

Qualification Verification Criteria:

Guidance for centres





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Change log

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How to use the Qualification Verification Criteria Guide

The guide works through the various criteria that will be checked when your centre is undergoing qualification verification. There are three categories that apply to qualification verification:

- ◆ Category 2: Resources
- ◆ Category 3: Candidate support
- ◆ Category 4: Internal assessment and verification

Each category has a short description. For each category, you will find a listing for the criteria that are relevant to qualification verification within that category. We break down the information under the following headings:

Quality assurance criterion

(The title of the criterion.)

Impact rating

High/medium/low. This rating indicates the level of risk to SQA — and your centre and candidates — if you do not fully comply with or implement the criterion.

Why is this important?

This section explains how the criterion ensures high standards in SQA-approved centres and maintains the integrity of SQA qualifications.

SQA requirements

This section gives details of the specific requirements SQA, as the awarding body, sets out for this criterion. Information in this section **must** be applied in the delivery and assessment of all awards and units.

How do I apply this criterion?

This section gives further details on how you can apply this criterion for different types of SQA awards.

Examples of evidence

This section will describe the type of evidence you should present to the verifier. The examples are those we commonly see during verification, but your centre may document or record information in a different way.

You may provide different evidence reflecting the actual practice in your centre, providing it clearly meets the quality criterion. You may use different terminology to the terms used in our guidance.

Additional support

Links to other SQA guidance and external sources of support.

Category 2: Resources

The centre's procedures for managing resources must be documented, implemented and monitored to meet SQA requirements.

2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification

Impact rating

High

Note: If no specific assessor or verifier requirements for occupational/subject experience or CPD are stipulated in the awarding/regulatory body documents, this criterion will be marked 'Not Verified' (NV) in the qualification verifier's (QV) report.

Why is this important?

To ensure the validity and integrity of the qualifications offered by SQA, it is important that assessors and IVs have the appropriate qualifications and occupational competence for qualifications they are assessing and/or verifying.

SQA requirements

Assessors and internal verifiers must have the occupational experience and understanding, and any necessary qualifications, set out 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.

Assessors and internal verifiers for regulated qualifications must undertake, and keep records of, relevant continuing professional development activities.

How do I apply this criterion?

If your centre offers qualifications which have specific requirements for assessors and internal verifiers, you must keep records of each person's relevant occupational or subject experience, CPD records and copies of qualification certificates.

Where no alternative timescale is stated in an assessment strategy, assessors and verifiers of regulated qualifications should achieve a relevant assessor or verifier qualification **within 18 months of starting to practise**.

S/NVQs

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. They must, however, show they are 'working in line' with current national standards in assessment or verification. Please see Additional Support.

We recommend that centres use SQA's CPD Toolkit to record that assessors and verifiers are 'working in line with the requirements of the qualification', but this is not mandatory — you can choose to keep other records of the activities they undertake.

RQF Units

Assessors and verifiers must meet any mandatory requirements set out in the RQF unit specification.

If no mandatory requirements are set out in the unit specification, competence in assessment or internal verification can be demonstrated by:

- ◆ holding other qualifications that include relevant and sufficient assessment or verification components
- ◆ providing evidence of having successfully practised as an assessor and/or verifier of awarding organisation qualifications

HN/NQ

Where qualification requirements for assessor and verifiers are detailed within HN or NQ qualifications, our external verifiers will request details of staff qualifications meet the requirements of the qualification being delivered.

Examples of evidence

- ◆ Copies of staff qualification certificates
- ◆ Staff CVs
- ◆ Current CPD records
- ◆ Staff training records

Additional support

- ◆ Information about working in line with the current assessor/verifier standards can be found in the SQA Accreditation Statement on Assessor and Verifier Competence.
- ◆ [SQA's CPD Toolkit](#)
- ◆ Sector assessment strategies can be found by SVQ group on SQA's website.

2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials

Impact rating

High

Why is this important?

It is your responsibility to ensure that you have sufficient resources to enable all candidates to achieve the competences defined in the qualifications that you offer.

You must review your resources regularly to ensure that they remain relevant, current and available in quantities appropriate to the qualification requirements and candidate numbers.

SQA requirements

Initial reviews must take place before the assessment of a qualification begins to ensure all of the appropriate resources are in place.

Ongoing reviews of resources must take place at suitable intervals thereafter to ensure resources continue to meet qualification requirements.

How do I apply this criterion?

You must follow your centres documented procedure for the scheduling and carrying out of reviews. (Your procedure will be checked under criterion 2.3 during systems verification.)

Review of resources is part of the stages of internal verification. We recommend you use the templates in the Internal Verification Toolkit to record your reviews, but this is not mandatory. You can choose to record the reviews you undertake in another way, but you must present records to the Qualification Verifier (see example evidence).

As part of the review process, you should ensure that all candidates undertaking an SQA qualification have equal access to available resources across all assessment sites.

Deciding the most appropriate method and time for reviews will depend on the volume of resources and the type of qualifications you offer. For example, you may choose to review resources every time a new cohort of candidates commence and/or complete a specific programme. Or for roll-on/off programmes, where individual candidate enrolment and certification is continuous, reviews may be scheduled to happen at fixed times for example, annually.

Outwith your documented schedule, you must also undertake a review of resources if:

- ◆ SQA makes changes to the qualifications you offer, and new or additional resources will be required to support the introduction of new or revised units/awards
- ◆ You receive feedback highlighting the need to update resources. (This may come from internal comments, IV or external quality assurance visits.)

Examples of evidence

- ◆ Initial review
- ◆ Pre-delivery checklist
- ◆ Inventory of the resources available for the course eg classroom, library, computers and software, course learning materials and other relevant resources
- ◆ Ongoing review
- ◆ Schedule for review of environments and equipment
- ◆ Schedule for review of learning materials and Unit Specifications, Assessment Support Packs (ASPs)
- ◆ Maintenance records of equipment and IT
- ◆ Risk assessments and control measures
- ◆ Records of:
 - Review of assessments
 - Course/programme reviews
 - Minutes of meetings with review as a discussion item.
 - Site checklists, (or equivalent) which show reviews of assessment sites not owned or managed by your centre

Additional support

[Internal Verification Toolkit](#)

Category 3: Candidate support

Candidates are supported and guided through the qualifications for which they are entered.

3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award

Impact rating

Medium

Why is this important?

Identifying development needs and prior achievement helps ensure a more targeted approach is taken in helping candidates to achieve their qualifications.

SQA requirements

Candidates' prior achievements must meet any entry requirements set by SQA 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.

You must document what your processes will be for identifying and addressing candidate's development needs against the requirement of the award.

How do I apply this criterion?

You must identify the prior achievements and development needs of candidates before or at the start of their qualification.

As well as identifying that candidates' prior achievements satisfy any qualification entry requirements, you should also determine whether or not any previously gained skills and/or knowledge can provide valid evidence towards the assessment of the qualification the candidate wishes to achieve.

It is also important that you identify candidates' development needs against the units/awards they wish to achieve so that you can put in place arrangements for development ahead of assessment.

The outcomes from your identification process may 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 they are entered for.

In taught programmes, such as those associated with HN and NQ Awards/Units (this can also apply to some VQ programmes), the general development needs of candidates are usually matched against the qualification requirements at the programme/course design stage. But you should consider the individual development needs of candidates in learning, teaching and assessment plans and progress reviews.

Examples of evidence

- ◆ Induction programme
- ◆ Candidate guidance procedures
- ◆ APL mapping (where relevant)

SVQs

- ◆ Personal development plans,
- ◆ Action plans, (development section of assessment plan).

HNs/NQs

- ◆ Learning, teaching and assessment plans
- ◆ Individual learning plans
- ◆ Progress reviews

Additional support

[Guide to Assessment](#)

[Prior Verification Guidance](#)

3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly

Impact rating

Medium

Why is this important?

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.

SQA requirements

You must document the processes you have in place for ensuring that candidates have regular contact with their assessors.

How do I apply this criterion?

You may use other terms for assessment plans, such as assessment schedules or learning teaching and assessment plans.

Maintaining contact with candidates is a key responsibility for assessors. Assessors must regularly review candidate progress and achievement against the expected stage of the assessment process.

Effective contact will provide the necessary opportunities to help candidates understand assessments and allow the assessor to provide advice and support on the gathering and/or production of suitable assessment evidence.

Contact should allow for assessment plans to be adjusted or revised to ensure that the next stages in assessment remain clear.

Examples of evidence

- ◆ Assessment plans
- ◆ Timetables
- ◆ Records of progress reviews
- ◆ Contact logs
- ◆ Action plans

Additional support

Updating assessment plans is an integral part of the assessor's role as defined in Assessment Standard 9 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 qualifications and SQA requirements.

* Internal assessment: An assessment for an SQA qualification where assessment judgements are made within the centre. Internal assessments are subject to both internal verification by the centre and external verification by SQA. This includes assessments which are externally set, but internally marked.

4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment

Impact rating:

Medium

Why is this important?

To ensure the validity and integrity of the qualifications offered by SQA, it is important that assessment judgements are standardised.

SQA requirements

Assessment and internal verification arrangements must be suitable for the types of qualifications being assessed and internally verified.

Your assessors and verifiers must apply your centre's assessment and verification procedures consistently, in full and effectively.

How do I apply this criterion?

Your centre's documented procedure for internal assessment and verification must include the three stages of internal verification which are pre-assessment, during assessment and post-assessment. (Your procedure will be checked under criterion 4.1 during systems verification)

These three stages provide appropriate and timely opportunities for standardisation. For example:

Before assessment begins for new qualifications, assessors and verifiers have opportunities to agree methods/instruments of assessment, assessment approaches and assessment materials.

During assessment, periodically throughout the life of the qualification, assessor/verifier collaboration and agreement can provide effective support for all team members — this is especially beneficial for new assessors and verifiers.

After assessment, assessors and verifiers can collectively review and reflect on the overall effectiveness of the assessment process for a particular qualification. This can lead to taking action and/or making recommendations to improve practice.

We recommend you use the templates in the Internal Verification Toolkit to record your verification activities, but this is not mandatory. You can choose to record the activities you undertake at the three stages in another way, but you must present records to the Qualification Verifier (see example evidence).

The qualification verifier will review your documented procedure and sample a range of assessment practice to measure consistency.

It is important that you use clear referencing or mapping to make evidence trackable — otherwise, it can be difficult for the qualification verifier to ascertain how assessment judgements have been reached.

The qualification verifier will focus on your centre's implementation of these procedures. However, if the qualification verifier identifies any concerns about the content of your centre's assessment and internal verification policies or procedures, they will flag this up in their report so that the issue can be referred to a systems verifier to follow-up.

There are some assessment procedures that are specific to particular qualifications. They are covered under 'Conditions of assessment' under Criterion 4.4.

Examples of evidence

Completed internal verification records, such as those provided in the IV toolkit:

- ◆ Assessor/verifier allocations
- ◆ Pre delivery meeting form
- ◆ Internal prior verification of assessment record
- ◆ Internal verification plan
- ◆ Record of internal verification activities during delivery
- ◆ Assessor monitoring record
- ◆ Record of sampling of units
- ◆ Record of sampling of candidates
- ◆ Self-assessment and evidence log

Additional support

[Internal Verification: A Guide for Centres](#)

[Guide to Assessment](#)

[Internal verification Toolkit](#)

4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair

Impact rating

High

Why is this important?

Assessment materials must be fair, yield valid assessments, and not impose unnecessary barriers. There must also be standardisation arrangements to ensure that all candidates face the same level of difficulty, and assessments decisions are consistent between assessors and across sites.

SQA requirements

Assessment instruments/methods must be appropriately selected (prior to assessment) and used (during assessment).

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:

- ◆ 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.

These principles are described in full in SQA's Guide to Assessment.

Your centre must ensure access to SQA's secure site remains restricted to approved personnel only.

SQA or centre-devised assessments must be securely stored.

How do I apply this criterion?

SQA's *Guide to Assessment* describes three essential forms of assessment: observation, product evaluation, and questioning. You should refer to this guide when selecting suitable methods of assessment for the qualifications you offer.

For regulated qualifications, the range of methods that can be used in assessments are usually defined in the unit specification and/or assessment strategy. They will also, where applicable, detail where methods such as simulation are permissible or not permissible.

The qualification verifier will check that your assessors' and verifiers' selection and use of methods is in line with the requirements of the S/NVQ/RQF qualifications being assessed.

For HN/NQ qualifications, section 5.4 of SQA's Guide to Assessment provides information on the choice of assessment methods and the development of assessments. Some HN assessments are SQA-devised — your centre will be able to access to these on SQA's secure site under 'Assessment Exemplars/Assessment Support Packs'.

Your centre may choose to use SQA's assessments or you may use your own centre devised assessments. If you wish to use centre devised assessments, we strongly recommended that these assessments are submitted for prior verification. Information on SQA's Prior Verification service can be found on the SQA website.

Regardless of whether assessments are SQA-devised or centre-devised, they must be subject to your centre's system of internal verification before qualifications are delivered. Similarly, if you offer regulated qualifications, your approach to assessment should be understood and agreed by all assessors/verifiers prior to assessment taking place.

To ensure your assessment methods and instruments are valid and reliable, your centre must select and use them in a way which ensures they are a true measure of the candidate's skills and/or knowledge.

Your centre's standardisation arrangements can support these assessment principles very well by ensuring at the outset, and on an ongoing basis, that assessors and verifiers have a common understanding of how methods/assessments are to be applied.

It is important that your approaches to assessment do not impose any unnecessary barriers to individual candidates undertaking the assessments, and appropriate adjustments are made, where this can be done without affecting the integrity of the assessment.

More information on making adjustments to assessments (Assessment Arrangements) can be found on SQA's website.

Examples of evidence

- ◆ Pre-delivery internal verification records
- ◆ Evidence of assessor/verifier standardisation
- ◆ Pre assessment checklist
- ◆ Assessment schedule
- ◆ Unit specifications

Additional support

[Guide to Assessment](#)

[Reasonable Adjustments for SVQs and related qualifications](#)

4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions

Impact rating

High

Why is this important?

Centres must ensure that the evidence on which an 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.

SQA requirements

Your centre must have a documented procedure in place for ensuring candidates understand that the evidence they submit for assessment must solely be their own work.

How do I apply this criterion?

Your centre must have procedures in place to ensure only the work of each submitting candidate is considered for 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.

Candidate evidence not directly authenticated through direct assessor observation, should be subject to proportional authenticity checks. This could be checks against previous submissions, questioning and witness testimony. It may be also be appropriate to use plagiarism detection software.

For some qualifications, there is a requirement to carry out identity checks prior to examinations or assessments.

Specific qualification arrangements or 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.

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.

Assessors and verifiers should apply your centre's malpractice policy and procedures if they suspect or discover evidence that is not authentic. If malpractice is suspected, your centre should take the necessary steps to resolve the situation. Malpractice includes plagiarism, copying and personation.

Examples of evidence

- ◆ Induction checklists

- ◆ Authenticity declaration forms
- ◆ Checks on assessment conditions
- ◆ Testimonial evidence
- ◆ Use of plagiarism software

Additional support

[Your Coursework](#) provides information topics such as plagiarism and collusion.

4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements

Impact rating

High

Why is this important?

Accuracy and consistency in making assessment judgements not only ensures integrity in SQA qualifications but also helps ensure that final assessment decisions made and communicated to candidates are fair.

SQA requirements

None in addition to the wording of the criterion.

How do I apply this criterion?

Your centre must have effective procedures in place to facilitate standardisation to ensure accuracy and consistency in assessment.

Accuracy and consistency are achieved when all assessors have the same clear interpretation of the standards they are assessing and of the type, quality and quantity of evidence that can be expected for assessments to be deemed successful or complete.

It is important to note that when an assessor or internal verifier is unqualified, their assessment decisions must be countersigned by a qualified assessor or internal verifier.

IV sampling of assessment decisions during assessment (and not just at the end of the assessment process) will help support consistent decision-making.

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 documentation that records accurate and consistent assessment decisions being made.

Additional support

There are examples of different types of standardisation exercise on page 12 of [Internal Verification: A Guide for Centres](#)

[Internal Verification Toolkit](#)

4.7: Candidate evidence must be retained in line with SQA requirements

Impact rating

High

Why is this important?

Candidate assessment evidence must be retained for defined periods to allow external verifiers the opportunity to sample optimum amounts during verification events. Sampling will focus mainly on current 'live' candidate evidence but may also include some past completed assessment evidence.

Candidate evidence must also be retained for defined periods in case of any resulting queries, candidate internal assessment appeals or suspected malpractice.

SQA requirements

Your centre must retain all candidate evidence for the group award/units for at least three weeks after the official completion date. However, if your centre is selected for external verification and is contacted by the qualification verifier before three weeks after the completion date, all candidate evidence must be retained until after the verification event has taken place.

How do I apply this criterion?

You must have documented procedures for retention of candidate assessment evidence. (These will be checked during systems verification).

Candidate assessment evidence may be in electronic, paper, video or audio formats. Whatever the format, you must provide access to all evidence requested by the qualification verifier, prior to or during the verification event.

You should not confuse this requirement with SQA's requirements for Retention of Candidate Assessment Records. This is a separate requirement (Criterion 6.4) that relates to specific assessment records which are the basis on which certification is made.

Examples of evidence

- ◆ The candidate evidence selected for sampling (pre-selected by the qualification verifier or requested during the verification event).
- ◆ Candidate evidence retention arrangements

Additional support

[Evidence Retention Requirements](#)

4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice

Impact rating

Medium

Why is this important?

Making the results of qualification verification known to all relevant centre staff will help to affirm what the centre is doing well, as well as highlighting areas for improvement.

SQA requirements

None in addition to the wording of the criterion.

How do I apply this criterion?

You must have an effective process in place to share SQA quality assurance reports with staff who are involved with SQA qualifications.

You may use meetings to disseminate feedback and/or circulate QV reports to the relevant assessors/verifiers. Your methods of dissemination should be appropriate for the size and setup of your centre and the amount and nature of the action points and feedback given by the qualification verifier.

You should provide evidence of:

- ◆ having disseminated the feedback contained in qualification verifier reports, in a systematic way
- ◆ wherever there are required actions, having agreed how they will be met, and who will be responsible for taking the required actions

Qualification verifier reports can be a useful source of information when it comes to conducting reviews of resources (see Criterion 2.4).

Examples of evidence

- ◆ Evidence of feedback being disseminated to staff, and evidence that it has been used to update or improve assessment practice. (Standardisation meeting minutes or course review reports.)

Appendix: Guidance on managing assessment conditions

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

Always follow the assessment conditions outlined in the SQA guidance.

Specific qualification arrangements or conditions may be included in:

- ◆ Unit specifications
- ◆ Arrangements documents
- ◆ Group award strategy documents

Roles and responsibilities for assessment conditions

If your 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:

Invigilator/supervisor

Responsibilities for managing assessment conditions:

- ◆ Ensure that the centre has carried out the necessary identity/security checks at the commencement of the course and prior to the examinations.
- ◆ Ensure that each candidate knows which assessment is to be taken, and that this accords with the centre's own records.
- ◆ Check to see if any candidates are to be permitted to take the assessment under the special provisions for people with particular educational requirements.
- ◆ Ensure that the seating in the examination room is arranged in such a way that there is no possibility of collusion or interference.
- ◆ Ensure they are able to see all of the candidates at all times during the examination.
- ◆ Ensure that all displays of material that may be of assistance to candidates in answering questions are removed.
- ◆ Ensure that candidates cannot access applications that may be of assistance to them in answering questions/generating evidence.
- ◆ Where appropriate, ensure that the status of the internet connection is sufficient to allow candidates to access online assessments.

Check the identity of candidates

If the candidates are not known to the invigilator or supervisor, you must make sufficient identity and security checks before the examination or assessment to ensure the candidate is who they say they are:

- a) You must ensure that candidate identity is checked against one of the following forms of photographic identification:
 - ◆ photo card driving licence
 - ◆ valid passport
 - ◆ valid identity card from within the EU
 - ◆ military identity card
 - ◆ government identity card
 - ◆ Security Industry Authority card

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

Invigilation of assessments

If there is a need for invigilation, your centre must appoint someone to undertake the role of invigilator.

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

The invigilator must:

- ◆ **Not** be involved in the teaching of the unit
- ◆ Be trained to ensure the assessment is carried out in accordance with the specified instructions.

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

Supervision of assessments

Supervision is the oversight of an internal assessment being undertaken by candidates which ensures that the work is authentically their own.

You may appoint staff who have been involved in the teaching of the unit may to act as supervisors, but they 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.

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

Digital assessments

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 or 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 invigilator/supervisor 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

More information on assessing SQA qualifications can be found in the [Guide to Assessment](#).