



## Optional assessment guidance

This guidance is **optional**. You can use this guidance or deliver and assess as outlined in the group award specification.

<b>Group award title:</b>	PDA Carpentry and Joinery (SCQF Level 6)
<b>Group award codes:</b>	<a href="#">GR9F 46</a> <a href="#">GM4P 46</a>

The approach you take **must** meet the national standards.

### Changes to conditions of assessment and/or evidence requirements

There are **no changes** for units with practical assessments — candidates must be assessed through observation and no alternative arrangements are acceptable.

### Additional guidance and information

If you have assessed a candidate for a similar practical activity within another unit in the PDA at SCQF level 6 or as part of the SVQ at SCQF level 6, you can use this evidence for other PDA units of the same level of demand, either partially or as a whole.

You can use evidence (practical or knowledge) more than once across various units, learning outcomes and performance criteria, and qualifications.

If this is not possible, then you must defer assessment of the outstanding practical activity until it can be carried out according to the normal guidance.

If you choose a more blended learning approach, there may be less opportunity for face-to-face delivery, training and assessment. Time with candidates is therefore valuable and you need to use this to the best effect to engage, motivate and support the learning journey.

You should continue to consider and plan more innovative approaches to the delivery of this PDA.

While adaptations to assessment are not possible, you can adapt the delivery (learning, teaching and training) of the PDA. For example, you may consider:

- ◆ delivering the PDA programme over a longer period of time to allow more face-to-face learning, training and assessment
- ◆ assessing the practical components of the PDA when candidates are in college and assessing knowledge remotely
- ◆ adapting the 'practical training' aspects of each Training and Assessment Programme (TAP). These activities are designed to prepare candidates for practical assessment by developing the skills and techniques that are formally assessed. Adapting and combining 'practical training' could avoid duplication.
- ◆ if you are using SVQ assessed evidence from the workplace as evidence for a PDA unit (TAP), this would also remove the need to carry out the 'practical training' and assessment for the PDA unit (TAP).

You must ensure that the alternative assessment is of the same SCQF level as the original assessment requirements.

A centre-led approach is encouraged to maintain quality standards, however support from SQA is available, if required.

You can find more information on HNVQ delivery and assessment approaches on SQA's website.