and Binding (General Print) at level 2

Mandatory Units

SQA Ref	NTO Ref	Title
F3K0 04	021	Comply with Health and Safety Requirements in the Workplace
F3LC 04	022	Improve Your Performance at Work
F3K1 04	003	Contribute to Maintaining Equipment in Working Order

Optional Units (Two Units from the pathway to be taken)

Pathway 1 — General Print

SQA Ref	NTO Ref	Title
F3N1 04	357	Run and Monitor Guillotines
F3MW 04	360	Run and Monitor Adhesive Binding Machinery
F3MX 04	361	Run and Monitor Case Making Machinery
F3MY 04	362	Run and Monitor Casing-In Machinery
F3N0 04	363	Run and Monitor Folding Machinery
F3N4 04	356	Set and Operate Booklet-Making Machinery
F3N5 04	359	Set and Operate Mail Processing Machinery
F3N6 04	364	Set and Operate Multi-Knife Trimming Machinery
F3N7 04	365	Set and Operate Multiple Hopper Feeders
F3N3 04	366	Set and Operate Auto-Fed Sewing Machinery
F3K4 04	349	Control Auto Cutting and Punching Machinery
F3KE 04	350	Control Foil Blocking Machinery
F3L5 04	355	Control Twin Loop Wire Binding Machinery
F3KY 04	358	Control Parallel Folding

Mechanised Print Finishing and Binding (General Print) at level 3

Mandatory Units

SQA Ref	NTO Ref	Title
F3L9 04	031	Ensure Your Own Actions Reduce Risks to Health and Safety in the Workplace
F3LB 04	032	Improve Individual and Organisational Performance

Optional Units Choose one Route
Route 1
Two Units to be selected from Group A and **one** Unit to be selected from Group B.

SQA Ref	NTO Ref	Title
		Group A
F3K3 04	343	Control Adhesive Binding Machinery
F3K8 04	344	Control Case Making Machinery
F3K9 04	345	Control Casing-In Machinery
F3L0 04	347	Control Programmatic Guillotines
F3KF 04	348	Control Folding Machinery
F3KK 04	351	Control In-Line Booklet Making Machinery
		Group B
F3KW 04	340	Control Non-Automatic Finishing Machines
F3KV 04	341	Control Multiple Hopper Feeders
F3K5 04	342	Control Auto-Fed Sewing Machinery
F3KT 04	346	Control Multi-Knife Trimming Machinery
F3KE 04	350	Control Foil Blocking Machinery
F3N4 04	356	Set And Operate Booklet-Making Machinery
F3KY 04	358	Control Parallel Folding
F3MW 04	360	Run And Monitor Adhesive Binding Machinery

Notes

F3N4 04 Set And Operate Booklet-Making Machinery
Cannot be selected with
F3KK 04 Control In-Line Booklet Making Machinery

F3MW 04 Run And Monitor Adhesive Binding Machinery
Cannot be selected with
F3K3 04 Control Adhesive Binding Machinery

F3KY 04 Control Parallel Folding
Cannot be selected with
F3KF 04 Control Folding Machinery

Route 2
One Unit to be selected from Group C.

SQA Ref	NTO Ref	Title
		Group C
F3KP 04	352	Control Inline Insetting-Stitching-Trimming Machines
F3KN 04	353	Control Inline Gathering-Adhesive-Binding-Trimming Machinery

F3KJ 04	354	Control Inline Block-Feeding-Forwarding-Case Binding Machinery

An assessment strategy for the SVQ

As part of its review of the SVQs, the standards-setting body Proskills 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 available 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.

An example

Gordon has worked as a machine assistant for ten years, but did not possess any formal qualifications. He wanted to do a qualification which would recognise the skills he already had and offer him a chance to gain a nationally-recognised qualification. As he already had lots of experience in make-ready, fitting plates and loading paper, materials handling, and machine printing, the Production Manager in his company advised him to consider undertaking a SVQ in Machine Printing at level 2.

When the Production Manager matched Gordon's job remit and existing skills and experience with the SVQ, it emerged that Gordon should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

♦ Contribute to Maintaining the Equipment in Working Order

♦ Prepare Machines for Sheet-fed Lithographic Printing

The Production Manager arranged for an assessor within the company to provide Gordon with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Gordon also had some experience in relation to three further Units, however, some planning was required in order to provide him with the opportunity to demonstrate competence in these areas.

The Units were:

♦ Comply with Health and Safety Requirements in the Workplace
♦ Prepare Inks
♦ Improve your Performance at Work

The Production Manager arranged for the assessor to accompany Gordon on a tour to observe and assess him for the first two of these Units. A simulated emergency situation was set up for the assessment of the health and safety Unit, and plans were made to assess the *Prepare Inks* and *Improve your Performance at Work* Units through a combination of observation, questioning and preparation of training and development plans to cover all of the vocational qualification and assessment of work products.

Gordon had little experience of the areas covered by the final Unit, which was:

♦ Operate Sheet-fed Lithographic Printing Machines

Since Gordon's job remit would not cover all of these areas of the SVQ, the Production Manager arranged for him to attend a local FE college and to shadow a senior member of staff for observation and practice in relation to the company.

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

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing you 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 assessments, 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. For example, Unit 201 *Prepare Machines for Sheet-fed Lithographic Printing* and Unit 202 *Operate Sheet-fed Lithographic Printing Machines* could easily be integrated.

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

To help you plan for assessment, we have produced an assessment plan which covers Unit 208 *Maintain the Condition of Plates for Printing* — Element 1, 'Protect and Store Plates'. 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: 208: Maintain the Condition of Plates for Printing
Elements: 208.1: Protect and store plates

Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Handling and storage of plates	Handle plates carefully so that damage does not occur	Observation, questions and product evidence	09/05/2007	Procedure for storage of plates and recording damage	208.2.1 208.2.2 208.2.9
	Check that the conditions are suitable for storing plates	Observation and questioning			
	Store plates at the press side under the conditions approved by your company	Observation, questioning, company procedures		Knowledge of working towards company procedures	208.2.K3
	Keep the storage area at the safe light level so that plates do not deteriorate	Observation, questioning and endproduct evidence			
	Corectly reference and accurately record details of the plates	Observation and evidence of recording completed			
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature: *Alex Newman*   1st review due: 01/05/07

Candidate's signature: Gordon Sturrock   2nd review due: 01/07/07

Date of agreement: 01/02/07   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 in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:
♦ assesments can be made to suit the candidate
♦ timings can be flexible to accommodate shiftworking patterns
♦ familiarity of workplace and equipment
♦ good relationship with the assessor can put the candidate at ease
♦ assessment can be scheduled to avoid work peaks
♦ good internal company documentation is available to the assessor

The challenges might be:
♦ familiarity with candidate
♦ difficulties caused by production deadlines
♦ pressure of work
♦ meeting customer needs and candidate needs

Example

You might agree with a candidate working as part of a crew of team members, who has to demonstrate how to deal with departmental pressures/priorities and work deadlines, that this will be carried out by **observation** as and when such situations arise. If you are an assessor who is working alongside the candidate you should be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate about the situation afterwards.

Methods of assessment

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

Observation

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

♦ working alongside the candidate

♦ arranging to visit when naturally-occurring activities are carried out by the candidate

♦ arranging for activities to take place

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

Product evaluation

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

♦ production of pass sheet for print production work with quality assurance controls

♦ multiple copies of work to ensure continual quality

♦ registration of two and four colour printed work with QA guides

♦ different types of substrates and inks

♦ fine line and text, solids or half tone printed work

♦ examples of variances and details on what was done to rectify the problems

♦ copies of catch-up, sidelay variation, grip variation and uneven inking

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit or Element.

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

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

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

One example of a situation in which questioning might be used, is when you are observing a candidate's naturally-occurring work activities. Additional opportunities can arise to generate more evidence of the candidate's knowledge of a task or operation. Where gaps appear in the performance, or your observation reveals something not quite right, you can ask for more details of why the candidate performed a task in a particular way.

Another situation in which you might use questioning is to generate evidence of the candidate's knowledge of correct procedures, current legislation, mandatory requirements or safety issues associated with the performed tasks.

Q: When you were fitting the plate to the machine you experienced difficulties in securing the plate to the cylinder. Explain to me the type of tools that should be used and why they are necessary to ensure correct settings are achieved.

A: We always use a ring spanner from the toolbox. It does not slip and does not cause injury to your hand.

Wrong answer — further questioning should be used to try and get the candidate to realise that a torque spanner should be used to prevent over-tightening. The candidate could not satisfy the assesor that the underpinning knowledge had been satisfactorily demonstrated.

Q: What are the COSHH regulations and how do they affect you in your job?

A: The COSHH Regulations are mandatory and an integral part of the HSE Management of Health and Safety Regulations for all companies and employees. Risk Assessments have to be completed and Hazard Data Sheets supplied by the manufacturer outlining particular hazards associated with the substance eg, information on specific Personal Protective Equipment (PPE) when handling the substances, what to do if there is a spillage of the substance, how the substance should be stored, what symptoms would be recognised if a person is affected by the substance together with First Aid information and disposal information.

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.

In most cases, personal statements are not suitable for presentation of evidence solely. The preferred methods of assessment should always be direct observation, questioning, product evidence, witness statements and testimonies of compliance by a skilled observer.

Witness testimony

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

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

Strongest   Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the A/V Units or 'D-Units'.

Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.

Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.

Someone who may be a colleague of the candidate, but with no knowledge of the standards.

Weakest   Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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

Witness testimonies may be used where equipment or specific operations cannot be observed during parts of the assessment — for example, where chemicals in the developer unit have to be discharged and replaced. This operation only happens every two weeks and might not be able to be replicated for assessment due to the expense and/or timing of work in progress. In this case, witness testimony could be sought to ensure the candidate has been observed carrying out the task competently by a qualified observer over a number of occasions.

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.

Scottish Print Employers Federation (SPEF) in association with Proskills 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**

There are only two areas where simulation will be acceptable:

♦ Where the competence to be assessed is required only for dealing with emergencies (such as fires or accidents) or highly unusual circumstances.

♦ Where it is not possible to collect all the required evidcence from the candidate's normal work.

Before simulations are used, express permission must be sought and obtained from the Internal/External Verifier in advance of the assessment. Any simulations must replicate the workplace environment as far as production/administrastion issues are concerned.

Other sources of evidence

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

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

3   Generating evidence

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

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

♦ observation (by the assessor)

♦ questions and candidate responses

♦ personal statement (produced by the candidate)

♦ witness testimony

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):   208.1 — Protect and store plates
Candidate: G Sturrock   **Date of observation:**   09/05/2007
Evidence index number: 1

Skills/activities observed:	PCs covered:
Handle the plates carefully	Handling plates in optimum conditions to ensure no damage occurs through poor storage conditions
Look for damage/blemishes	
Check conditions are suitable	
Refer to company procedures	Risks to plates in storage
Adjustment of light levels if necessary	Safe lighting levels are maintained
Correct procedure for storage of plates	Record of alterations and usage
Completion of records and/or appropriate paperwork	Accurate records and details of plates

Knowledge and understanding apparent from this observation:
The candidate was aware of the optimum storage conditions for plates. Lighting, heating and humidity levels were all checked and at all times complete cleanliness was evident. Plate records were referenced to comply with company procedures. Inspection of plates by the candidate took place to determine plates were free from defects and blemishes. Complete understanding of company procedures was observed.

Other Units/Elements to which this evidence may contribute:
208.2 – Retrieve and mount plates for printing

Assessor's comments and feedback to candidate:
The assessment/observation was performed well with all the Performance Criteria being covered as per the assessment plan. The candidate demonstrated competence in all of the skills/activities identified with the Unit/Element. No interuptions were encountered with the work being performed to the company standards of performance.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *A Newman*   Date: *09/05/2007*

Candidate's signature: G Sturrock   Date: 09/05/2007

Questions and candidate responses

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

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

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

Record of questions and candidate's answers

Unit: 003: Contribute to Maintaining Equipment in Working Order	Element(s): 003.2 — Replace defective component

Evidence index number:

Circumstances of assessment:
When changing over plates at the start/end of a print run on a printing press, the candidate has to make some adjustments to ensure quality of image and correct fitting of colours etc. This gave the opportunity to assess the candidate's underpinning knowledge in the areas of replacement of defective components and the visual effects that should be spotted.

List of questions and candidate's responses:

Q: Why would a torque spanner be recommended to tension a setting on the printing press?

A: To prevent over-tightening

Q: What are the consequences of an over-packed blanket cylinder?

A: Premature wear of the plate. The image will appear too dark (an increase of any dot area).

Assessor's signature: *A Newman*	Date: *01/03/07*

Candidate's signature: G Sturrock	Date: 01/03/07

Candidate's personal statement

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

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
05/04/07		I work as a machine printer in a small lithographic printing company. As it is a small company, I am expected to do other duties as well as printing — mainly making lithographic plates for other printers when there is not enough work for me in the machine printing department.	**229.1** PC3 PC4	**Unit 229** **Element 229.2** PC1
		Film had been developed and given to me for the finished preparation of page make-up and masks for four colour separation plates. I followed all the instructions on the work ticket and put the film and the plate in the vacuum frame to expose the image onto the light sensitive plates.		
		When I inspected the finished plates, I noticed that some black marks/blemishes had been transferred onto the plate during the process. The marks were appearing in areas where no marks should be visible.		
		I checked that the film had been prepared properly and that the masks were to specification. The vacuum frame glass was the next piece of equipment to be inspected for particles of dirt. The glass frame did have some particles — so I had to clean the frame with the specified glass cleaning agent.		
		I had to inspect the plate thoroughly with a magnifying glass to find all the marks and use a deletion pen to remove the offending black marks. Once this had been done, the plates were placed through the developer again. When the plates were printed, no black marks were evident on the printed sheets.		

Signed (candidate):   G Sturrock

Date: 05/04/07

Witness testimony

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

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

Witness testimony

SVQ title and level:	Machine Printing — Lithography at level 2
Candidate's name:	G Sturrock
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Element(s):	003.1
Date of evidence:	15/06/07
Name of witness:	Sarah McFarlane
Designation/relationship to candidate:	Manager (Print Room)

Details of testimony:

I, Sarah McFarlane, have observed Gordon Sturrock perform all the tasks as defined in the National Standard Performance Criteria for Machine Printing – Lithography at level 2.

Unit 003.1 — Clean Down Machine

The tasks were performed competently, safely and in the defined time allocated for such duties. All cleaning agents were handled safely with the soiled rags disposed off as per the company procedures under the COSHH Regulations. The machine was isolated corrrectly and safely to allow cleaning operations to be performed. The candidate used the inch button to perform the movement of the press as stipulated in the company procedure. All cleaning operations were checked by the Print Manager and confirmed as acceptable to allow the next production job to commence. All materials were stored correctly, inks placed in their current tin with the lids closed and put back into storage. Blankets and cylinders were inspected for damage, cleanliness etc.

I can confirm the candidate's evidence is authentic and accurate.
Signed by witness: *S McFarlane*   Date: *15/06/07*

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

☐   Holds an A1 or D32/D33 qualification

☑   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 emergency situations, fire evacuation or how to deal with accidents.

You may be able to overcome these by naturally occurring questions, prepared questions or alternatively through simulation.

Guidance and support to candidates

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

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

Judging candidate evidence and making an assessment decision

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

Evidence must:

♦ be relevant to the SVQ

♦ be authentic

♦ show current competence

♦ be sufficient to help you form a decision about the candidate's competence

Insufficient evidence

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

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

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

Authenticating candidates' evidence

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

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

Example

The candidate could not be observed replenishing chemicals in the developer due to the timing of the assessment and observation. It became necessary to seek witness testimonies to authenticate actual completion of all the tasks and performance criteria for this operation. Questioning was carried out after the the assessment on procedural and process operation knowledge — but the actual observation could not be provided. The Print Supervisor provided a testimony to satisfy the assessor that the candidate had indeed completed this task on many occasions safely, competently and to the complete satisfaction of the company.

The witness testimony was signed and validated as authentic.

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.

There are a few SVQs where assessors are strongly recommended to use the nationally-devised recording documents. Should you choose to use your own recording material, this has to be approved by us or by the awarding partner (where this is a requirement). For all other SVQs, you can use your own recording documents so long as they meet with our quality asurance requirements.

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: Machine Printing at level 2
Candidate: Gordon Sturrock

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

Unit Checklist

Mandatory	021	022	003	201	202						
Optional						203	204	206	207	208	104

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
021	Comply With Health & Safety Requirements In the Workplace	A Newman	15/06/07
022	Improve Your Performance at Work	A Newman	15/06/07
003	Contribute to Maintaining Equipment in Working Order	A Newman	15/06/07
201	Prepare Machines for Sheet-Fed Lithographic Printing	A Newman	15/06/07
202	Operate Sheet-Fed Lithographic Machines	A Newman	15/06/07

Optional Units achieved

206	Prepare Inks	A Newman	15/06/07

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: Machine Printing — level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
001.1a	Written Report — List of responsibilities for Health and Safety	YES	JB 09/06/2007
003.1b	Company maintenance schedule for Heidelberg 72 press	YES	JB 09/06/2007
003.2a	Personal report for replacement/rectification of defective part on press	YES	JB 09/06/2007
202.1a	Production job No. 1 4 samples of printed work for specific customer — solids and half tones	YES	JB 09/05/2007
202.2b	Production job No. 2 4 samples of printed work for specific customer — fine line and text	YES	JB 09/06/2007
202.3c	Production job No. 3 4 samples of printed work for specific customer — rough line work	YES	JB 09/05/2007
202.4d	Production job No. 4 4 samples of printed work for specific customer — 2 colour work	YES	JB 09/06/2007
202.5e	Completed assessment for Element 202.1	YES	JB 02/07/2007
202.1f	Signed testimony of compliance from Print manager	YES	JB 02/07/2007
202.1 g	Sample of faults with writen report on corrective actions	YES	JB 02/07/2007
202.1 h	Summary of questions and answers	YES	JB 02/07/2007
201.1a	Signed Pass Sheet for production Job 1	YES	JB 02/07/2007

Completing the Element achievement record

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

♦ entering the evidence index number in the first column

♦ giving a brief description of the evidence in the second

♦ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)

♦ entering the areas of knowledge and understanding the piece of evidence covers

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

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

Element achievement record

Unit: 202 — Operate Sheet-fed Lithographic Machines

Element: 202.1 — Run lithographic Printing Machines

Evidence Index No	Description of Evidence	PCs								Areas of knowledge and understanding											Range		
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	1	2	3
202.1a	Personal report — Job sampling				✓								✓					v					
202.1 b	Testimony of Compliance	✓	✓	✓	✓	✓	✓	✓	✓								✓			✓			
202.1c	Assesment Sheet 1	✓	✓	✓	✓	✓	✓	✓	✓								✓	✓					
201.1d	Work Ticket and job samples for production job no. 1	✓								✓		✓	✓		✓				✓	✓	✓		
202.1e	Assesment Sheet 2	✓	✓	✓	✓	✓	✓	✓	✓					✓			✓						
202.1f	Work Ticket and job samples for production job No. 2	✓								✓			✓		✓							✓	
202.1g	Assesment Sheet 3	✓	✓	✓	✓	✓	✓	✓	✓								✓						
202.1h	Work Ticket and job samples for production job No. 3	✓								✓			✓		✓				✓				✓
202.1i	Assesment Sheet 4	✓	✓	✓	✓	✓	✓	✓	✓				✓										
202.1j	Work Ticket and job samples for production job No. 4	✓								✓			✓		✓		✓			✓			
202.1k	List of Assessor questions										✓		✓				✓						
202.1l	Questions and Answers																✓			✓			
001.3	Risk Assessment															✓							
001.2	Identification of Hazards															✓							
202.1m	QA report																		✓				

Unit: **202 — Operate Sheet-fed Lithographic Printing Machines**

Element: **202.1 — Run Lithographic Printing Machines**

Notes/Comments

The candidate was observed working a Heidelberg 72 4 colour printing press. All the required work was produced satisfactorily to the required company standard and performance. No problems were encountered.

The evidence was collected at the time of printing. Company documentation was provided at a later stage to support the assessment.

The candidate was informed that the assessment had been recorded as successful.

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

Candidate: *G Sturrock*   Date: *01/05/07*

Assessor: *A Newman*   Date: *01/05/07*

Internal Verifier: *Joanna Bryant*   Date: *09/05/07*

5 Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres

Guide to Assessment and Quality Assurance for Colleges of Further Education

Guide to Assessment and Quality Assurance for Employers and Training Providers

Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments

Quality Assurance Principles, Elements and Criteria

Operational Help Centre

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

Appendix 1: Blank recording forms

Unit progress record

Qualification and level:

Candidate:

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

Unit Checklist

Mandatory												
Optional												

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date

Optional Units achieved

Index of evidence

SVQ title and level:

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

Element achievement record

Unit:

Element:

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

Unit:

Element:

Notes/Comments

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

Candidate: Date:

Assessor: Date:

Internal Verifier: Date:

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate: Date of observation:

Evidence index number:

Skills/activities observed:	PCs covered:

Knowledge and understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: Date:

Candidate's signature: Date:

Witness testimony

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

Details of testimony:

I can confirm the candidate's evidence is authentic and accurate.
Signed by witness: Date:

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

☐   Holds an A1 or D32/D33 qualification

☐   Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

Unit:	Element(s):
Evidence index number:	

Circumstances of assessment:

List of questions and candidate's responses:

Assessor's signature:	**Date:**
Candidate's signature:	**Date**