XSQA

Assessor's Guidelines for the SVQ in Fitted Interiors (Construction): Kitchen, Bathroom and Bedroom at level 2

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Fitted Interiors (Construction): Kitchen, Bathroom and Bedroom at level 2**. 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 **component parts**:

♦ Unit title

♦ Unit number

♦ Description of what the Unit is about

♦ Performance Criteria

♦ Scope (range) of performance

♦ Knowledge and understanding related to Performance Criteria

♦ Scope of knowledge and understanding

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

Scope (range) of performance lists the breadth of performance the candidate has to be competent in.

Knowledge and understanding relating to Performance Criteria lists what candidates must know and understand in relation to the performance criteria.

Scope of knowledge and understanding lists the breadth of knowledge and understanding Evidence Requirements in relation to the occupational area being assessed.

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 a supervisor)

♦ **the internal verifier*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg the 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 SVQ's — see SQA's website: **www.sqa.org.uk**.

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), either in their current form or as 'D-Units', 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 SVQ in Fitted Interiors (Construction): Kitchen, Bathroom and Bedroom

The National Occupational Standards for the SVQ in Fitted Interiors (Construction): Kitchen, Bathroom and Bedroom at level 2 have been developed by the Sector Skills Council CITB-ConstructionSkills and are intended for direct labour and contract operatives serving the Fitted Interior sectors.

These people may be working as installers, where they will require skills and knowledge in the installation of fitted kitchens and/or fitted bedrooms and basic plumbing.

The SVQ is 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: further education colleges or centres which have partnerships with contractors.

Structure of the SVQ

This section lists the Units which form the SVQ in Fitted Interiors (Construction): Kitchen, Bathroom and Bedroom at level 2.

SVQ in Fitted Interiors (Construction): Kitchen, Bathroom and Bedroom at level 2

Candidates must complete three mandatory Units plus one optional Unit from each of the optional groups.

Mandatory Units

SQA ref	SSC ref	Title
DX9J 04	VR 01	Conform to General Workplace Safety
DX9H 04	VR 02	Conform to Efficient Work Practices
DY4A 04	VR 03	Move and Handle Resources

Optional Units 1: choose one

F75S 04	VR 121	Install Fitted Furniture: Kitchen Fitter
F7A7 04	VR 121	Install Fitted Furniture: Bathroom Fitter
F75R 04	VR 121	Install Fitted Furniture: Bedroom Fitter

Optional Units 2: choose one

F74P 04	VR 122	Install Basic Plumbing: Kitchen Fitter
F74M 04	VR 122	Install Basic Plumbing: Bathroom Fitter
F74N 04	VR 122	Install Basic Plumbing: Bedroom Fitter

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.)

Unit endorsements for Fitted Interiors level 2

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

Unit No.	Endorsement
VR 121	Kitchen fitter Bathroom fitter Bedroom fitter
VR 122	Kitchen fitter Bathroom fitter Bedroom fitter

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 its review of the SVQ, the Sector Skills Council CITB-Construction Skills has developed an assessment strategy which defines a range of requirements:

♦ the occupational expertise of assessors and verifiers

♦ a definition of simulation

♦ definition of the workplace

♦ information on a model of independent assessment or external quality control

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

Why would people be interested in the SVQ?

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

How do candidates begin?

Choosing the SVQ

You should make sure that candidates get guidance before starting out on an SVQ — they need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ selected. It does not have to be you as the assessor, who carries 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

Tom had worked for many years in the fitted interiors sector as a fitters mate but he did not possess any formal qualifications. He wanted to gain a qualification which would give him national recognition for the skills he has. As Tom has had a lot of experience in fitting kitchens and bedrooms, the training officer in his company advised him to consider an SVQ in Fitted Interiors (Construction): Kitchen, Bathroom and Bedroom at level 2.

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

♦ *Conform to General Workplace Safety*

♦ *Conform to Efficient Work Practices*

♦ *Move and Handle Resources*

♦ *Install Fitted Furniture*

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

Tom also had some experience in relation to one other Unit. However, some planning was required to provide him with the opportunity to demonstrate competence in that area.

The Unit was:

♦ *Install Basic Plumbing*

The training officer arranged for detailed profiling of Tom's present level of knowledge, understanding and skills that are relevant to the above Unit as an integral part of the overall matching process.

Everyone who works with Tom contributed to and agreed a candidate assessment plan.

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. It can be a practical and cost-effective way of assessing your candidate's competence.

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

To help you plan for assessment, we have produced an assessment plan which covers Unit VR 121 *Install Fitted Furniture*. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

Unit: VR 121 Install Fitted Furniture					
Activities	**Performance Criteria**	**Method of assessment/Sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (PCs and range)**
For a remove and install fitted kitchen assessment opportunity: prepare and install kitchen units to contractors working instructions. Possible evidence: ♦ Base units ♦ Wall units ♦ Work surfaces ♦ Basic plumbing	PC 5	Direct observation Questioning	05/04/09	Witness testimony Workplace record	VR 01, PC 2 VR 02, PC 1 VR 03, PC 3
Questioning for knowledge and understanding not apparent from performance to be identified from second review	K15 and K16	Written or oral questioning			

Assessor's signature: *John Anderson*

Candidate's signature: *James Cameron*

Date of agreement: 31/03/09

1st review due: *07/04/09*

2nd review due: *14/04/09*

Date of completion: 25/04/09

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:

♦ familiarity with the work area and equipment, so the candidate feels comfortable with the assessment

♦ resources to be used are readily available

♦ performance and product evidence will be valid and can be authenticated

♦ down time and assessment cost can be reduced

The challenges might be:

♦ short notice cancellation of assessment opportunity due to emergencies, plant failure, or site failing to meet all the award checklist criteria

An example

Candidates conducting installation work will have to consistently demonstrate their compliance with selecting and using the correct Personal Protective Equipment (PPE) at all times over a range of differing occasions and tasks. Compliance can be confirmed by observation as and when such differing situations and tasks 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 questioning the candidate about these differing situations 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 be often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities. For example:

♦ Observing a candidate fitting a cooker hood, it may be appropriate to gain a measure of the candidate's understanding of the purpose and function of differing hood designs by means of questions.

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:

♦ work surface mitres and fixings

♦ base units set in relation to the finished surface level

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.

Question: State the most appropriate fire extinguisher to be used on EACH of the following fires:

    A   natural gas
    B   electrical
    C   solid fuel
    D   inflammable liquid

Answer: A   natural gas — dry powder
    B   electrical — CO_2 or dry powder
    C   solid fuel — water or foam
    D   inflammable liquid — foam or CO_2

Question: Why is it important to liaise with other trades working on-site?
Answer: To avoid hold- ups and delays, confrontation.

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.

An example

The candidate could use a personal statement in VR 02 *Conform to Efficient Work Practices* PC 2 where, for example, an assessor did not witness a naturally-occurring work relationship event that fitted well into a PC requirement for that Unit. A personal statement would give candidates an opportunity to show the breadth, depth and grasp of their 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 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.

An example

In VR 02 *Conform to Efficient Work Practices* PC 1, candidates are required to 'Communicate with others to establish productive work relationships'. A witness testimony produced by the candidate's supervisor or employer would be useful as it could detail the candidate's abilities to communicate with others in a wide range of situations.

Photographic evidence

In construction SVQ's, evidence generated by candidates is often authenticated by the use of photographic evidence. Established best practice is for photographs to be presented in a natural sequence of events with the candidate being visible in the assessment activity. Exact site locations of the activity should be clearly noted in the photographs with dates and a clear description of what aspect of the particular Unit the photographs are linked to.

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.

Within the Fitted Interiors (Construction): Kitchen, Bathroom and Bedroom award, CITB-ConstructionSkills has defined in the range statement, in ***bold italic,*** where simulation alone is allowed. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, see the assessment strategy available on SQA's website: **www.sqa.org.uk**.

Bear in mind that it is only high quality simulation that reflects the reality of the true work environment with all of the attendant constraints and pressures which is acceptable.

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) 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)

♦ oral and/or written 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 and there are also word file downloads of the forms on SQA's website: **www.sqa.org.uk**

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: VR 121 Install Fitted Furniture: Kitchen Fitter
Candidate: James Cameron   **Date of observation:**   11 May 2009
Evidence index number: 14

Skills/activities observed:	PCs covered:
Remove existing and install new fitted kitchen which will allow all the requirements of range statement five in particular to be observed except bonding plastic laminates.	
James arrived on site and discussed with the customer the sequence of work. Wearing all relevant PPE, James collected his tools, equipment and materials required from the van. He then removed the existing kitchen and plumbing after first isolating the services.	PC 2 ranges 1 and 2 PC 3 ranges 1 and 2 PC 1 range 1
Working from drawings, method statements, risk assessments and manufacturers instructions, James assembled the flat pack units required for the kitchen and proceeded to position, level and fix the base units using a 110 volt hammer drill and a battery drill.	PC 5 ranges 1, 2, 3, 5 and 6
James measured, cut and positioned the worktop onto the base units and fixed them with the battery drill. He then marked out the apertures for the sink top and cooker hob and cut them out with a 110 volt jigsaw.	
After fixing the sink top in place with silicone sealant and clips, James connected the hot and cold water and waste pipes and checked for leaks.	PC 4 ranges 3 and 4
James assembled the wall units and positioned and fixed them into position.	PC 6 range 1
The work area was then cleaned and all debris placed in the skip outside. All tools and equipment were securely stored, and the work record was completed by the customer.	

Knowledge and understanding (Performance Criteria) apparent from this observation:
K2, K4, K6, K8, K9, K11, K12, K13, K14, K15a, K16, K17

Knowledge and understanding (Performance Criteria) not apparent during observation:
K1, K3, K5, K7, K10, K15b

Other Units to which this evidence may contribute:
VR 01, VR 02, VR 03, VR 122

Assessor's comments and feedback to candidate:

James, I was particularly pleased to see that you discussed the programme of work with the customer. Time management and safety were a high priority on the day and you demonstrated the skills, attitude and disciplines that would be expected of a responsible kitchen fitter.

I would ask you to obtain a copy of all non-sensitive documentation you made reference to or used today, and place them in the supporting evidence section of your portfolio for evidence cross-referencing purposes.

Assessor-devised question to cover K1, K3, K5, K7, K10 and K15b will be conducted at our next planned event on 15 May 2009.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: _Robert Watson_ **Date:** _11 May 2009_

Candidate's signature: _James Cameron_ **Date:** _11 May 2009_

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 121 Install Fitted Furniture
Evidence index number: 15
Circumstances of assessment: Following an assessment opportunity of direct observation of the candidate working on the fitted kitchen, where knowledge and understanding (Performance Criteria) K1, K3, K5, K7, K10 and K15b were not apparent during observation, the following assessor-devised questions were used.

List of questions and candidate's responses:

Q: State three people to whom any inconsistencies found in information should be reported. (K1, K10)
A: 1   A more experienced person.
2   The foreman/supervisor.
3   The agent/client or customer.

Q: Name two personnel within your organisation you can contact to discuss a technical problem. (K3, K15b)
A: 1   The supervisor.
2   The fitting manager.

Q: State three particulars required when recording an accident. (K5)
A: 1   Name of person injured.
2   Nature of injury.
3   Cause of accident.

Q: Who is responsible for, and what are your company's requirements for the reporting of accidents? (K7)
A: All employees are responsible for the reporting of incidences, near misses or accidents. The name, pay number(s) of person(s) involved, time, place and date, nature of the injury, incident, witnesses and any statements taken should be noted.

Assessor's signature: *Robert Watson*	**Date:** *15 May 2009*

Candidate's signature: *James Cameron*	**Date:** *15 May 2009*

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, PCs covered
10/03/09	3	Fitted kitchen job no 1043. The kitchen above required a large amount of plastics laminating to form the external faces of an island unit; this was a bespoke in-situ unit that could not be made in the workshop. This is a rare occurrence as most if our lamination is produced in the workshop normally.	Witness testimony written by John Bright (Evidence no 6) 1043 Job card documentation (Evidence no 7)	VR 01 PC 3, range 3b, c and d

Signed by candidate: *James Cameron*

Date: *15 March 2009*

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:	Fitted Interiors at level 2
Candidate's name:	James Cameron
Evidence index no:	6
Index no. of other evidence which this testimony relates to (if any):	7
PC and range:	PC 5, range 9 and 12
Date of evidence:	10 March 2009
Name of witness:	Mr John Bright
Designation/relationship to candidate:	Customer

Details of testimony:

The kitchen James fitted for me at my home address required a large amount of plastics laminating to form the external faces of an island unit; this was a bespoke in-situ unit that could not be made in the workshop. James completed the unit exactly to the specification I had agreed with the sales team within the agreed time.

21 Thistle Road
Anytown

I can confirm the candidate's evidence is authentic and accurate.

Signed by witness: J I Bright   **Date:** 13 March 2009

Witness (please tick the appropriate box):

☐   holds D32/D33 Award

☑   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 in, for example, *Move and Handle Resources* Range 1b 'Safe use and storage of lifting aids and equipment'. This section is not coded in ***italic bold***. It is an area that cannot be simulated. However, you may be able to overcome this by using previous work records, witness testimonies and use of professional discussion.

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.

An example

Where an assessor is not available to observe a candidate producing evidence at first hand, there must be a well-understood procedure in place to authenticate the candidate's work. For example, a candidate may have recognised during kitchen fitting an ideal opportunity to gain evidence of hard to come by or rarely occurring events. It is most likely that the use of a personal statement, witness testimony, photographs and candidate questioning would be the main methods used to establish authenticity.

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.

An SQA document, *Candidate Guidance and Portfolio*, specific to the SVQ in Fitted Interiors (Construction): Kitchen, Bathroom and Bedroom level 2 is available. This publication contains much of the control and recording documentation for use by both the assessor and candidate and collectively they have the potential to form the basis for the production of a well-ordered candidate portfolio of evidence.

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 Unit 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: SVQ in Fitted Interiors (Construction): Kitchen Bathroom and Bedroom at level 2

Candidate: James Cameron

To achieve the whole qualification, you must prove competence in three **mandatory** Units plus **one optional Unit from each of the optional groups.**

Unit Checklist

Mandatory	VR 01	VR 02	VR 03						
Optional	VR121	VR122							

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
VR 01	Conform to General Workplace Safety	*R Watson*	12 February 2009
VR 02	Conform to Efficient Work Practices	*R Watson*	15 August 2009
VR 03	Move and Handle Resources		

Optional Units achieved

VR121	Install Fitted Furniture: Kitchen Fitter		
VR121	Install Fitted Furniture: Bathroom Fitter		
VR121	Install Fitted Furniture: Bedroom Fitter		
VR122	Install Basic Plumbing: Kitchen Fitter		
VR122	Install Basic Plumbing: Bathroom Fitter		
VR122	Install Basic Plumbing: Bedroom Fitter		

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: Fitted Interiors (Construction): Kitchen, Bathroom and Bedroom at level 2
Unit: VR 122 Install Basic Plumbing

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
39	Observation checklist for PCs 1, 2, 3, 4 and 5 Ranges 1, 2, 3a and c, 4a, 5a, c and d	Yes	SR 10/04/09
42	Witness testimony for PC 5 and ranges 5b and e	Yes	SR 11/04/09
17	Written knowledge questions and candidate responses	Yes	SR 11/04/09

Completing the Unit 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 Unit. 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 across different Units) the evidence should be cross-referenced back to the relevant Units.

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

Unit achievement record

Unit: VR 01 Conform to General Workplace Safety

Evidence Index No.	Description of Evidence	Performance Criteria				Range				Knowledge and Understanding (Performance Criteria)							Knowledge and Understanding (Range)						
		1	2	3	4	1	2	3	4	K1	K2	K3	K4	K5	K6	K7	K1	K2	K3	K4	K5	K6	K7
7	Performance observation	✓	✓			✓	✓			✓	✓												
15	Performance observation			✓				✓														✓		
16	Performance observation (simulated)				✓	✓	✓	✓	✓	✓	✓				✓	✓							
18	Assessor-devised knowledge Oral questions/responses									✓		✓	✓	✓	✓								
22	Written knowledge Questions/responses																✓	✓	✓	✓	✓		
38	Witness testimony			✓	✓									✓		✓							

Unit: VR 121 Install Fitted Furniture

Notes/Comments

Performance evidence was gathered from four different sites, where several differing fitting activities took place over a period of time. The candidate had to deal with differing types of units and designs, three of these occasions being observed and recorded by an assessor and the fourth event being presented as a witness statement, all the associated range and knowledge requirements having been met.

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

Candidate: *James Cameron*   Date: *09/05/09*

Assessor: *Robert Watson*   Date: *09/05/09*

Internal Verifier: *Steven Roberts*   Date: *11/05/09*

5   Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQ's. 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	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						Range												

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 A1/A2 Units or D32/D33 Award

☐   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: