



Qualification Verification Criteria: Guidance for Centres

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Change log: January 2019

The former publication *Guide to Qualifications Verification for Centres 2015–18* has been split into two separate publications.

The former Part A is now a separate publication: *Qualifications Verification Process: Guidance for Centres*.

The former Part B has become this publication: *Qualifications Verification Criteria: Guidance for Centres*.

This guidance relates to the following SQA qualifications:

- ◆ Higher National Certificates and Diplomas (HNC/HND)*
- ◆ SQA Advanced Certificates and Diplomas (ACD)
- ◆ National Qualifications (other than new National Qualifications)
- ◆ Scottish Vocational Qualifications (SVQ)
- ◆ Qualifications and Credit Framework (QCF) Units
- ◆ Customised Awards (CA)
- ◆ Professional Development Awards (PDA)
- ◆ International Vocational Awards (IVA)

*Higher National Certificates and Diplomas are delivered by SQA centres in Scotland only — the equivalent qualifications delivered in markets outside of Scotland are SQA Advanced Certificates and Diplomas.

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Qualification verification criteria

<p>Category 2: Resources</p> <p>The centre procedures for managing resources must be documented, implemented and monitored to meet SQA requirements.</p>	
Criterion 2.1	Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.
Awarding body requirements	<p>Assessors and internal verifiers must have occupational experience, understanding and any necessary qualifications — as specified in the SQA requirements for the qualification. The requirements may be stated in, for example, the assessment strategy, unit specification, operational handbook, arrangements document or group award strategy document.</p> <p>Assessors and verifiers of regulated qualifications must achieve a relevant assessor/verifier qualification within 18 months of starting to practise, where no alternative timescale is stated in an assessment strategy.</p> <p>Assessors and internal verifiers for regulated qualifications must undertake relevant continuing professional development activities, and keep records of this.</p>
Impact rating	High
Rationale for criterion inclusion	To ensure the validity and integrity of the qualifications offered by SQA, it is important that assessors/internal verifiers have the appropriate qualifications and occupational competence in relation to the qualifications they are assessing/verifying.
Support information	
Guidance on evidencing the criterion	<p>If there are no specific assessor verifier occupational/subject experience/CPD stipulated in awarding/regulatory body documents, this criterion will be marked ‘Not Verified’ (NV) in the qualification verifier’s (QV) report.</p> <p>For regulated qualifications (S/NVQs and RQF Units), assessors and verifiers are not required to re-qualify if they already have relevant qualifications such as D32/33/A1/A2 Units/TQFE or D34/V1.</p>

	<p>All assessors/verifiers of regulated qualifications should, however, show they are ‘working in line’ with current national standards in assessment/verification. Refer to ‘Additional sources of information’ below for the guidance note from SQA Accreditation. Centres can use SQA’s CPD Toolkit (optional) to help show assessors/verifiers are ‘working in line’. Refer to additional sources of information.</p> <p>RQF assessors/verifiers can either hold or work towards a nationally recognised assessor/verifier qualification. This is not a mandatory requirement unless specified in an RQF unit specification. Alternatively, competence in assessment or internal verification can be demonstrated by:</p> <ul style="list-style-type: none"> ◆ holding other qualifications that include relevant and sufficient assessment or verification components, or/and ◆ providing evidence of having successfully practised as an assessor and/or verifier of awarding organisation qualifications <p>Customised Awards: There are a number of options open to assessors/verifiers of these awards. For more information, refer to SQA’s Customised Awards Services.</p> <p>This SQA quality assurance criterion will also be covered during qualifications verification, where policies and procedures will be checked.</p>
<p>Examples of evidence</p>	<p>Where a qualification requirement, records of relevant occupational/subject experience, CPD records and copies of qualification certificates.</p>
<p>Additional sources of information</p>	<ul style="list-style-type: none"> ◆ More information about working in line with the current assessor/verifier standards can be accessed from SQA’s Accreditation Statement on <i>Assessor and Verifier Competence</i>. ◆ Sector assessment strategies can be found by SVQ group on SQA’s website.

Criterion 2.4	There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.
Awarding body requirements	Initial reviews must take place before the assessment of a qualification(s) begins to ensure all of the appropriate resources are in place. Ongoing reviews of resources are required thereafter to ensure resources continue to meet qualification requirements.
Impact rating	High
Rationale for criterion inclusion	Reviews are firstly important in ensuring resources appropriately meet qualification requirements. On a second level, reviews can aid quality improvement.
Support information	
Guidance on evidencing the criterion	<p>The scheduling and carrying out of reviews is part of a centre's procedures, ensuring resources are checked ahead of assessment and reflected upon at appropriate points thereafter for quality improvement purposes.</p> <p>Centres will differ in terms of how and when they schedule reviews. This may happen every time a new cohort of candidates commence and/or complete a specific programme. For roll-on/off programmes, where individual candidate enrolment and certification is continuous, the review may be scheduled to happen, for example, annually.</p> <p>Reviews of resources will also be triggered by:</p> <ul style="list-style-type: none"> ◆ changes to the qualifications being offered where resources will be required to support the introduction of new or revised units/awards ◆ feedback highlighting the need for updating resources, which may come from internal comments or reviews/IV or external quality assurance visits <p>Qualifications verifiers will look at the procedures and mechanisms for managing reviews, encompassing the type of arrangements described above. This will be checked under a separate criterion (2.3). It is the qualification verifier's role to look at the evidence of systematic review taking place.</p> <p>As part of the review process, centres should ensure that all candidates undertaking an SQA qualification have equal access to available resources across all assessment sites.</p>

<p>Examples of evidence</p>	<p>Pre-delivery/assessment checks, course/programme reviews, action logs, minutes of meetings with review as a discussion item.</p> <p>Site checklists, or equivalent documents, may be considered as evidence of initial and ongoing reviews of assessment sites not owned or managed by the centre.</p> <p>Evidence of initial and ongoing reviews, which could include planned/scheduled reviews.</p>
<p>Additional sources of information</p>	<ul style="list-style-type: none"> ◆ Review is mentioned in the first and third phases of the ‘three phases of internal verification’ in Qualifications Verification process found on the SQA website . ◆ SQA’s IV Toolkit can be found within the quality assurance documents on SQA’s website.

Category 3: Candidate support Candidates are supported and guided through the qualifications for which they are entered.	
Criterion 3.2	Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.
Awarding body requirements	In terms of prior achievement, candidates must meet any entry requirements set by the awarding body or the approved centre and, where applicable, be in a position to be assessed in accordance with the relevant assessment strategy, unit specification, operational handbook, arrangements document/group award strategy document.
Impact rating	Medium
Rationale for criterion inclusion	Identifying development needs and prior achievement helps ensure a more targeted approach is taken in helping candidates achieve their qualifications.
Support information	
Guidance on evidencing the criterion	<p>This criterion relates to identifying the prior achievements and development needs of candidates before or at the start of their units/qualification.</p> <p>The identification of prior achievement helps ensure candidates satisfy any qualification entry requirements and helps determine whether or not any previously gained skills and/or knowledge can provide valid evidence towards the assessment of the units/awards the candidate wishes to achieve.</p> <p>It is also important to identify candidates' development needs in relation to the units/awards they wish to achieve to help put in place arrangements for development ahead of assessment.</p> <p>It may be that the results of this identification process will range from 'no/very little development' required to 'significant development' required. 'No/very little development' can be appropriate for example where SVQ candidates have enough experience and competence to go straight to assessment for the majority or all of the units for which they are enrolled.</p> <p>In the case of taught programmes, such as those associated with HN and NQ units/awards and qualifications (this can also apply to some VQ programmes) the general development</p>

	<p>needs of candidates are usually matched against the unit/award requirements at the programme/course design stage, and then factored into the learning, teaching and assessment plans and progress reviews.</p> <p>Centres are advised to document the identification and addressing of needs.</p>
Examples of evidence	<p>SVQs — Personal development plans, action plans, (development section of assessment plans).</p> <p>HNs/NQs — Learning, teaching and assessment plans, individual learning plans, progress reviews.</p>
Additional sources of information	<ul style="list-style-type: none"> ◆ SQA's Guide to Assessment provides more information on formative assessment which is related to candidate development needs.

Criterion 3.3	Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.
Awarding body requirements	None in addition to the wording of the criterion.
Impact rating	Medium
Rationale for criterion inclusion	It is important that assessors maintain regular contact with candidates throughout the life of their qualification so that progression can be monitored and timely information and effective support provided.
Support information	
Guidance on verifying the criterion	<p>Centres may use other terms for assessment plans such as assessment schedules or learning teaching and assessment plans.</p> <p>Maintaining contact is a key assessor responsibility, the purpose being to review candidate progress and achievement in relation to where they are within the assessment process.</p> <p>Effective contact should provide the necessary opportunities to help candidates understand the evidence required for assessments including advice/support on the gathering and/or production of assessment evidence.</p> <p>Contact should allow for assessment plans to be adjusted/revise in order to ensure that the next stages in assessment remain clear.</p> <p>This process could be in relation to outcomes/units/evidence or/and in relation to the overall qualification.</p>
Examples of evidence	Any relevant documentation that shows progress reviews have taken place such as assessment plans, assessment schedules, learning, teaching and assessment plans, progress reviews, contact logs, action plans..
Additional sources of information	<ul style="list-style-type: none"> ◆ Review is linked with the updating of assessment plans, which is an integral part of the assessor's role as defined in the Assessment Standard (9), given in the National Occupational Standards for Learning and Development.

Category 4: Internal assessment and verification

The centre's internal assessment and verification procedures must be documented, implemented and monitored to meet qualification and SQA requirements.

Criterion 4.2	Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.
Awarding body requirements	None in addition to the wording of the criterion.
Impact rating	Medium
Rationale for criterion inclusion	This criterion is about assessors and verifiers applying their centre's assessment and verification procedures consistently, in full and effectively.
Support information	
Guidance on evidencing the criterion	<p>The qualification verifier will sample a range of assessment practice in relation to documented assessment procedures to measure consistency.</p> <p>The term 'assessment procedure' covers the assessment cycle and generally includes assessment planning/scheduling, judging evidence, reference/mapping, re-assessment, recording assessment decisions, giving feedback, and review.</p> <p>Clear referencing/mapping is necessary in order to make evidence trackable — otherwise, it can be difficult for the qualification verifier to ascertain how assessment judgements have been reached.</p> <p>The term 'verification procedure' generally includes planning, sampling, making verification decisions, review.</p> <p>These procedures are included in National Occupational Standards — all assessors/verifiers of regulated qualifications should practise in line with those standards. Refer to 'Additional sources of evidence' below..</p> <p>Centres are required to document their assessment and verification policies and procedures. Qualifications verifiers will look at these written policies and procedures and whether they meet SQA requirements.</p>

	<p>The role of the qualification verifier is to focus on the centre's implementation of these policies/procedures. However, if the qualification verifier identifies any concerns about the content of a centre's assessment/ IV policies or procedures, they will flag this up in their report so that the issue can be referred to a qualifications verifier to follow-up.</p> <p>There are some assessment procedures that are specific to particular qualifications. They are covered under 'Conditions of assessment' under Criterion 4.4.</p>
Examples of evidence	The completion of records showing assessors/verifiers consistently follow their centre's assessment/verification procedures.
Additional sources of information	<p>Refer to guidance in Criterion 4.6 regarding SQA's three stages of internal verification. The following documents are also useful reference documents:</p> <ul style="list-style-type: none"> ◆ Guide to Assessment includes guidance on the assessment process for SQA units. ◆ SQA's Internal Verification: A Guide for Centres offering SQA Qualifications includes the purpose and function of internal verification. ◆ Internal Verification Toolkit on the QA page of SQA's website. ◆ The National Occupational Standards for Learning and Development includes the assessment standard 9 and internal verification standard 11 on which assessor/verifier qualifications are based.

Criterion 4.3	Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.
Awarding body requirements	<p>This criterion requires assessment instruments/methods to be appropriately selected (prior to assessment), and used (during assessment).</p> <p>All instruments/methods selected and used must meet the quality assurance principles of validity and reliability etc. The abbreviated meanings of the quality assurance principles are:</p> <ul style="list-style-type: none"> ◆ Valid — appropriate assessment methods/instruments have been applied. ◆ Reliable — clearly-defined standards of performance being used during assessment. ◆ Equitable — assessment is accessible to all candidates who have the potential to be successful in it. ◆ Fair — assessments have been objectively devised/selected and are free from barriers to achievement. Assessment practice must ensure all candidates have equal opportunities to succeed. ◆ Practicable — assessments have been carried out efficiently and effectively. <p>The above principles are described in full in SQA's <i>Guide to Assessment</i>. Refer to link in 'Additional sources of information'.</p> <p>To support validity in assessment, centres must ensure access to SQA's secure site remains restricted to approved personnel only. SQA or centre-devised assessments must be securely stored.</p>
Impact rating	High
Rationale for criterion inclusion	This criterion is about how a centre demonstrates its selection and use of assessment methods/instruments to ensure validity, reliability, equitability and fairness in assessment.
Support information	
Guidance on evidencing the criterion	<p>Methods of assessment, as described in SQA's <i>Guide to Assessment</i>, 'fall into the three categories of observation, product evaluation and questioning'. There are numerous methods of assessment available for centres to use under each of these categories.</p> <p>In relation to regulated qualifications, the range of methods that can be used in assessments are usually defined in the</p>

	<p>unit specification and/or assessment strategy. They will also, where applicable, detail where methods such as simulation are permissible/not permissible.</p> <p>The qualification verifier in this context is checking the assessors'/verifiers' selection and use of methods in line with the requirements of the S/NVQ/RQF qualifications being assessed.</p> <p>For HN/NQ qualifications, assessment methods are the basis on which instruments of assessment (referred to in the <i>Guide to Assessment</i> simply as 'assessments') are chosen. Some HN assessments are SQA-devised — all centres have access to these on SQA's secure site under 'Assessment Exemplars/Assessment Support Packs'.</p> <p>The centre may choose to use SQA's assessments or use their own. Where centres use their own, it is strongly recommended that assessments are submitted to SQA for prior verification. Refer to 'Additional sources of information' below.</p> <p>Selection: regardless of whether assessments are SQA-devised or centre- devised, they should be subject to the centre's system of internal verification before qualifications are delivered. Similarly, the approach to assessing regulated qualifications should be understood and agreed by all assessors/verifiers prior to assessment taking place.</p> <p>Methods (or in the case of HN/NQs, assessments) must be selected and used in a way that ensures they are a true measure of the candidate's skills and /or knowledge. This helps give assessment its validity and reliability. The centre's standardisation arrangements can support these assessment principles very well by ensuring at the outset, and on an ongoing basis, that assessors/verifiers have a common understanding of how methods/assessments are to be applied.</p> <p>The approaches to assessment used should not impose any unnecessary barriers to individual candidates undertaking the assessments, and appropriate adjustments should be made, where this can be done without affecting the integrity of the assessment. Refer to the 'Assessment Arrangements' link in 'Additional sources of information'.</p>
Examples of evidence	Documented evidence of methods/instruments having been selected and applied.

Additional sources of information	<p>SQA's Guide to Assessment includes more detailed information on the principles of assessment and selecting and using suitable methods and assessments. Information on prior verification can be found by clicking on this link.</p> <p>The selection of assessment methods/instruments forms part of the first phase of the 'three phases of internal verification' in Qualification Verification Process Guidance found on the SQA website</p> <p>SQA Assessment Arrangements</p>
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Criterion 4.4	Assessment evidence must be the candidate's own work, generated under SQA's required conditions.
Awarding body requirements	Centres must ensure that the evidence on which the assessment decision is made solely belongs to the candidate under assessment. Assessors are only able to make accurate assessment decisions, if this is the case.
Impact rating	High
Rationale for criterion inclusion	Determining the authenticity of each candidate's work is of prime importance in ensuring the integrity of their achievement.
Support information	
Guidance on evidencing the criterion	<p>Ensuring only the work of each submitting candidate is considered for assessment is a key centre responsibility. For some qualifications, there is a requirement to carry out identity checks prior to examination/assessment. Candidates should be informed of the requirement to provide only authentic evidence. The responsibility for providing this information could involve one or more people/departments.</p> <p>Evidence generated by candidates not directly authenticated through, for example, direct assessor observation, should be subject to proportional authenticity checks, which may comprise comparison checks against previous submissions, questioning and witness testimony. Many centres use plagiarism detection software.</p> <p>Specific qualification arrangements/conditions are included in unit specifications, arrangements documents, and group award strategy documents. Where applicable, they detail the conditions of assessment. For HNs they might be supervised assessment, invigilated and other examination conditions such as open-book or closed-book assessment. There may be specific requirements for e-assessment.</p> <p>For regulated qualifications, the condition for candidate achievement usually requires evidence to be generated in the candidate's workplace. Conditions might also comprise use of realistic working environments and/or use of simulation which, if applicable, will normally be detailed in the assessment strategy and/or unit specification.</p> <p>Assessors/verifiers should apply their centre's policy and procedures if they suspect or discover evidence that is not authentic. If malpractice is suspected, the centre should take the necessary steps to resolve the situation. System verifiers</p>

	look at these policies/procedures when they carry out centre visits. Malpractice includes plagiarism, copying and personation.
Examples of evidence	Induction checklists, portfolio disclaimers, checks on assessment conditions, testimonial evidence, use of plagiarism software
Additional sources of information	<ul style="list-style-type: none"> ◆ SQA's web page entitled Your Coursework covers information widely available to centres and candidates on topics such as plagiarism and collusion.

Criterion 4.6	Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.
Awarding body requirements	None in addition to the wording of the criterion.
Impact rating	High
Rationale for criterion inclusion	Accuracy and consistency in making assessment judgements not only ensure integrity in SQA qualifications, but help ensure that final assessment decisions made and communicated to candidates are fair.
Support information	
Guidance on evidencing the criterion	<p>Accuracy and consistency are achieved when all assessors have the same clear interpretation of the standards they are assessing and the type, quality and quantity of evidence that can be expected for assessments to be deemed successful/complete.</p> <p>The IV sampling of assessment decisions during assessment (and not just at the end of the assessment process) can help support consistent decision-making. In support of ensuring consistency in assessment, standardisation is of key importance for assessors/verifiers. It provides a forum for raising and resolving issues and it supports everyone in making accurate and consistent judgements/decisions in relation to evidence.</p> <p>The three stages of internal verification that SQA requires centres to build into their IV systems. For example:</p> <p>Before assessment begins for new qualifications, assessors and verifiers have opportunities to agree methods/instruments of assessment, assessment approaches and assessment materials. This is also a requirement of the qualification approval process.</p> <p>During assessment, periodically throughout the life of the qualification, assessor/verifier collaboration and agreement can provide effective support for all team members — especially beneficial for new assessors/verifiers.</p> <p>After assessment, during a process of review, assessors and verifiers can collectively reflect on the overall effectiveness of the assessment process for a particular qualification with a view to taking action/making recommendations in order to improve practice.</p>

	Whenever standardisation takes place, whether through physical meetings or by electronic means (discussion forums, e-mail exchange, webinars, tele/video conferencing etc), the outcomes of the process should be recorded through, for example, minutes of meetings and/or a continuous standardisation log.
Examples of evidence	Assessment and internal verification records showing accurate and consistent assessment decisions being made.
Additional sources of information	<ul style="list-style-type: none"> ◆ There are examples of different types of standardisation exercise on page 4 of SQA's <i>Internal Verification: A Guide for Centres offering SQA Qualifications</i>. ◆ Internal Verification Toolkit on the QA page of SQA's website.

Criterion 4.7	Candidate evidence must be retained in line with SQA requirements.
Awarding body requirements	SQA requires centres to retain all candidate evidence for the group award/units until at least three weeks after the official completion date. However, if the initial contact for the session is made by the qualification verifier before three weeks after the completion date, all candidate evidence must be retained until after the verification visit has taken place.
Impact rating	High
Rationale for criterion inclusion	<p>SQA requires that candidate assessment evidence is retained by centres for defined periods for the purposes of internal and external verification, and in case of any resulting queries, candidate internal assessment appeals or suspected malpractice.</p> <p>This requirement provides qualification verifiers with an opportunity to sample the optimum amount of evidence during a centre visit. Sampling will focus mainly on current 'live' candidate evidence, but may also include some past completed assessment evidence.</p>
Support information	
Guidance on verifying the criterion	<p>Evidence of centres meeting this criterion should derive from the access they allow qualification verifiers to information prior to the visit and then during the visit.</p> <p>The need for evidence to be retained for qualification verification purposes should not be confused with SQA's Retention Policy, which is about specific assessment records and is looked at by qualifications verifiers. Refer to 'Additional sources of information' below.</p>
Examples of evidence	The selected candidate evidence (pre-selected and on-site selected) available for qualification verification.
Additional sources of information	<ul style="list-style-type: none"> ◆ SQA's requirements for evidence retention on the website.

Criterion 4.9	Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.
Awarding body requirements	None in addition to the wording of the criterion.
Impact rating	Medium
Rationale for criterion inclusion	If the results of qualification verification are made known to all relevant centre staff, this helps affirm what the centre is doing well as well as highlighting areas for improvement.
Support information	
Guidance on verifying the criterion	<p>Centres must provide evidence of having disseminated the feedback contained in qualification verifier reports, in a systematic way, and wherever there are required actions, having agreed how they will be met, and who will be responsible for taking the required actions.</p> <p>Centres may use meetings to disseminate feedback and/or circulate QV reports to the relevant assessors/verifiers.</p> <p>Methods of dissemination will be dependent on each centre's arrangements. These arrangements will usually have a degree of flexibility to take account of report content, for example the amount and nature of the action points/feedback given on a visit, but should not just be ad hoc.</p> <p>Qualification verifier reports can be a useful source of information when it comes to conducting reviews of resources (see Criterion 2.4).</p>
Examples of evidence	Evidence of feedback being disseminated to staff and evidence that it has been used to update/improve assessment practice.

Appendix A: Enhanced guidance to centres on managing assessment conditions

Criterion 4.4	Assessment evidence must be the candidate's own work, generated under SQA's required conditions.
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Enhanced guidance to centres on managing assessment conditions

SQA's quality assurance criterion 4.4 states that '**Assessment evidence must be the candidate's own work, generated under SQA's required conditions**'. Specific qualification arrangements/conditions are included in unit specifications, arrangements documents and group award strategy documents. Where there is a need for assessment to be supervised or invigilated, the information below gives further clarification to centres on how to approach it.

Where there is a need for **invigilation**, an individual is to be appointed by the centre. All invigilators must be trained to ensure that the assessments for which they have been assigned responsibility are carried out in accordance with specified instructions. No individual who has been involved in the teaching of the unit may act as an invigilator.

Any assessment which is undertaken in invigilated conditions should be carried out in silence by candidates working individually.

Supervision requires the oversight of an internal assessment being undertaken by candidates. Supervision ensures that candidates' work is authentically their own. Individuals who have been involved in the teaching of the unit may act as supervisors but must not interfere or offer guidance on the ongoing assessment. In some subjects, candidates may require to move around the room and/or access materials. The supervisor is responsible for ensuring that these activities do not permit collusion or cheating by candidates.

Where a centre is approved to deliver one or more qualifications that include specific assessment conditions, the roles and responsibilities of invigilators/supervisors must be clearly documented, disseminated and understood. Roles and responsibilities should include:

- ◆ Ensuring that the centre has carried out the necessary identity/security checks at the commencement of the course and prior to the examinations.
- ◆ Ensuring that each candidate knows which assessment is to be taken, and that this accords with the centre's own records.
- ◆ Checking to see if any candidates are to be permitted to take the assessment under the special provisions for people with particular educational requirements.
- ◆ Ensuring that the seating in the examination room is arranged in such a way that there is no possibility of collusion or interference. Ideally candidates should be at single desks with 1.25 metres between heads. The invigilator must be able to see all of the candidates at all times during the examination.

- ◆ Ensuring that all displays of material that may be of assistance to candidates in answering questions are removed.
- ◆ Ensuring that candidates cannot access applications that may be of assistance to them in answering questions/generating evidence.
- ◆ Where appropriate, ensuring that the status of the internet connection is sufficient to allow candidates to access online assessments.

Where the candidates are not known to the invigilator or supervisor, sufficient identity/security checks must be carried out prior to the examination/assessment to ensure the candidate is who they say they are:

- a) Centres must ensure that candidate identity is checked against one of the following forms of photographic identification:
 - A photo card driving licence, or
 - A valid passport, or
 - A valid identity card from within the EU, or
 - A military identity card, or
 - A Government identity card, or
 - A Security Industry Authority card, or
 - Other forms of identification (such as PASS card, or Young Scot card) may be considered.
- b) Candidates must be informed within their joining instructions that they must bring a permitted form of identification.
- c) In addition, centres must comply with such additional candidate identity requirements specified by their awarding body.

A copy of the identification documentation must be retained for six months after the candidate's completion date.

For invigilated paper-based examinations the environment must:

- ◆ have appropriate levels of heat, light, ventilation and noise control
- ◆ have a level floor
- ◆ be without galleries
- ◆ have no displays of material that may be of assistance to candidates in answering questions
- ◆ have sufficient single desks or tables and chairs for the number of candidates stated
- ◆ have consecutively numbered seats/desks (a record must be kept of this arrangement of numbers and retained for six months)
- ◆ be organised in such a way that the invigilator can see all of the candidates at all times during the examination
- ◆ be arranged in such a way that there is no possibility of collusion or interference (where practical, candidates should be at single desks with 1.25 metres between heads)

- ◆ have a means provided to allow the invigilator to summon assistance
- ◆ have a working clock, which is clearly visible to all candidates
- ◆ have supervised access to toilet facilities for male, female and disabled candidates

For supervised paper-based/practical assessments the environment must:

- ◆ have appropriate levels of heat, light, ventilation and noise control
- ◆ have a level floor
- ◆ be without galleries
- ◆ have no displays of material that may be of assistance to candidates in answering questions/generating evidence
- ◆ have sufficient single desks or tables and chairs for the number of candidates stated
- ◆ be organised in such a way that the invigilator can see all of the candidates at all times during the assessment
- ◆ be arranged in such a way that there is no possibility of collusion or interference (where practical, candidates should be at single desks with 1.25 metres between heads)
- ◆ be suitably equipped for all candidates taking practical tests
- ◆ have a means provided to allow the supervisor to summon assistance
- ◆ have a working clock, which is clearly visible to all candidates
- ◆ have supervised access to toilet facilities for male, female and disabled candidates

For invigilated or supervised digital examinations/assessments the environment must:

- ◆ have appropriate levels of heat, light, ventilation and noise control
- ◆ have a level floor
- ◆ be without galleries
- ◆ have no displays of material that may be of assistance to candidates in answering questions/generating evidence
- ◆ prevent candidates from accessing applications that may be of assistance to them in answering questions/generating evidence
- ◆ have sufficient single desks or tables and chairs for the number of candidates stated
- ◆ have consecutively numbered seats/desks (a record must be kept of this arrangement of numbers and retained for six months after the candidates' completion date)
- ◆ be organised in such a way that the invigilator can see all of the candidates at all times during the examination
- ◆ be arranged in such a way that there is no possibility of collusion or interference (where practical, candidates should be at single desks with 1.25 metres between heads)

- ◆ be suitably equipped for all candidates taking practical tests
- ◆ have a means provided to allow the invigilator/supervisor to summon assistance
- ◆ have a working on-screen clock, which is clearly visible to candidates
- ◆ have access to toilet facilities for male, female and disabled candidates
- ◆ have sufficient numbers of technical devices for candidate use, including spare devices in case of hardware failure

For remotely invigilated or supervised digital examinations/assessments the environment must:

- ◆ have appropriate levels of heat, light, ventilation and noise control
- ◆ have a level floor
- ◆ be without galleries
- ◆ have no displays of material that may be of assistance to candidates in answering questions/generating evidence
- ◆ prevent candidates from accessing applications that may be of assistance to them in answering questions/generating evidence
- ◆ have sufficient single desks or tables and chairs for the number of candidates stated
- ◆ have consecutively numbered seats/desks (a record must be kept of this arrangement of numbers and retained for six months after the candidate's completion date)
- ◆ be organised in such a way that the invigilator can see all of the candidates at all times during the examination
(The proctor must be able to see each candidate's head, eyes, torso, keyboard and mouse. This means that it is unlikely that candidates will be able to access toilet facilities for the duration of the examination/assessment.)
- ◆ be organised in such a way that the invigilator can detect noises made within the candidate's assessment environment at all times during the examination
- ◆ be arranged in such a way that there is no possibility of collusion or interference (where practical, candidates should be at single desks with 1.25 metres between heads)
- ◆ be suitably equipped for all candidates taking practical tests
- ◆ have a means provided to allow the invigilator/supervisor to summon assistance
- ◆ have a working on-screen clock, which is clearly visible to candidates

For more information on assessing SQA qualifications, please see [SQA's Guide to Assessment](#).