Assessor's Guidelines for the SVQ2 Demolition (Construction) SCQF level 5

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ2 Demolition (Construction) SCQF level 5**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

Introduction

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

About SVQs and the SCQF

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

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

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

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

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

Explanation of levels

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

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

How are standards defined in SVQs?

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

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

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

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

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

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

Who is involved in SVQs?

There are several roles:

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

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

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

The steps involved in assessing a candidate for an SVQ

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

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

1 The SVQ2 Demolition (Construction) SCQF level 5

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

These people may be working within the demolition sector. They will require skills and knowledge in, among other things, practical ability, health and safety, interpreting information and working to timescales.

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

Structure of the SVQs

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

SVQ2 Demolition (Construction): Demolition SCQF level 5 (GF5C 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
FW0J 04	5	5	VR 642	Conform to Productive Work Practices
FN2V 04	5	5	VR 643	Move, Handle or Store Resources
H1NW 04	5	15	VR 154	Remove and Segregate Components Prior to Demolition
H1NX 04	5	18	VR 155	Demolish/Dismantle Masonry and Concrete Structures
H1NY 04	5	18	VR 156	Demolish/Dismantle Roofs and Cladding
H1P0 04	5	16	VR 157	Demolish/Dismantle Timber-framed Structures
H1P1 04	5	16	VR 158	Demolish/Dismantle Steel-framed Structures

Additional Units (not compulsory)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DY04 04	5	11	VR 250	Erect and Dismantle Access/Working Platforms
DY6K 04	5	7	VR 400	Operate Specialised Powered Tools and Equipment
F00Y 04	5	8	VR 402	Slinging and Signalling the Movement of Loads

SVQ2 Demolition (Construction): Plant SCQF level 5 (GF5D 22)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
FW0J 04	5	5	VR 642	Conform to Productive Work Practices
FN2V 04	5	5	VR 643	Move, Handle or Store Resources
H1PL 04	5	8	VR 299	Plant or Machinery Operator Maintenance

Optional Units (one Unit required)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H1R6 04	5	50	VR 385	Operate Plant or Machinery to Demolish: Demolition Plant with Reach up to 15m
H1R7 04	5	50	VR 385	Operate Plant or Machinery to Demolish: Demolition Plant with Reach up to 30m
H1R8 04	5	50	VR 385	Operate Plant or Machinery to Demolish: Demolition Plant with Reach above 30m
H1R9 04	5	50	VR 385	Operate Plant or Machinery to Demolish: Remote and/or Pedestrian Control Operation
F73J 04	5	50	VR 385	Operate Plant or Machinery to Demolish: Demolition Crawler Crane
H1RA 04	5	50	VR 385	Operate Plant or Machinery to Demolish: Demolition Skid Steer
FY3M 04	5	37	VR 388	Operate Plant or Machinery to Extract: Demolition Wheeled Loading Shovel
FY3N 04	5	37	VR 388	Operate Plant or Machinery to Extract: Demolition Tracked Loading Shovel
FY3W 04	5	37	VR 388	Operate Plant or Machinery to Extract: Demolition Excavator 360° Below 10 Tonne Tracked

FY3X 04	5	37	VR 388	Operate Plant or Machinery to Extract: Demolition Excavator 360° Below 10 Tonne Wheeled
FY3Y 04	5	37	VR 388	Operate Plant or Machinery to Extract: Demolition Excavator 360° Above 10 Tonne Tracked
FY40 04	5	37	VR 388	Operate Plant or Machinery to Extract: Demolition Excavator 360° Above 10 Tonne Wheeled
F733 04	5	37	VR 388	Operate Plant or Machinery to Extract: Demolition Plant Materials Processing
F731 04	5	37	VR 388	Operate Plant or Machinery to Extract: Demolition Skid Steer Loader

Additional Units (not compulsory)

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FW1V 04	5	44	VR 387	Operate Plant or Machinery to Lift and Transfer Loads
H1RB 04	5	37	VR 390	Operate Plant or Machinery to Construct and Form
FW1X 04	5	29	VR 391	Operate Plant or Machinery to Receive and Transport Loads
FW1M 04	5	12	VR 392	Operate Plant or Machinery for Accessing
H1RD 04	5	15	VR 395	Operate Plant or Machinery to Process
F00Y 04	5	8	VR 402	Slinging and Signalling the Movement of Loads
H1RE 04	5	36	VR 404	Erect and Dismantle Plant (Cranes and Rigs)

Note — Where industry requests, qualifications can, where applicable, be endorsed to show the option route and the type of resources and/or activities that relate to the Unit. (See the following page for specific Unit endorsements, as applicable to the individual route.) Units VR 385 and 388 have been endorsed.

Unit endorsements for SVQ2 Demolition (Construction)

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

Unit No.	Endorsement
VR 156	Asbestos cement products Composite panels
VR 250	Own area of work (ie Demolition) Plus two or more of the following: Ladders/crawler boards Step ladders/platform steps Proprietary towers Trestle platforms Mobile scaffold towers Proprietary staging/podiums
VR 299	Own area of work (ie Demolition)
VR 385	Demolition plant with reach up to 15m Demolition plant with reach up to 30m Demolition plant with reach above 30m Remote and/or pedestrian control operation Demolition crawler/crane Demolition skid steer
VR 387	Skip handler Lorry loader Industrial counterbalanced fork lift Reach truck Rough terrain fork lift/masted truck Telescopic handler
VR 388	Demolition wheeled loading shovel Demolition tracked loading shovel Demolition excavator 360° below 10 tonne tracked Demolition excavator 360° below 10 tonne wheeled Demolition excavator 360° above 10 tonne tracked Demolition excavator 360° above 10 tonne wheeled Demolition plant materials processing Demolition skid steer loader
VR 390	Crawler/tractor dozer
VR 391	Dump truck – articulated chassis Skip handler Forward tipping dumper – wheeled Dump truck – rigid chassis Forward tipping dumper – tracked
VR 392	MEWP boom — vehicle mounted MEWP boom — self-propelled MEWP scissor
VR 395	Crusher Screener

Unit No.	Endorsement
VR 400	Generators Pumps Pedestrian operated plant or machines Mixers Compressors Self powered tools
VR 402	Own area of work (ie Demolition plant)
VR 404	Demolition rig Mobile crane Overhead crane

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 SVQs, the standards-setting body ConstructionSkills has developed an Assessment Strategy which defines a range of requirements:

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

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

Why would people be interested in the SVQ?

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

How do candidates begin?

Choosing the SVQ

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

New entrant

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

Example

James left school and was deciding which career to follow. He had taken qualifications at school and studied the Scottish Progression Awards in Construction. Therefore, James felt he would be suited to hands-on type of role. With this in mind, he contacted ConstructionSkills and completed an application form. James was invited to sit the ConstructionSkills learning exercise which he passed at a level suitable for him to pursue a career in demolition. After contacting some local companies James managed to secure a Modern Apprenticeship. He worked with this company gaining relevant training, experience and assessment on site and also attended off the job training at the local training school. During his four year apprenticeship James also sat and passed his health and safety test, which allowed him to successfully complete his SVQ2 Demolition (Construction).

Experienced worker route

This route is available to candidates who have been employed as a labourer for several years, but hold no formal qualifications giving them national recognition for their existing skills.

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

Where candidates are unable to generate sufficient evidence to meet the requirements of the Units, some planning would be required in order to provide the candidate with the opportunity to demonstrate competence in these areas.

All these arrangements would be agreed by everyone involved and written up into an assessment plan for the candidate.

Example

Angus had served his apprenticeship with a small company but had not had the opportunity to attend college to gain certification for his training. He had a vast knowledge of his trade, and many years practical experience, but no formal qualifications. To enable Angus to apply for work on more sites, he had to have a Construction Operative Registration Card which was only issued on proof of relevant qualifications such as SVQs. To enable him to be eligible for a card he enrolled for the SVQ2 Demolition (Construction) SCQF level 5 with a local training provider. The training provider allocated an assessor to Angus, who completed a skills match against the Units to see what expertise Angus already had and to identify any training needs. As a result of this, an assessment plan was drawn up for Angus and agreed by all the parties involved.

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

After gathering sufficient evidence for all the Units required in the award structure, Angus could expect to be awarded the SVQ2 Demolition (Construction) SCQF level 5.

2 Preparing to assess the SVQ

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

Your role and your candidate's role

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

Your role

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

Candidates' role

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

Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers Unit VR 643 *Move, Handle or Store Resources.*

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

Assessment plan

Units	VR 643 Move, Handle or Store Resources				
Activities	**Performance Criteria (PC)**	**Method of assessment/ sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units (PC and range)**
♦ Comply with the given information relating to the work and resources. ♦ Comply with the given, relevant legislation and official guidance to carry out your work and maintain safe work practices. ♦ Select the required quantity and quality of resources for the methods of work. ♦ Prevent damage to the resources and surrounding area. ♦ Comply with the given resource information to carry out the work efficiently to the required guidance. ♦ Complete the time within the allocated time, in accordance with the work programme.	PC 1 PC 2 PC 3 PC 4 PC 5	Observation, witness testimony, product evidence and questions	18/09/12	Witness testimony	VR 155, VR 156, VR 157, VR 158

Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review					

Assessor's signature   Robert Watson

1st review due   22/02/12

Candidate's signature   James Cameron

2nd review due   22/02/12

Date of agreement   07/01/12

Date of completion   tbc

Selecting methods of assessment

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

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

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

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

The benefits might be:

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

The challenges might be:

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

Example

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

Methods of assessment

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

Observation

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

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

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

♦ observation of candidate producing product evidence, eg demolishing stud partitions supplemented by questions regarding terminology and regulations
♦ observation of candidate taking instructions, interpreting information, working as part of a team
♦ direct observation of candidate preparing the work area and storing of tools and equipment on completion to cover as many Units and PC as possible

Product evidence

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

♦ written evidence in the form of an assessment
♦ authenticated photographic evidence
♦ report

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

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

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

Q State the most appropriate fire extinguisher to be used on **each** of the following fires:

    A   natural gas
    B   electrical
    C   solid fuel
    D   flammable liquid

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

Q Why is it important to liaise with other trades working on-site?

A To avoid hold-ups, delays and 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.

Example

The candidate could use a personal statement in Unit VR 154 *Remove and Segregate Components Prior to Demolition*. You may not have been able to observe the candidate meeting all the Performance Criteria for demolition. The personal statement would allow the candidate to explain the process and procedures as well as demonstrating their grasp of knowledge and understanding.

Witness testimony

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

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

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

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

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

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

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

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

Simulation

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

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

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

For more details on simulation and what constitutes performance in the workplace, look at the Assessment Strategy on SQA's website: **www.sqa.org.uk**.

Other sources of evidence

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

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

3 Generating evidence

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

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

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

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

Observation

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

Observation record

Unit/Element(s)   VR 154 Remove and Segregate Components Prior to Demolition

Candidate   James Cameron

Evidence index number 02

Date of observation   10/02/12

Skills/activities observed	Performance Criteria covered
Removing sanitary and plumbing materials: This will allow for all the range requirements of scope/range statements 7, 8, and 9 in particular to be observed.	
James arrived on site and signed the site register. Wearing all relevant PPE he demonstrated good organisational skills in preparing the work area and gathering tools and equipment required for removing the items to be salvaged.	PC 2 range 2.1, 2.2 PC 3 range 3.1 PC 4 ranges 4 and 5
Using the method statement and the specification, appropriate checks were carried out prior to removal and in regard to position, storage and security of the salvaged sanitary and plumbing materials.	PC 1 range 1
Salvageable items removed (disconnected and dismantled) in this observation were; sanitary ware, glass, metal and bricks. All tools were checked before and after use and were used safely.	PC 5 ranges 7, 8 and 9.5 PC 2 range 2
Throughout the observation, James displayed an awareness of all other trades in the area. He kept his working area clear and disposed of all waste in the appropriate skip.	PC 4 ranges 5 and 6 PC 2 range 2.5 PC 6 range 10
On completion of the task James informed the site agent of the progress made and completed his daily work sheet.	PC 6 range 10
James met all relevant legal requirements in terms of health and safety and codes of practice for demolition occupations.	

Knowledge and Understanding apparent from this observation

K1, K2, K4, K5 ,K8, K9, K11, K16

Knowledge and understanding (performance criteria) not apparent from observation:

K3, K6, K7, K12

Other Units/Elements to which this evidence may contribute

VR 641, VR 642, VR 643

Assessor's comments and feedback to candidate

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

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

Knowledge questions to cover K5, K10, K13, K14, K17 will be conducted at our next planned event.

 I can confirm the candidate's performance was satisfactory.

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

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

Questions and candidate responses

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

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

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

Record of questions and candidate's answers

Unit	VR 154 Remove and Segregate Components Prior to Demolition
Element(s)	2
Evidence index number	03
Circumstances of assessment	

Following observation the following questions were asked to cover the knowledge and understanding not confirmed by the observation.

List of questions and candidate's responses	
Q	What action would you take if a fire occurred on site?
A	Raise the alarm and make my way to the muster point.
Q	State the most appropriate fire extinguisher to be used on **each** of the following fires: A natural gas B electrical C solid fuel D flammable liquid
A	A natural gas — dry powder B electrical — CO_2 or dry powder C solid fuel — water or foam D iflammable liquid — foam or CO_2
Q	Where would you find details of any risk/hazards about a job you are to undertake?
A	Risk assessment.
Q	If a problem arose what would you do?
A	If I couldn't overcome it myself I would report it.

Assessor's signature _Robert Watson_   **Date** _11/02/12_

Candidate's signature _James Cameron_   **Date** _11/02/12_

Candidate's personal statement

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

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
08/03/12	05	I arrived on site and signed the site register. Wearing all relevant PPE required I prepared the work area, tools and equipment required for removing the fittings to be salvaged. Using the method statement and the specification, I checked where to position and store the salvaged sanitary and plumbing materials and also checked the security. I was aware of all other trades in the area and I kept the working area clear. I disposed of all waste in the appropriate skips. On completion of the work I informed the site agent on the progress made and completed my daily work sheet. I worked to all relevant legal requirements in terms of health and safety and codes of practice for demolition.	Witness testimony (Evidence no 09)	VR 154, PC 1, PC 2, PC 3, PC 4, PC 5, PC 6.

Candidate's signature _James Cameron_   **Date** _08/03/12_

Witness testimony

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

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

Witness testimony

SVQ title and level	SVQ2 Demolition (Construction) SCQF level 5
Candidate's name	James Cameron
Evidence index no	09
Index no of other evidence which this testimony relates to (if any)	05
Element(s)	1, 2, 3, 4, 5, 6
Date of evidence	08/03/12
Name of witness	Mr Gordon
Designation/relationship to candidate	Site agent

Details of testimony

James arrived on site and signed the site register. He was wearing all relevant PPE. James demonstrated good organisational skills in preparing the work area and gathering tools and equipment required for removing the items to be salvaged.

Using the method statement and the specification, he made appropriate checks in regard to position, storage and security of the salvaged sanitary and plumbing materials.

He kept his working area clear and disposed of all waste in the appropriate skip.

On completion of his work James discussed the progress made and then completed his daily work sheet.

James met all relevant legal requirements in terms of health and safety and codes of practice for demolition occupations.

Contact 07123 456789

I can confirm the candidate's performance was satisfactory.

Witness's signature *Archie Gordon*   **Date** *08/03/12*

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

☐ Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications

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

Filling the gaps

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

It may be necessary, in extreme cases, to find another organisation which can provide the relevant experience for candidates to generate the required evidence.

Guidance and support to candidates

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

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

Judging candidate evidence and making an assessment decision

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

Evidence must:

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

Insufficient evidence

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

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

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

Authenticating candidates' evidence

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

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

Example

Authentication will be required when a candidate has produced a piece of evidence that could appear to have been produced by anyone. For example, a candidate may have demolished a stud partition. It may require the use of a personal statement, candidate questioning, witness testimony or photographic evidence to confirm that the work is genuinely the candidates own.

4 Recording achievement

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

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

An SQA document, *Candidate Guidance and Portfolio*, specific to the SVQ2 in Demolition 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 Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

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

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

Unit progress record

Qualification and level   SVQ2 Demolition (Construction): Demolition SCQF level 5

Candidate   James Cameron

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

Unit checklist

Mandatory	VR 641	VR 642	VR 643	VR 154	VR 155	VR 156	VR 157	VR 158
Additional	VR 250	VR 400	VR 402					

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
VR 641	Conform to General Workplace Health, Safety and welfare	*Robert Watson*	*16/05/12*
VR 642	Conform to Productive Work Practices		
VR 643	Move, Handle or Store Resources		
VR 154	Remove and Segregate Components Prior to Demolition	*Robert Watson*	*16/05/12*
VR 155	Demolish/Dismantle Masonry and Concrete Structures		
VR 156	Demolish/Dismantle Roofs and Cladding		
VR 157	Demolish/Dismantle Timber-framed Structures		
VR 158	Demolish/Dismantle Steel-framed Structures		

Additional Units achieved

Unit number	Title	Assessor's signature	Date
VR 250	Erect and Dismantle Access/Working Platforms		
VR 400	Operate Specialised Powered Tools and Equipment		
VR 402	Slinging and Signalling the Movement of Loads		

Using the index of evidence

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

The index of evidence should be completed by entering:

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

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

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

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

Index of evidence

SVQ title and level	SVQ2 Demolition (Construction): Demolition SCQF level 5

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
01	Observation	Yes	AG 11/08/12
03	Oral questions	Yes	
05	Personal statement	Yes	
09	Witness testimony	Yes	

Completing the Element achievement record

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

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

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

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

Element achievement record

Unit   VR 641 Conform to General Workplace Health, Safety and Welfare

Evidence Index No.	Description of Evidence	Performance Criteria				Range/Scope relating to Performance Criteria					
		1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**5**	**6**
7	Performance observation	✓	✓				✓	✓			
15	Performance observation				✓			✓		✓	
16	Performance observation (simulated)			✓		✓	✓	✓	✓		
18	Oral questions/ responses										
22	Written knowledge questions/responses										
38	Witness testimony			✓	✓						✓

Unit   VR 641 Conform to General Workplace Health, Safety and Welfare

Evidence Index No.	Description of Evidence	Knowledge and Understanding												Range/Scope relating to Knowledge and Understanding							
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	1	2	3	4	5	6	7	8
7	Performance observation		✓												✓	✓			✓		✓
15	Performance observation								✓	✓							✓			✓	
16	Performance observation (simulated)	✓	✓				✓	✓			✓			✓				✓		✓	
18	Oral questions/ responses		✓		✓	✓	✓	✓			✓			✓				✓			
22	Written knowledge Questions/responses	✓		✓																	
38	Witness testimony											✓	✓			✓	✓				

Notes/comments

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

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

Candidate's signature _James Cameron_   **Date** _12/07/12_

Assessor's signature _Robet Watson_   **Date** _12/07/12_

Internal verifier's signature _Alan Green_   **Date** _11/08/12_

5 Further information

What else should I read?

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

Assessor/Verifier Units: assessment guidance

External Verification: A Guide for Centres

Guide to Assessment

Introduction to Assessment Arrangements for Schools and Colleges

SQA's Quality Framework: a guide for centres

Operational Help Centre

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

Appendix 1: Blank recording forms

Unit progress record

Qualification and level _____

Candidate _____

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

Unit checklist

Mandatory							
Optional							

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

Optional Units achieved

Unit number	Title	Assessor's signature	Date

Index of evidence

SVQ title and level	

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

Element achievement record

Unit

Evidence Index No.	Description of Evidence	Performance Criteria				Range/Scope relating to Performance Criteria					
		1	2	3	4	1	2	3	4	5	6

Unit

Evidence Index No.	Description of Evidence	Knowledge and Understanding												Range/Scope relating to Knowledge and Understanding							
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	1	2	3	4	5	6	7	8

Unit

<div style="border:1px solid">

Notes/comments

</div>

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

Candidate's signature _____   **Date** _____

Assessor's signature _____   **Date** _____

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

Assessment plan

Units	
Elements	

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

Assessor's signature		**1st review due**	
Candidate's signature		**2nd review due**	
Date of agreement		**Date of completion**	

Personal statement

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

Candidate's signature _____ **Date** _____

Observation record

Unit/Element(s) _____

Candidate _____

Evidence index number _____

Date of observation _____

Skills/activities observed	Performance Criteria covered

Knowledge and Understanding apparent from this observation

Other Units/Elements to which this evidence may contribute

Assessor's comments and feedback to candidate

I can confirm the candidate's performance was satisfactory.

Assessor's signature _____   **Date** _____

Candidate's signature _____   **Date** _____

Witness testimony

SVQ title and level	54
Candidate's name	
Evidence index no	
Index no of other evidence which this testimony relates to (if any)	
Element(s)	
Date of evidence	
Name of witness	
Designation/relationship to candidate	

Details of testimony

I can confirm the candidate's performance was satisfactory.

Witness signature _____ **Date** _____

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

☐ Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications

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

Record of questions and candidate's answers

Unit	55
Element(s)	
Evidence index number	

Circumstances of assessment

List of questions and candidate's responses
Q
A
Q
A
Q
A
Q
A
Q
A

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____