



ASSESSOR

SQA L&D9DI AWARD OVERVIEW

**ASSESS WORKPLACE COMPETENCE USING
DIRECT AND INDIRECT METHODS (SVQ/NVQ)**



ONSITE, ONLINE AND OFFSHORE



SQA L&D9DI ASSESSOR AWARD

AN INTRODUCTION

IF YOU ARE CONSIDERING THE QUALIFICATION SQA L&D9DI, IT IS IMPORTANT THAT YOU KNOW A BIT MORE ABOUT WHO THIS QUALIFICATION IS APPROPRIATE FOR, WHAT IS INVOLVED AND HOW YOU CAN ACHIEVE THE QUALIFICATION.



This is an invaluable, internationally recognised qualification for organisations and their employees. We want to help you understand what you need to have in place in order to complete the qualification and how we can help.

We hope this document helps answer your questions but please get in touch if you would like some more information or guidance.

If you prefer, you can watch the videos which accompany this document. Please visit our website www.polaris-learning.com or we can send you a link by email on request.

WHAT IS SQA L&D9DI ASSESSOR AWARD?

This is an internationally recognised qualification, accredited by the Scottish Qualifications Authority (SQA) which is designed for people who carry out assessment in the workplace.

The award is aimed at those who use a variety of assessment methods. We will look at this in more detail within this brochure. We will also look at the assessment process and how to record assessments.

WHO SHOULD DO THIS AWARD?

This is a vocational qualification which is designed to enable people who assess against a standard of competence to demonstrate that they are competent at assessing.

This means that if your assessors do not assess people as part of their role then you will need to consider a different qualification, or perhaps find out if they can assess people within your organisation in order to let them progress with this qualification.

They will need to be able to assess two people on two assessments each, so four assessments in total.

Please note, this qualification is also known as a Scottish Vocational Qualification (SVQ) and is equivalent to a National Vocational Qualification (NVQ).

Let us now look at the terminology used within the award.

TERMINOLOGY USED

SQA L&D9DI

▶ WHAT IS ASSESSMENT?

The role of the assessor is to assess the learner against the agreed standard to confirm the learner carries out the task to the standard expected. There are a variety of ways assessment can be completed and we will look at some examples as part of this brochure.

▶ WHAT DO WE MEAN BY STANDARDS?

Standards can take a variety of forms and can be known as a procedure or a work instruction. They might be internal standards or an external standard.

We have included two examples below.

Extract from an in-house standard

May also be called a Work Instruction, Procedure

Element 1: Perform Manual Handling

Skills Assessment:

Evidence that the candidate has used the correct methods of manual handling on at least two occasions.

1. Assess the potential implication of any manual handling prior to undertaking any task.
2. Use mechanical means to undertake a task where practical in preference to manual handling.
3. Operate mechanical handling aids correctly.
4. Plan tasks to minimise any manual handling requirements.
5. Use the appropriate kinetic handling techniques.

Knowledge Assessment:

1. What are the implications of the Manual Handling Regulations?
2. What sources of information are available?

Example of an external standard

OPITO APPROVED STANDARD – Basic Offshore Safety Induction & Emergency Training (BOSIET)

Aim and objective of the BOSIET

The aim of the BOSIET is to introduce delegates to the specific safety issues and regimes relevant to offshore installations, and to equip them with the basic emergency response knowledge and skills for travelling to and from offshore installations by helicopter

The qualification is made up of a number of modules.

Here is an example of one of the modules:

MODULE 3 Learning Outcomes Sea Survival

To successfully complete this module, delegates **must** be able to **demonstrate**:

1. Donning of a permanent buoyancy lifejacket prior to use in an emergency
2. The correct actions when mustering and boarding a survival craft as a passenger during launching operations
3. Fitting of a helicopter strop and correct body posture during winching
4. Individual and group sea survival techniques to include: swimming, getting into a Heat Escape Lessening Position (HELP), wave slap protection, towing, chain, huddle and circle

COMPLETING THE ASSESSMENT:

PLAN THE ASSESSMENT

In order to complete the qualification, you need to complete a range of activities starting with planning the assessment.

An assessment should begin with the assessor and learner discussing and agreeing the following:

- What is going to be assessed?
- How will assessment take place?
- When will assessment take place?

Planning is important to ensure that the learner is happy that he or she is ready to be assessed.

Assessment planning is not always recorded in every organisation but this is a requirement of SQA L&D9DI.

An assessment plan is a record of the agreement made between an assessor and a learner.

Your assessment plan can be presented in any form, but we have included an example below for you.

You will see from the example that you do not need to write a lot of information.

Assessment Plan					
Candidate Name John Adams		Assessor Name Scott Brown		Date 22 April 2016	
Area of Competence	Overview	Assessment Method	Planned Date & Location	Candidate & Assessor Initials	Outcome & Comments
Element 1: Manual Handling	<p>Your ability to carry out Manual Handling in line with relevant procedures & good practices will be assessed on two separate occasions.</p> <p>The assessment will cover:</p> <ul style="list-style-type: none"> • Planning & preparation • Use of appropriate kinetic handling techniques • Correct use of mechanical aids • Adhere to health & safety requirements 	<p><i>Observation</i> <i>Question & Answer</i> <i>Examine completed</i> <i>Toolbox talk (Work product)</i></p>	<p><i>Assessment 1:</i> <i>Monday 23th May,</i> <i>Pump Room</i></p> <p><i>Assessment 2:</i> <i>Thursday 26th May,</i> <i>Rig Floor</i></p>	<p><i>JA</i> <i>SB</i></p>	<input type="checkbox"/> Competent <input type="checkbox"/> Not Yet Competent
Element 2: Emergency response	<p>Your ability to respond to emergency situations in accordance with the responsibilities on the rigs ERP will be assessed on two separate occasions.</p>				<input type="checkbox"/> Competent <input type="checkbox"/> Not Yet Competent

COMPLETING THE ASSESSMENT (PART 1)

COLLECTING, JUDGING AND RECORDING EVIDENCE

It is the role of the assessor to ensure the person being assessed is meeting the standard that they are being assessed against. We will now consider some of the methods available to the assessor:

► OBSERVATION

The assessor is present while the learner is performing the task. The assessor watches the learner carry out the task. When the task has been completed the assessor writes up what was observed and gives the learner feedback.



Observation Checklist	
Candidate Name:	John Adams
Skills Assessment	Please describe the tasks that were carried out
1. Assess the potential implication of any manual handling prior to undertaking any task.	<i>Assessment 1: Monday 23rd May, Pump Room</i>
2. Use mechanical means to undertake a task where practical in preference to manual handling	<i>John and his team were asked to move xxx in the Pump Room. Prior to carrying out the task John held a Toolbox Talk with the team and they agreed the items should be lifted in two man teams (but no mechanical aids were needed as they items were just being moved a short distance)</i>
3. Operate mechanical handling aids correctly.	
4. Plan tasks to minimise any manual handling requirements	<i>The area was inspected for potential tripping hazards prior to carrying out the task.</i>
5. Use the appropriate kinetic handling techniques for all activities involving manual handling	<i>Good manual handling techniques adopted and the task was carried out safely</i>
6. Return items to the correct location, or position, when no longer required	<i>Assessor: Scott Brown, 23rd May</i>
Assessor feedback:	
<i>You have demonstrated effective planning and preparation ahead of manual handling activities. I like the way you kept your back straight during the job.</i>	

► QUESTIONING

Within assessments, questioning is used to confirm that learners know and understand the task they are being assessed on. Questioning can be done in a number of ways:

Oral questions – the assessor can ask questions which the learner answers.

Written question and answer sheets – the learner can answer the questions and the assessor would review. It is important that the questions and answers are recorded as this provides evidence for your qualification.



Knowledge Assessment:	
Candidate Name:	John Adams
Q1:	What are the implications of the Manual Handling regulations in the workplace?
A1:	<i>Manual Handling should be avoided in the workplace and where it can't be then steps should be taken to reduce risk as far as possible</i> <input checked="" type="checkbox"/> Assessor Confirmation: Scott Brown (SB), 23 rd May
Q2:	What sources of information are available to assist manual handling?
A2:	<i>Risk Assessment & Safety information Information on items (weight) Speak to colleague or supervisor</i> <input checked="" type="checkbox"/> Assessor Confirmation: Scott Brown (SB), 23 rd May
Q3:	Why should mechanical lifting aids be used and maintained correctly?
A3:	<i>To make sure not putting others at risk (or damage equipment) Should maintain it to make sure its safe and ready to be used</i> <input checked="" type="checkbox"/> Assessor Confirmation: Scott Brown (SB), 23 rd May
Q4:	Describe what constitutes good kinetic handling technique and practice.
A4:	<ul style="list-style-type: none"> - Stable position with feet apart - Don't lift if too heavy - Get good hold & keep good posture (arms and elbow close to body, keep load close to waist) - Put down on solid surface and adjust

COMPLETING THE ASSESSMENT (PART 2)

COLLECTING, JUDGING AND RECORDING EVIDENCE

▶ WORK PRODUCTS

As part of the learner's day to day job, it is likely they will be generating evidence which could be used as part of assessment. The assessor and the learner would normally agree at the planning meeting what work products can be used as part of their evidence, then the learner gathers the evidence and gives this evidence to the assessor for review.

The assessor would confirm it can be used as evidence towards the assessment. We have outlined an example below.

Tool Box Talk Form			
Location:	Pump Room	Date:	Mon 23 rd May 2016
Work Order:	32150	Permit:	n/a
WHY	Context behind the task, any lessons learned? <i>Adding cement additives to weigh up for cement job</i>		
WHAT	Explain the task <i>Handling cement additive drums, 50 drums on a pallet to be moved to mixing hopper</i>		
WHO	Who else is supporting the activity? Any resource requirements? <i>Assistant Derrickman & Derrickman</i>		
WHERE	Worksite overview, including SIMPOS and weather <i>Heat from mud pumps - ensure adequate breaks taken and maintain fluids Congestion due to lack of space and amount of chemicals on board at time Working in pit room changing swabs on mud pumps</i>		
HOW	Break into steps, agree hold points who is responsible for what? <i>Derrickman has overall responsibility in the area - he will assign tasks to assistant derrickman to ensure the proper manual handling techniques are used Prior to starting job the derrickman will check information daily report - ensure correct chemical & MSDS sheet is compatible Repetitive nature of task highlighted (twisting)</i>		

▶ SIMULATION

Simulation may be used within assessment when it is not practical to wait for the situation to arise.

For example, a simulation is often used for emergency situations (to deal with a fire or perhaps an evacuation).

A simulation asks the learner to react as if it were real.

The assessor has to be satisfied that if the situation did arise then the learner knows what to do.

COMPLETING THE ASSESSMENT (PART 3)

COLLECTING, JUDGING AND RECORDING EVIDENCE

▶ WITNESS TESTIMONY

A witness testimony is evidence provided by a third party.

This might be because the assessor is not available so rather than miss an opportunity, someone else watches the person complete the task and then completes a witness testimony. This witness testimony describes what he or she witnessed.

We have outlined an example below.

Witness Testimony	
Candidate Information	
Candidate Name:	<i>John Adams</i>
Witness Information	
Witness Name	<i>Fred Jones</i>
Witness Position	<i>Driller</i>
Relationship to candidate	<i>Colleague</i>
Witness Testimony	
Which element does this Witness Testimony relate to?	<i>Element 1: Manual Handling</i>
Details of Witness Testimony	<i>I witnessed John carrying out Manual Handling in the office. He was moving some archive boxes from beside a desk to the store cupboard. He assessed and planned the job before he completed it and used good technique throughout.</i>
Date	<i>25th May 2016</i>
I can confirm the candidate has performed satisfactorily in the areas stated above	
Witness Signature & Date	<i>Fred Jones 25/05/2016</i>

There are other methods of assessment available but these are the most commonly used.

COMPLETING THE ASSESSMENT (PART 4) PROVIDING FEEDBACK

As assessment takes place the assessor will provide feedback to the learner so that the learner knows how they are getting on.

SQA L&D9DI requires feedback to be recorded. Usually this is done on the assessment records and an example of this is shown earlier in this brochure (Observation checklist).



COMPLETING THE ASSESSMENT (PART 5) COLLECTING, JUDGING AND RECORDING EVIDENCE

As you will see in the example below, once the assessor has carried out both assessments, they must record and sign the assessment plan to show that they are satisfied that the learners are deemed competent.

Assessment Plan					
Candidate Name John Adams		Assessor Name Scott Brown		Date 22 April 2016	
Area of Competence	Overview	Assessment Method	Planned Date & Location	Candidate & Assessor Initials	Outcome & Comments
Element 1: Manual Handling	<p>Your ability to carry out Manual Handling in line with relevant procedures & good practices will be assessed on two separate occasions.</p> <p>The assessment will cover:</p> <ul style="list-style-type: none"> • Planning & preparation • Use of appropriate kinetic handling techniques • Correct use of mechanical aids • Adhere to health & safety requirements 	<p><i>Observation</i></p> <p><i>Question & Answer</i></p> <p><i>Examine completed</i></p> <p><i>Toolbox talk (Work product)</i></p>	<p><i>Assessment 1:</i> <i>Monday 23rd May,</i> <i>Pump Room</i></p> <p><i>Assessment 2:</i> <i>Thursday 26th May,</i> <i>Rig Floor</i></p>	<p><i>JA</i></p> <p><i>SB</i></p>	<p><input checked="" type="checkbox"/> Competent</p> <p><input type="checkbox"/> Not Yet Competent</p> <p><i>23/05/16</i> <i>Assessment complete</i> <i>SB</i></p> <p><i>26/05/16</i> <i>Assessment complete</i> <i>SB</i></p>
Element 2: Emergency response	Your ability to respond to emergency situations in accordance with the responsibilities on the rigs ERP will be assessed on two separate occasions.				<p><input type="checkbox"/> Competent</p> <p><input type="checkbox"/> Not Yet Competent</p>

QUALIFICATION STEPS

AN OVERVIEW

If you complete your qualification with us, we will take you through some initial training and then we will support you through the qualification as you complete your assessments, and gather the evidence that is required.

In order to complete the qualification, you must be able to assess two people; carrying out two assessments on each person, so four assessments in total.

To achieve this, we take you through the following qualification steps:

▶ INITIAL TRAINING WITH POLARIS LEARNING:

- Complete your initial training.
- Discuss specific requirements of SQA L&D9DI with your Polaris Learning consultant to understand what evidence is required.

▶ ASSESS TWO PEOPLE IN THE WORKPLACE:

- Start gathering evidence.
- Prepare to assess.
- Plan assessments.
- Assess performance and knowledge.
- Confirm progression and achievement, giving feedback to both people you have assessed.

▶ YOU WILL ALSO NEED TO BE ABLE TO:

- Let us observe you giving feedback to one of the people you have assessed following an assessment. This can also be done via video conference or you can record it and send it to us for review.
- Show that you work with other assessors in your organisation and with an internal verifier, or some one in this position, to maintain the quality of assessment in your organisation.
- Work with your internal verifier, or someone in your organisation, who can confirm that the assessments you completed meet your organisation's quality requirements.

You are supported throughout the training and assessment by a Polaris Learning consultant.

GLOSSARY

KEY TERMS

SQA	Scottish Qualification Authority – This is the body who will award your certificate.
PERFORMANCE	The skills level you must demonstrate that you can perform to.
KNOWLEDGE	The knowledge which you must be able to demonstrate.
ASSESSMENT PLAN	A written plan between the assessor and the learner on how the assessment will be completed.
ASSESSMENT RECORDS	The records completed during the assessment to provide evidence of the learners competence.
WORKING WITH OTHERS	Working with other assessors and the verifier to ensure the quality and consistency of assessment. The outcome of this would be recorded.
INTERNAL VERIFIER	The individual responsible for the quality and consistency of assessment within your organisation.
ASSESSOR	The individual responsible for assessing the competence of others.
SVQ	Scottish Vocational Qualification.
NVQ	National Vocational Qualification.
DIRECT METHODS	This involves the assessor being present while assessment takes place. Assessment methods used include observation, questioning and examination of work product.
INDIRECT METHODS	Indirect methods are where the learners gather the evidence and provide it to the assessor for review and to assess. Assessment methods used include simulation and witness testimony.
STANDARD OF COMPETENCE	Whereby an individual provides evidence to demonstrate that they are competent.
LEARNER / CANDIDATE	The person being assessed. Referred to as ‘candidate’ and ‘learner’ within this brochure.

WHAT NEXT?

We can discuss any of the above points with you and help you work out what you have in place and what you need to put in place.

The next step is to then consider what will be the best way for you to achieve this qualification. We can support you with a number of options including online learning, training at your workplace (where there are a number of people to be trained with support online) or by online meetings.

Please turn overleaf if you would like to get in touch.



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