Consolidated Assessment Strategy for Construction – Scottish Vocational Qualifications

Qualification Title(s)	Listed Scottish Vocational Qualifications (SVQs) in Construction[1]
Developed by	Construction Industry Training Board (CITB)
Approved by ACG	4 December 2024
Version	Version 1.1 – January 2025

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[1] See Appendix F

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Introduction
Overview

This assessment strategy provides principles and guidance to Awarding Organisations (AOs) so the assessment of units within qualifications denoted as SVQs in the Scottish Credit and Qualification Framework (SCQF) is valid, effective, and consistent, and has credibility across the Construction and Built Environment sector.

This is a CITB Consolidated Assessment Strategy covering Construction and the Built Environment. Please see Appendix F for full details of the Qualifications in Scope.

These principles are in addition to the requirements that Awarding Organisations must meet for the delivery of qualifications as required by the qualification regulators' documentation.

This Consolidated Assessment Strategy provides the overarching principles as systems may vary from one Awarding Organisation to another. Awarding Organisations must consistently put these principles into practice.

Appendix A provides guidance to help Awarding Organisations incorporate relevant parts of these principal requirements in their documentation.

Appendix B provides additional information and assessment guidance for Awarding Organisations relevant to specific SVQs and units.

Appendix C provides guidance on the use of alternative assessment methodologies.

Appendix D provides guidance on the industry Skills Tests for the relevant Craft SVQs at SCQF Level 6.

Appendix E provides a glossary of key terms and acronyms used throughout this document.

Appendix F provides details regarding the Qualifications in Scope of this assessment Strategy.

Appendix G provides details document control and version history.

Awarding Organisations must make this strategy and the appendices available to Learners, Assessment Centres, Assessors, Internal Verifiers, and External Verifiers.

Background

Note – this section is included in the Consolidated Assessment Strategy as background information regarding the Qualifications in Scope of this document. As such, its purpose is for guidance and context only.

National Occupational Standards (NOS) describe the level of occupational competence required of a particular job role.

NOS are then used to develop Scottish Vocational Qualifications (SVQs), which combine skills, knowledge and ability within a specific occupational area. They measure an individual's competence to perform specific job functions. SVQs are assessed in the workplace and can be undertaken as a standalone qualification or as part of a Scottish Modern Apprenticeship.

It is expected that the SVQ selected for any learner must:
- be a programme of appropriate learning
- be readily available to that learner
- provide such knowledge and skills to confirm competence
- enhance and support their personal development
- be able to recognise prior learning of knowledge and skills

It is expected that a pre-evaluation will have taken place prior to the registration and commencement of an SVQ to ensure that the selected route to competence for any given learner is relevant, realistic, and achievable, and will result in the desired level of competence once complete. If this pre-evaluation determines that the route to competence is not appropriate, then alternative learning should be considered or details regarding how any concerns will be mitigated should be noted as part of the assessment plan.

It is recommended that individuals conducting the pre-evaluation and selection process will have already demonstrated their competence in the desired occupational area to ensure a full understanding of the route requirements and activities, and to ensure the appropriateness of the SVQ for the learner.
It may be that other potential routes to competence, qualifications, or levels of complexity for confirming competence are more appropriate.

During pre-evaluation, there may be some instances where it is recognised that a learner has attained some (or all) of the necessary skills and knowledge to complete the SVQ in a shortened duration or more efficiently and in such cases, it may be appropriate to amend or reduce its planned duration.
This prior learning should be evidenced, considered, and documented appropriately, including but not limited to a combination of the following:
- the learner's verifiable curriculum vitae
- a professional discussion with the learner
- employer references
- previous qualifications
- a portfolio of evidence
- relevant industry competence cards
- witness testimonies

It is recommended that the evaluation process is repeated on a regular basis throughout the learner's training to understand any risks or issues with the learner's development, evidence collection, and assessment until competence is achieved.

Principles

1. External quality control of assessment

1.1 The principles and guidance outlined within this document are provided to ensure a credible and consistent approach to the assessment of qualifications and units across the Construction and Built Environment sector. These principles must be applied together with the Assessment Requirements outlined by SQA Accreditation, the qualification regulator.

1.2 Awarding Organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to providers. Awarding Organisations must include any risks relating to quality control for:
- assessed performance
- the assessment environment, including simulated environments
- the occupational competence of assessors and verifiers

1.3 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.

1.4 Awarding Organisations must be members of the sector's Built Environment Awarding Body Forum (BEABF). Members will be expected to provide feedback on National Occupational Standards (NOS) and derived SVQ units and qualifications, including aspects informing incremental change.

1.5 In respect of this strategy, the BEABF:
- will build on the good relationships with Awarding Organisations
- provide opportunities to identify and address issues of external quality control
- contribute to improving quality and consistency
- support Awarding Organisations to monitor assessment centres' performance to identify areas and levels of risk
- provide information and statistics about take-up and completion, as well as trends and developments that can be used by CITB and Awarding Organisations to identify any problem areas and agree remedial action
- discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
- inform the continuous improvement of NOS, and awards derived from them
- identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence
- work collectively to support learners, their progress and achievement

1.6 Awarding Organisations, their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements, and preserve independence in assessment, certification, and quality assurance processes.

1.7 Awarding Organisations must ensure clear separation of their SVQ assessment responsibilities from any industry, training, membership, certification, accreditation, and commercial interests, and resolve any conflicts of interest.

1.8   Where e-assessment is used, it must meet the requirements of SQA Accreditation, the qualification regulators' documentation.

1.9   Awarding Organisations must ensure that any endorsements and ranges specified by industry are recorded, verifiable and can be demonstrated by the learner.

2.   Aspects to be assessed through performance in the workplace

2.1   Naturally occurring, direct observation of the learner's performance in the workplace by a qualified assessor is the primary source for meeting the requirements. A National Working Group (NWG) drawn from the construction industry may provide formal support if there are any specific exceptions to this position.

2.2   Evidence of the required knowledge and understanding should also come primarily from the workplace. This may be identified by:
- observation of the learner's performance in the workplace
- questioning the learner, for example through a professional discussion matched to NOS requirements
- recognised industry education and training programme assessment

2.3   A holistic approach towards the collection of evidence is encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Appendix A recommends standard evidence notes for Awarding Organisations.

2.4   There may be circumstances where it is difficult to generate evidence from the workplace. Further information relating to the approach and allowances for assessment in these scenarios is outlined in Section 3.

2.5   Evidence must be valid, authentic, reliable, current and sufficient. To support this, learners are expected to demonstrate competence over a period of time, and on a consistent basis, and an assessor must be satisfied that these requirements are met and demonstrate how they have made their assessment decisions.

2.6   In addition to naturally occurring, direct observations, learners can present collected evidence from the workplace that supports the demonstration of their competence through a portfolio. This will be assessed by an occupationally competent and qualified assessor and includes, but is not limited to:
- witness testimony
- verifiable statement(s) from the learner
- products of work, drawings, plans, customer feedback, photographs, and videos
- accredited prior learning

2.7   Where applicable, and when all required standards have been met, learners may be required to undertake a skills test as a final demonstration of the level of competence they have acquired.

3.   The use of Simulation and Realistic Work Environments (RWE)

3.1   Simulation is a designed situation for producing artificially generated evidence in a Realistic Work Environment.

3.2   Simulation can take place in circumstances where the learner is being disadvantaged because the opportunity for naturally occurring, direct observation has not occurred in the normal way.

3.3   CITB recommend that assessment centres and Awarding Organisations explore all assessment opportunities to obtain naturally occurring, direct evidence before considering the use of simulation.

3.4   The use of simulation **<u>must not</u>** be the only evidence or assessment for a unit within a qualification and **<u>must only</u>** be used to complete specific individual performance or knowledge criteria identified through the assessment planning process and where naturally occurring workplace evidence for those criteria is not available.

3.5   Other Assessment Strategies, for example CITBs Consolidated Assessment Strategy for Plant Operations and Controlling Lifting Operations or those of other Sector Skills Organisation's (SSO), must be applied over the specific units where those units are imported into the SVQ being assessed. Where there is a conflict of requirements or allowances, the assessment strategy of the imported unit would take precedence.

3.6   In situations where the learner has demonstrated that they have met the required standard for the unit through other practical assessments (such as NOS-based units used in teaching qualifications - including Awards, Certificates, Diplomas, National Progression Awards and Professional Development Awards) then this evidence can be used to supplement **<u>only</u>** the knowledge criteria and cannot be used as evidence of simulation. This supplemented knowledge may require additional evidence to confirm the learning can be applied – for example, a mapping exercise to ensure SVQ knowledge criteria have been met.

3.7   Awarding Organisations must be assured that their centres have robust systems in place to prevent collusion between learners by having enough scope in the simulation and RWE that allows variations in the task and allows for an assessment decision to be made.

3.8   Simulation and RWE can take one or a combination of the two following forms:
- The learner is presented with an activity to perform using equipment and/or in a location which replicates that found in the workplace
- The learner is presented with a situation to which they must respond; taking and playing the role, they would expect to play in the workplace.

3.9   Where clarity is needed, a NWG may be required to determine and specify on the required RWE and context to be adopted. This could include appropriate:
- tools, equipment, and instruments
- materials and resources (including personnel)
- types of contingencies, risks or hazards
- standards and quality specifications
- real timescales
- quantities of work
- physical conditions
- relationships with people
- types of interaction
- communication methods and media
- information and data

3.10   Evidence generated through simulation must be valid, authentic, reliable, current and sufficient. To support this, learners are expected to demonstrate competence over a period of time, and on a consistent basis, and an assessor must be satisfied that these requirements are met and how they have made their assessment decisions. Simulated evidence is subject to internal and external quality assurance processes.

3.11   There are three main categories of simulation and RWE as follows:
- Pre-permitted Simulation
- Extra-ordinary events
- Ad-hoc requests

The following sections detail information specific to each category in addition to points 3.1 to 3.10 above:

Pre-permitted Simulation
These are already permitted and supported by a National Working Group (NWG) drawn from the construction industry.

These requirements are incorporated into the Recommended Qualification Structures (RQSs), and SVQ documentation, together with instances where exceptions or changes in the approved structure or requirements have also been approved and any specific RWE and context as outlined in 3.9.

These requirements will have been submitted for regulation at the conclusion of the NOS NWG process together with an updated version of this document.

Awarding Organisations only need to approve that the assessment centre's proposed methodology for simulation and that the assessment centre's proposed RWE meets the requirements defined by the NWG, not whether simulation can take place.

Extra-ordinary events

Extra-ordinary events are highly exceptional circumstances in which a large volume of learners is being disadvantaged and have included events such as the 2008 Economic downturn and recession, and the Covid-19 pandemic.

CITB will publish additional guidelines on its website when the use of additional simulation and RWE will be valid for the assessment of learners due to an extra-ordinary event.

The implementation and decision to use simulation will be based on CITBs reasonable opinion of the extra-ordinary event and guidance available to CITB at the time.

It is CITBs responsibility as a SSO to define the acceptability of evidence from simulation in the context of NOS and SVQs for extra-ordinary events and seek regulatory approval.

Where necessary the additional guidelines will stipulate the start and end date, and any special measures which apply.

In some cases, and where detailed in the guidelines, approval from an Awarding Organisation to use simulation is not required for extra-ordinary events.

Ad-hoc requests

The rationale and use of the type of simulation and RWE must be approved by the Awarding Organisation prior to undertaking the simulation. The assessment centre is responsible for seeking and gaining this approval from the Awarding Organisation.

The assessment centre must ensure that the employer and learner are fully briefed, understand, and support the rationale for the use of simulation and RWE.

Ad-hoc requests must only be considered when all other assessment opportunities to obtain naturally occurring, direct evidence has been unsuccessful.
The Awarding Organisation can liaise with the SSO and/or regulator to seek additional guidance and approval regarding ad-hoc requests, if required.

Ad-hoc requests may be used in a variety of cases including but not limited to, where:
- the scope of work for their employer has changed or does not enable the learner to demonstrate or collect evidence
- there are specific hazards where mistakes made in carrying them out would pose unacceptable risks to the learner, other people, animals, or property
- it is difficult to distinguish individual performance in team situations, and authenticity is uncertain
- circumstances occur infrequently, are sufficiently rare, or long-term results are involved (e.g., where processes such as a 'shutdown' may only occur on an annual basis)
- confidentiality or personal privacy is important
- the costs incurred would be unacceptably high if mistakes were made during an activity and a learner would therefore be required to 'prove' competence before progressing onto the actual work (e.g., handling rare or precious objects)

- a requirement to work with new techniques and/or work practices may not be available in all workplaces
- there are organisational constraints

The assessment centre must detail in writing to the Awarding Organisation the following information:
- the learner's details
- the assessment / work instruction including full methodology, context and specification to be undertaken and the method of assessment
- the performance and knowledge criteria that are being simulated
- the assessment location
- the rationale for applying Simulation
- any additional internal quality assurance arrangements
- internal verifier authorisation to use the planned arrangements

4.   Occupational expertise requirements for assessors and verifiers

4.1   Awarding Organisations must ensure that **Assessors**:

4.1.1   have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging learners' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.1.2   have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the aspects of work they are assessing. This could be verified by records of continuing professional development achievements.

4.1.3   only assess in their acknowledged area of occupational competence.

4.1.4   have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document).

4.1.5   are prepared to participate in activities for their continued professional development.

4.1.6   hold, or be registered and working towards, an appropriate Assessor qualification from the following list:
- CLDLD9D - Assess learner achievement in the workplace using direct methods
- CLDLD9DI - Assess learner achievement in the workplace using direct and indirect methods
- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement

Acceptable alternatives for the above assessor qualifications and further guidance identified by SQA Accreditation Assessor and Verifier Competence (August 2024).

Approval for exemptions must be obtained from SQA Accreditation.

4.2 Awarding Organisations must ensure that **Internal Verifiers**:

4.2.1 have sufficient, verifiable, relevant up to date experience, knowledge and understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:
- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview
(The verification process must be recorded and available for audit)

4.2.2 have occupational expertise so they have up to date experience, knowledge and understanding of the aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

4.2.4 are prepared to participate in activities for their continued professional development

4.2.5 hold, or be registered and working towards, an appropriate Internal Verifier qualification as identified by SQA Accreditation from the following list:
- CLDLD11 - Internally monitor and maintain the quality of workplace Assessment
- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice

Acceptable alternatives for the above assessor qualifications and further guidance identified by SQA Accreditation Assessor and Verifier Competence (August 2024).

It is strongly recommended that within the role of Internal Verifier one of the qualifications stated within 4.1.6 is held.

4.3   Awarding Organisations must ensure that **External Verifiers**:

4.3.1   have sufficient, verifiable, relevant experience, knowledge, and a broad understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. External verifiers' experience, knowledge and understanding could be verified by a combination of:
- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.3.2   have sufficient expertise so they have an up-to-date experience, knowledge and understanding of the aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.3.3   have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

4.3.4   are prepared to participate in activities for their continued professional development

4.3.5   hold, or be registered and working towards, an appropriate External Verifier qualification as identified by SQA Accreditation from the following list:
- CLDLD12 – Externally monitor and maintain the quality of assessment
- RQF/QCF Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the External Quality Assurance of Assessment

Acceptable alternatives for the above assessor qualifications and further guidance identified by SQA Accreditation [Assessor and Verifier Competence (August 2024)](#).

It is strongly recommended that within the role of External Verifier one of the qualifications stated within 4.1.6 and one of the qualifications are 4.2.5 are held.

Appendix A – CITB Standard Evidence Notes

These guidance notes have been produced to ensure consistency in interpreting the principles set out in sections 2 and 3 of the CITBs Consolidated Assessment Strategy. The notes should help Awarding Organisations incorporate relevant parts of the Consolidated Assessment Strategy principles' requirements in their documentation for construction and built environment – craft, operative, supervisory, technical, managerial, and professional SVQs.

Standard note 1:

Taken as a whole, the evidence must show that the learner consistently meets all the following performance and knowledge criteria, and assessment criteria across the scope/range.

Standard note 2:

There must be workplace evidence against each performance and assessment criterion. In order to take a holistic approach and an efficient use of evidence, performance may be inferred from related skills and knowledge to cover assessment criteria where workplace evidence is not available. Any inference must be reinforced by additional supporting evidence and must be supported by an assessment decision.

Standard note 3:

Knowledge evidence may be established from questioning the learner, or from industry recognised education and training programme assessment, or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation, or verification. A learner's knowledge and understanding can also be demonstrated through presented performance evidence.

Standard note 4:

Simulation in a realistic work environment can be an acceptable alternative for producing evidence as outlined in section 3 of CITBs Consolidated Assessment Strategy. Where provided by a NWG drawn from the construction industry, the following Realistic Work Environments and context must be adopted for the simulation, with appropriate: risk assessments and method statements, tools, equipment, and instruments; materials; resources (including personnel); types of contingencies; risks or hazards; standards and quality specifications; real timescales; quantities of work; physical conditions; relationship with people; type of interaction; communication methods and media; information and data[2].

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[2] Include as appropriate

Approved at ACG 04/12/2024

Appendix B – Additional Information for Specific SVQs

ADDITIONAL INFORMATION AND GUIDANCE FOR AWARDING ORGANISATIONS RELEVANT TO SPECIFIC SVQ AND UNITS

This appendix details additional information and guidance for specific SVQs and units that have been agreed and is supported by a National Working Group drawn from the construction industry during the development of the specific standards.

The information below also helps Awarding Organisations understand **Pre-permitted Simulation** as defined in Section 3 of CITBs Consolidated Assessment Strategy as the simulation allowances are also listed here.

These requirements are incorporated into the existing standards with reference to the specific NOS Unique Reference Numbers (URN) and/or structure, together with instances where exceptions or changes in the approved structure or requirements have also been approved. Where needed, the NWG have defined the context and/or specifications required.

As noted in Section 3, some NOS URNs imported into an SVQ, may require the application of alternate assessment strategies and the correct strategy for each URN must be applied.

Awarding Organisations must adopt and utilise the listed elements, contexts and specifications.

Note – the information in Appendix B does not compromise the ability to utilise other elements of Section 3 as needed.

FULL DETAILS OF SIMULATION, REALISTIC WORK ENVIRONMENT AND EXEMPTIONS IS AVAILABLE IN THE APPROVED QUALIFICATION STRUCTURES

SIMULATION IS NOT PRE-PERMITTED UNLESS DETAILED IN THIS APPENDIX

List of qualifications:

1. SVQ in Bricklaying (Construction) at SCQF Level 6
2. SVQ in Painting and Decorating (Construction) at SCQF Level 6
3. SVQ in Roofing Occupations (Construction) at SCQF Level 6

1. SVQ in Bricklaying (Construction) at SCQF Level 6

For the units listed below which are part of the SVQ in Bricklaying (Construction) at SCQF Level 6, National Working Groups have pre-approved the following exceptions:

COSVR49 v4 – Erect masonry to form architectural and decorative structures
Performance Criteria 5, Sub-criteria 9

9.1 – arch (rough ringed, axed, gauged)
9.2 – chimney stack

Either Item 9.1 or Item 9.2 can be simulated, however **only one of the two items** can be simulated if both items are to be selected as part of the requirement of three items in Sub-criteria 9.

2. SVQ in Painting and Decorating (Construction) at SCQF Level 6

For the units listed below which are part of the SVQ in Painting and Decorating (Construction) at SCQF Level 6, National Working Groups have pre-approved the following exceptions:

COSVR332 v4 – Prepare surfaces for painting/decorating
Performance Criteria 5, Sub-criteria 9

COSVR336 v3 – Hang wallcoverings (standard and foundation papers)
Performance Criteria 5, Sub-criteria 9

COSVR337 v3 – Hang non-standard width wallcoverings
Performance Criteria 5, Sub-criteria 9

Simulation is permitted for the above listed criteria.

3. SVQ in Roofing Occupations (Construction) at SCQF Level 6

For the units listed below which are part of the SVQ in Roofing Occupations (Construction) at SCQF Level 6, National Working Groups have pre-approved the following exceptions:

COSVR283 v2 – Install wood shingle roof coverings
Performance Criteria 5, Sub-criteria 9.9

Simulation is permitted for the above listed criteria.

COSVR272 v2 – Install underlay, battens, and roofing components
Where local practice is to use sarking boards, these can be used as acceptable evidence.

A regional variation is permitted for the above listed unit.

Appendix C – Alternative Assessment Methodologies

Alternative Assessment Methodologies can be used to support the standard evidence capturing process.

In accordance with the relevant data protection legislation and prior to utilising alternative assessment methodologies for evidence capturing (e.g. video and audio), all parties must ensure that adequate processes and steps are implemented, including obtaining the relevant consent.

Recorded Video

Recorded Video is an option for all elements of the assessment process, and it is not considered a direct observation. The video must be recorded, and the Assessor is not considered to be present.

- Confirmation that all members on the recorded video are happy to be recorded and the purpose of the recording must be obtained.
- The date, time and location must be given at the beginning of the recording to give context to the video.
- All individuals present must identify themselves, their role and purpose.
- The assessor will need to be assured that the video is of the learner carrying out the work.
- The video needs to be clear and at a distance that the task is fully visible so that an assessment decision can be made confidently.
- The video evidence must be accompanied by a written assessment decision that demonstrates that the video evidence has been assessed and feedback given to the learner.
- The video is of the actual work being carried out in real time and not a synopsis of the work done when completed.
- The end date and time must be stated at the end of the recording.

Live Video Streaming

Live Video Streaming is an option for all elements of the assessment process but is distinctly different to a Recorded Video because it can be considered as direct observation. A video stream is conducted live although the learner and assessor are in different locations and communicating through audio and video stream. Both the audio and video may be used as evidence. It is recommended that the audio and video stream is recorded. The assessor is considered to be present.

- If using this method, the assessor must capture enough information (as they would if they were present on site), complete an observation report, and it must be sufficient to support the assessment decision(s). The recording acts as a record of the observation and will support the overall assessment decision(s).
- All individuals present must identify themselves, their role and purpose.
- The assessor must be able to identify who is doing what, where and when, and record this in the observation report, as well as the location of any products of work (evidence).
- As with any assessment, there must be an assessment plan detailing the assessment and method of recording with the learner. The assessment must be concluded with a feedback session of what was covered and if competence has been achieved.
- The rules of evidence do not change for this medium; the assessor must assess the evidence and be confident the decision meets the requirements of the unit or qualification.

Recorded Audio

Recorded Audio is an option that can be used for all elements of the assessment process, with learners, witnesses, and employers. This method is not considered an observation. The audio must be recorded, and the assessor is not considered to be present.

- The person carrying out the recording must:
    - open the discussion with the time, date, and location.
    - introduce all members present and their role and purpose for the audio recording.
    - confirm that all members on the audio recording are happy to be recorded and the purpose of the recording.
    - close the discussion with the end time and date.
- When being presented to an assessor as evidence, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision. Therefore, the person carrying out the recording should use some other supporting evidence to plan and drive the conversation.

Live Audio

Live Audio is an option that can be used for all elements of the assessment process, with learners, witnesses, and employers. This method is not considered an observation. It is recommended that the audio is recorded, and the assessor is considered to be present.

- The assessor must:
    - open the discussion with the time, date, and location
    - introduce all members present and their role and purpose for the audio recording.
    - confirm that all members on the live audio are happy to be recorded and the purpose of the recording.
    - close the discussion with the end time and date.
- When being used to capture a professional discussion, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision. Therefore, the assessor should have some other evidence to use to plan and drive the conversation.

Appendix D – Industry Skills Tests

1. Introduction

This Appendix refers only to the SVQs in the following craft areas at SCQF Level 6:

- Bricklaying
- Carpentry and Joinery
- Floorcovering
- Painting and Decorating
- Plastering
- Roofing Occupations
- Stonemasonry
- Wall and Floor Tiling
- Wood Machining

An Industry Skills Test unit is included in the SVQ structures and involves the learner attending a competence assessment in the final six months of the delivery of the SVQ. Successful achievement of this Skills Test/SVQ demonstrates that the learner has sufficient technical expertise, knowledge, and skill to meet the expectations of employers in terms of Occupational Competence.

The Occupational Competence of learners must be assessed in accordance with industry requirements as prescribed in National Occupational Standards and Skills Testing Criteria available from CITB.

Learners should not be put forward for their Skills Test until they are deemed ready to be assessed as competent.

Simulation must take place for the Industry Skills Test Units. The activities that will be undertaken should demonstrate competence in these craft areas, as contained within each Skills Test Criteria.

2. Industry Skills Test

The Industry Skills Test is the final part of the assessment process for the SVQ. Each craft occupation will have its own arrangements developed by the Awarding Organisation which will be compliant with the Skills Test Criteria.

Details of these assessments will be based on industry recommendations and will be developed by the Awarding Organisation. Each Awarding Organisation shall ensure a nationally consistent approach to Skills Testing for the industry/occupation concerned.

3. Arrangements to be made between Providers and Awarding Organisations

3.1   The Skills Test is part of the assessment process/requirements for the qualification structures identified in this appendix. It is to be conducted at the end of the assessment process to confirm occupational competence.

3.2   Each industry will have its own requirements which are compatible to and reflect their necessities in terms of assessing occupational competence within the Skills Test Criteria. The arrangements will be agreed by Awarding Organisations and delivering centres accordingly.

3.3   The purpose of these arrangements is to define the roles and responsibilities of the Awarding Organisations and centres involved with facilitating, managing, and administering the Skills Tests for each industry.

3.4 These arrangements only relate to the SVQs listed in this appendix of the assessment strategy or their revisions/replacements as determined by CITB.

4. Roles and Responsibilities

4.1 The Skills Test Criteria will be determined by CITB in partnership with industry employers and the Skills Test Specifications/Assessments will be determined by the Awarding Organisations.

4.2 The Skills Test venues and facilities will be provided by Awarding Organisations' approved centres and comply with the requirements identified in the Skills Test Criteria and Specifications developed by Awarding Organisations.

4.3 Awarding Organisation External Verifiers (EVs) will be responsible for quality assuring the Assessment Materials and Marking Guidance in accordance with the Awarding Organisation's compliance requirements. CITB will provide Awarding Organisations with a summary of the principles of the Skills Test marking regime and criteria as examples of best practice in terms of its integrity, robustness, and consistency.

4.4 CITB will be responsible for the maintenance of the Skills Test Criteria.

5. Currency of these Arrangements

5.1 It is expected that the currency of these arrangements will match with the accreditation period of the qualifications, or units therein as relevant. CITB, in partnership with the Awarding Organisations will review the arrangements bi-annually or as appropriate, subject to any revisions to the qualifications.

6. Occupational expertise requirements for Assessors

6.1 Awarding organisations must ensure that assessors meet the occupational expertise requirements as detailed in section 4.1 of the Assessment Strategy.

The Assessors role is to uphold the integrity and standards during the test and to make judgement and final assessment decisions after the test. Final assessment decisions should be accurately recorded for evidence (including photographic).

Appendix E – Glossary

Terms and Acronyms

Throughout this document, the following terms and acronyms are used. Below are explanations or further information that may be deemed relevant.

Assessment Centre	An assessment centre where assessment takes place – this may be a training provider, college, or other registered centre.
Awarding Organisations	Also referred to as Awarding Bodies.
BEABF	**Built Environment Awarding Body Forum** Sector forum for Awarding Organisations to provide feedback on National Occupational Standards (NOS) and derived SVQ units and qualifications.
CITB	**Construction Industry Training Board**
Craft Occupations	A group of occupations whose qualifications sit at SCQF Level 6. This currently includes Bricklaying, Carpentry and Joinery, Floorcovering, Painting and Decorating, Plastering, Roofing Occupations, Stonemasonry, Wall and Floor Tiling, and Wood Machining.
Learner	An individual undertaking learning to achieve competence, either as a standalone qualification or as a qualification representing the primary competence element of a Modern Apprenticeship. Alternatively referred to as candidate, apprentice (when a learner is undertaking a Modern Apprenticeship) or delegate.
NOS	**National Occupational Standard(s)** Standards which describe the level of occupational competence required of a particular job role. These are developed under a regulatory process undertaken and agreed on a UK-wide basis.
NWG	**National Working Group** An employer-led group
Route to Competence	The training and competence pathway undertaken by a learner including qualification requirements to achieve competence.
RWE	**Realistic Work Environment** A simulated environment used to obtain evidence for assessment.
SCQF	**Scottish Credit and Qualification Framework**
Simulation	A designed scenario to produce evidence as if it was obtained from the workplace.
SSO	**Standards Setting Organisation**
SVQ	**Scottish Vocational Qualification**
URN	**Unique Reference Number** Example: COSVR12.

Appendix F – Qualifications in Scope

For the following qualifications, this Consolidated Assessment Strategy is valid for all cohorts and accredited qualifications from 2017 onwards:

- SVQ in Bricklaying (Construction) at SCQF level 6
- SVQ in Carpentry and Joinery (Construction) at SCQF level 6
- SVQ in Floorcovering (Construction) at SCQF level 6
- SVQ in Painting and Decorating (Construction) at SCQF level 6
- SVQ in Plastering (Construction) at SCQF level 6
- SVQ in Roofing Occupations (Construction) at SCQF level 6
- SVQ in Stonemasonry (Construction) at SCQF level 6
- SVQ in Wall and Floor Tiling (Construction) at SCQF level 6
- SVQ in Wood Machining (Construction) at SCQF level 6

For other qualifications, this Consolidated Assessment Strategy will be submitted to the SQA Accreditation at the time of Qualification Product Approval and the qualification will be added, with date of approval, to the following list:

SVQ Title	ACG approved
SVQ in Formwork (Construction) at SCQF Level 6	04/12/2024
SVQ in Cladding Occupations (Construction) at SCQF Level 5	15/01/2025
SVQ in Cladding Occupations (Construction) at SCQF Level 6	15/01/2025
SVQ in Rainscreen Façade Systems (Construction) at SCQF Level 5	15/01/2025

Note - Other Assessment Strategies, for example CITBs Consolidated Assessment Strategy for Plant Operations and Controlling Lifting Operations or those of other Sector Skills Organisation's (SSO), must be applied over the specific units where those units are imported into the SVQ being assessed. Where there is a conflict of requirements or allowances, the assessment strategy of the imported unit would take precedence.

Appendix G – Document Control

Version	Update Details
Version 1.1 **January 2025**	Qualifications Added: • SVQ in Cladding Occupations (Construction) at SCQF Level 5 • SVQ in Cladding Occupations (Construction) at SCQF Level 6 • SVQ in Rainscreen Façade Systems (Construction) at SCQF Level 5
Version 1 **December 2024**	