

SVQ in Formwork (Construction) level 2

Candidate Guidance and Portfolio

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Candidate name:

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The National Occupational Standards which form the basis of this award were developed by CITB ConstructionSkills. This document is for candidate use only and should not be used as a substitute for

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Section 1 — General information about SVQs

Introducing SVQs

The qualification you are undertaking is a Scottish Vocational Qualification (SVQ).

SVQs are work-based qualifications which assess the skills and knowledge people have and need to perform their job role effectively. The qualifications are designed using national occupational standards.

For each industry sector there is a Sector Skills Council (SSC) which is made up of representatives from the industry or profession and it is the SSC's responsibility to develop the national occupational standards.

These standards define what employees, or potential employees, must be able to do, how well and in what circumstances to show they are competent in their work.

The Sector Skills Council/Standards setting body for Formwork (Construction) level 2 is: CITB ConstructionSkills.

Access to SVQs is open to all and you can be assessed either against a particular Unit(s) or against the full SVQ. There are no entry requirements, no prescribed method of delivery, and no time constraints for completion or age limits.

SVQs are available at five levels of achievement which reflect the various technical and supervisory skills, knowledge, and experience which employees should have as they progress in their industry.

Who offers SVQs?

An organisation which offers SVQs is called a centre. This may be a school, college, university, employer, training provider or a combination of these. The centre has responsibility for the quality of the qualification and is required to work within an awarding body's policies and guidelines.

The Scottish Qualifications Authority (SQA) is your awarding body for this SVQ. This means that we are an organisation approved by government to design qualifications and awards. An awarding body endorses candidates' certificates so that an employer can be sure the qualification has gone through a rigorous and effective assessment process. SQA provides qualifications throughout the world and was formed by the merger of the Scottish Examinations Board (SEB) and the Scottish Vocational Education Council (SCOTVEC).

What is the structure of an SVQ?

All SVQs have a common structure and consist of standards which can be broken down into various parts:

Units and Elements	Units define the broad functions carried out in your particular job and are made up of a number of Elements . Each Element describes a specific work activity which you have to perform and may relate to skills or to the demonstration of knowledge and understanding.
Performance Criteria	The level and quality of how you should carry out these activities is determined by a number of statements called Performance Criteria . Performance Criteria are used to judge your competence.
Range/Scope Statements	A Range Statement tells you in what circumstances you must be able to prove your competence and allows you to demonstrate that you can carry out tasks in different circumstances. Items included in the range statements must not be treated as optional. Range Statements are also called scope in some National Occupational Standards.
Evidence Requirements	The Evidence Requirements specify the amount and type of evidence which you will need to provide to your assessor to show that you have met the standards specified in the Performance Criteria and in all the circumstances defined in the range statements.
Knowledge and Understanding	The section on Knowledge and Understanding states what you must know and understand and how this knowledge applies to your job.

If you are not yet clear about how we define standards — just remember that the standards have been developed by experts within your industry or profession and that all candidates aiming for this particular SVQ are being assessed against the same standards.

You will find an example of an SVQ Element overleaf.

An example of an SVQ Element

UNIT: (1) Working safely in an engineering environment

This is the **UNIT** title — it describes a role and task.

Element 1 Comply with statutory regulations and organisational requirements

This is the **ELEMENT** title. It describes part of the main role and task.

Performance Criteria

You must ensure that you:

PERFORMANCE CRITERIA set out the standard of performance you need to demonstrate consistently to claim competence in a particular **Element**.

- 1 Describe your duties and obligations (as an individual) under the Health and Safety at Work Act 1974.
- 2 Comply with Statutory Regulations at all times.
- 3 Comply with organisational safety policies and procedures at all times.

Range

This means you need to cover:

- 1 Relevant sections of the Health and Safety at Work Act 1974 (eg with regard to your duties to work in a safe manner, not to interfere with remove or misuse equipment provided for the safety of yourself and others, not to endanger others by your acts or omissions).

The **RANGE** defines the various circumstances in which you must be able to prove you are competent.

You must cover all of the items in the **range** statement.

Evidence Requirements

The things you must prove that you can do:

You need to demonstrate that you understand your duties and obligations under both statutory regulations and organisational requirements and you can do this by:

- 1 Giving an adequate explanation of the duties and responsibilities of every individual as described in the Health and Safety at Work Act 1974.
- 2 Ensuring that whilst carrying out your work and/or visiting other areas of the working environment you are aware of the specific safety requirements and regulations governing your activities.

Knowledge and Understanding

You must prove that you know and understand:

- 1 The roles and responsibilities of your self and others under the Health and Safety at Work Act 1974.
- 2 The general regulations that apply to you being at work.
- 3 The specific regulations which govern your work activities.

The **KNOWLEDGE AND UNDERSTANDING** Requirements state what you must know and understand and how this knowledge applies to your job.

How are SVQs achieved?

When you consistently meet the standards described in the elements and show that you have the required skills and knowledge across the range, you can then claim that you are *competent* in each Unit. You can claim certification for single Units or whole awards. Your centre will register your claim to competence through the awarding body. The awarding body you are registered with for this SVQ is the Scottish Qualifications Authority (SQA).

Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow
G2 8DQ

The process of gaining an SVQ is flexible and depends on your needs. At the beginning of the process your assessor will review your existing competence in relation to the standards and identify the most suitable SVQ. The level you start at will depend on the type and breadth of your current job role together with your past experience, skills and any relevant prior learning.

To achieve an SVQ, or a Unit of an SVQ, you must:

- ◆ Demonstrate you meet the requirements of the Performance Criteria by collecting appropriate evidence as specified by the Evidence Requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your centre. This will usually be someone who knows you, such as a manager or supervisor.

Evidence may come from:

- ◆ the **accreditation of prior learning** — where evidence relates to past experience or achievements
- ◆ **current practice** — where evidence is generated from a current job role
- ◆ a **programme of development** — where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- ◆ a combination of these

How are SVQs assessed?

Assessment is based on what you can do and involves you, your assessor, an internal verifier and an external verifier — see ‘Who does what in SVQs’ on the following page.

You will be asked to prove you are competent by providing evidence which shows:

- ◆ you can perform all the specified tasks consistently to the required standard (**Performance Criteria**)
- ◆ you understand why you are doing things (**Knowledge and Understanding**)
- ◆ you can apply the required skills in different ways (**Range**)

Assessment is flexible and you can be certificated for each Unit you successfully achieve, even if you do not complete the full SVQ. There is no set period of time in which you need to complete a Unit. However, you and your assessor should still set target dates for completing each Unit, otherwise your qualification could go on forever. Be realistic though, as there are many factors such as your previous experience, demands within your workplace and an availability of resources which will affect how quickly you are able to achieve the qualification.

Who does what in SVQs?

A number of individuals and organisations have parts to play in SVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

	<i>Who are they?</i>	<i>What is their role?</i>
Candidates	The person who wants to achieve the SVQ — in this case, you.	Need to show they can perform to national occupational standards in order to be awarded an SVQ or Unit(s).
Assessors*	An experienced person in the same area of work as the candidate eg supervisor.	Judge the evidence of a candidate's performance, knowledge and understanding against the national occupational standards. Decide whether the candidate has demonstrated competence. Provide guidance and support to the candidate. Assist with planning assessments, giving feedback and recording candidate progress.
Internal Verifiers*	Individuals appointed by an approved centre to ensure the quality of assessment within the centre.	Advise assessors and maintain the quality of assessment in a centre. Systematically sample assessments to confirm the quality and consistency of assessment decisions.
Approved Centres	Organisations approved by awarding bodies to coordinate assessment arrangements for SVQs.	Manage assessment on a day to day basis. Must have effective assessment practices and internal verification procedures. Must meet criteria laid down by awarding bodies and be able to provide sufficiently-competent assessors and internal verifiers.
External Verifiers*	Individuals appointed by the awarding body to ensure that standards are being applied uniformly and consistently across all centres offering the SVQ.	Check the quality and consistency of assessments, both within and between centres, by systematic sampling. Make regular visits to centres to ensure they still meet the criteria to deliver SVQs.

* Assessors and internal and external verifiers are required to have occupational expertise in the SVQs which they are assessing/verifying. They must also have, or be working towards, an appropriate qualification in assessment and verification.

What is evidence?

To claim competence for an SVQ Unit you need to gather evidence which shows you have met the standards. It is important that your evidence is easily understood so that it can be checked against the standards, by both your assessor, your centre and the awarding body.

Evidence can take many forms including:

- ◆ direct observation of your performance by your assessor
- ◆ products of your work
- ◆ authenticated statement — witness testimony
- ◆ personal statement
- ◆ outcomes from questioning
- ◆ outcomes from simulation
- ◆ case studies
- ◆ assignments or projects
- ◆ Accreditation of Prior Learning (APL) — evidence from the past

It is important that your evidence is:

- ◆ **valid** — it relates to the SVQ standard you are trying to prove
- ◆ **authentic** — the evidence, or an identified part of it (eg a report) was produced by *you*
- ◆ **consistent** — achieved on more than one occasion
- ◆ **current** — usually not more than two years old
- ◆ **sufficient** — covers all the performance and knowledge requirements laid down in the standards

Your evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities which you perform outside your work. It can also be produced in various formats, eg your own reports; testimonies from colleagues, supervisors or members of the public; projects; models; audio tapes, photographs; videos.

When you first begin your SVQ, you and your assessor should identify all the Units and Elements where you can use **integration of assessment**. Further details about integration of assessment can be found on page 10.

Demonstrating knowledge, understanding and skills

In order to meet the standards, you may also be required to prove knowledge and understanding. Each Unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in the performance evidence as one or all of the following:

- ◆ descriptions of why a particular approach was used
- ◆ personal reports about the learning process
- ◆ reflective reports which include how a theory or principle was applied
- ◆ assessment interviews
- ◆ assessment tests
- ◆ responses to questioning

These should be included in your portfolio.

How will my assessor check I have the knowledge and understanding listed in the standards?

For some Units, it will be clear to your assessor that you have the required knowledge and understanding from how you carry out your work. This is often referred to as *knowledge and understanding apparent from performance*. There will be other occasions though, when your assessor will be unsure if you know why, for example, it is important to give information to clients in certain situations. This could be because your assessor has not had the opportunity to observe all the Performance Criteria and Range during assessment. In these situations, your assessor may wish to assess your knowledge and understanding by asking you some questions. These questions can be given orally or in writing, but will be recorded in your portfolio as evidence.

Your assessor could also check you have the required level of knowledge and understanding by asking you to produce personal statements or to complete a project or assignment.

What if I have previous experience and knowledge and understanding from work and other qualifications?

If you have previous work experience, skills, and knowledge and understanding which you feel is relevant to your SVQ, you should tell your assessor about it. Your assessor may ask you for more proof in the form of letters from previous employers/training providers or details about any courses you have completed.

For example, you may have achieved an HNC in a relevant subject in which case your assessor may feel that you already have some of the knowledge and understanding required for the SVQ.

The process of matching your previous experience and learning is often referred to as the Accreditation of Prior Learning (APL). The purpose of this process is to try and give you some credit towards your SVQ for things you can already do to the national standard. Your assessor judges the evidence available and matches it against the requirements of the SVQ. This means that your assessor should not have to assess you for these things all over again.

However, the success of this process depends on *you* telling *your assessor* what previous work experience or knowledge and understanding you have and how you think it is relevant to your SVQ. The more information you can supply to support your claims, the easier it should be to convince your assessor that you are competent.

When can simulation be used?

Throughout your SVQ, the emphasis is on you being able to carry out real work activities so assessment will normally be carried out in the workplace itself.

There may be times, however, when it might not be appropriate for you to be assessed while you are working. For example your SVQ might require you to carry out emergency or contingency procedures (for safety or confidentiality reasons) or your job role may not cover all aspects of the qualification. In such instances, when you have no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task which reproduces real-life situations. Care must be taken though to ensure that the conditions in which you are assessed *exactly* mirror the work environment ie it is a **realistic working environment**.

You and your assessor should check the assessment strategy for your SVQ carefully to find out the Sector Skills Council (SSC's) view of what constitutes a realistic working environment. Some SSC's stipulate the specific elements which are suitable for this approach.

Integration of assessment

It is not necessary for you to have each Element assessed separately — doing so could result in assessment which takes too long and places too great a burden on you and your assessor.

There will be instances when you will be able to use one piece of evidence to prove your competence across different Elements or Performance Criteria. You may even find that evidence is relevant for different Units — this is called **integration of assessment**.

When you first begin your SVQ, you and your assessor will spend time looking at the standards, planning how much time you are both able to devote to the qualification and drawing up an action plan.

At this stage, you should identify any activities which relate to more than one Unit or Outcome and arrange for the best way to collect a single piece of evidence which satisfactorily covers all the Performance Criteria.

If you are going to integrate assessments, make sure that the evidence is cross-referenced to the relevant Units. Details of how to cross reference your evidence can be found in Section 2 'How to compile your portfolio'.

Section 2 — How to compile your portfolio (including worked examples)

General information

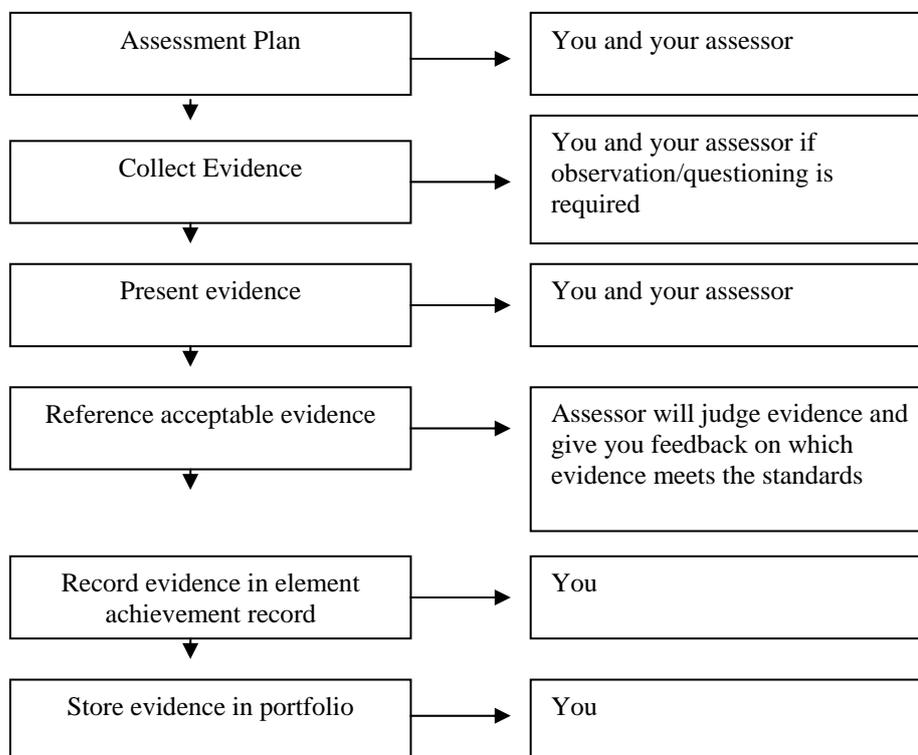
A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

The production of a well-organised, clearly labelled portfolio which relates each piece of evidence to the relevant outcomes and Performance Criteria requires a careful methodical approach. When your assessor looks through your portfolio, they will find the task of making judgements about your competence much easier if the information in it is presented in a logical sequence.

You will need to present your evidence in a format that is easy to read and in which materials can be added or taken away. This section gives suggestions on how to lay out and present your evidence and includes worked examples. There are also forms and matrices which will assist you to chart your progress through the award.

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so. Each portfolio will be different in content but all should include information about you (the candidate), the organisation where you are undertaking your qualification, the assessor and so on.

Evidence Collection Process



Planning your portfolio

Start by carefully reading through the standards and, together with your assessor, decide which Units you might like to work on first. You do not have to do the Units in order. There may be some Units that relate to tasks which you carry out on a regular basis, therefore making it easier to collect evidence right away. Alternatively, there may be activities in other Units which you only undertake now and again, these can be left until the opportunity arises for you to collect evidence.

Before you start looking for different kinds of evidence and deciding if they should be included in your portfolio, you will find it helpful to plan how you will carry out the tasks and how long they are going to take.

The plan is usually referred to as an '**assessment plan**'. It should be produced in discussion with your assessor and will set out the different stages in developing your portfolio. You will probably want to produce a plan for each Unit.

It is unlikely that you will be able to complete all of the Units straight away and you should therefore think about starting with those Units where you have a lot of experience and in which you work well. You should also remember to identify any opportunities for **integration of assessment**.

We have provided you with a '**Unit progress record**' — see Example 2. Each time you complete a Unit, your assessor should sign and date the relevant section on the form. At this stage, it might be a good idea to check that all your evidence and recording documents have been completed correctly and can easily be located. You can then circle the reference number of that Unit in the checkboxes at the top of the form so that you can see at a glance what stage you are at in your SVQ.

Starting your portfolio

Make sure that you clearly label your portfolio (or disk if you are recording your evidence electronically) with your name together with the title and level of the award.

Your portfolio will need a *title page* and a *contents page*. You should also complete a *Personal Profile* which records details about yourself and your job as well as providing information about your employer, training provider or college. Blank samples of these forms are provided in Section 4.

We recommend that you compile your portfolio in the following order:

Title Page
Contents Checklist
Personal Profile
Unit Progress Record
Completed Element Achievement Records
Index of Evidence
Pieces of evidence
Glossary of terms
Standards

Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	
Personal profile		
◆ your own personal details	<input type="checkbox"/>	
◆ a brief CV or career profile	<input type="checkbox"/>	
◆ description of your job	<input type="checkbox"/>	
◆ information about your employer/training provider/college	<input type="checkbox"/>	
Unit Assessment Plans	<input type="checkbox"/>	
Unit progress record	<input type="checkbox"/>	
Completed Element Achievement Records for each Unit		
◆ signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	
◆ Evidence reference numbers included	<input type="checkbox"/>	
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	
Evidence (with reference numbers)		
◆ observation records	<input type="checkbox"/>	
◆ details of witnesses (witness testimony sheets)	<input type="checkbox"/>	
◆ personal statements	<input type="checkbox"/>	
◆ products of performance	<input type="checkbox"/>	

Collecting your evidence

All of the evidence which you collect and present for assessment must be relevant to your SVQ. Your assessor will help you choose which pieces of evidence you should include.

We have provided blank forms in Section 4 of this document, which you can photocopy to help you record and present your evidence. Although we have provided you with sample forms, your centre may have their own recording documents which they would prefer you to use.

Some of these forms eg **observation records** and the **record of questions and answers**, will be completed by your assessor. Other forms (**witness testimonies**) will be used by people other than your assessor to testify that they have observed you doing your job, and there is one for you to complete called a **personal statement**.

Explanations are given below about how and when these forms should be used.

Observation record (Example 5)

The observation record is used by your assessor to record what tasks you have performed and to what standard. There is also a section for your assessor to note which other Units or Outcomes are covered by this evidence ('integration of assessment').

The assessor will discuss with you which Performance Criteria and Range you have successfully achieved and give you feedback. This form should then be given a reference number and included in your portfolio as part of your evidence.

Witness testimony (Example 6)

There may be occasions when your assessor is not available to observe you carrying out certain aspects of your job. In such instances, it may be appropriate for another person to comment about your performance by completing a statement called a 'witness testimony'.

Witness testimony should only be used as supporting evidence and should:

- ◆ be provided by a person, not related to you, who is in a position to make a valid comment about your performance eg supervisor, line manager or possibly a client/customer
- ◆ contain comments which specifically relate your performance to the standards
- ◆ be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date

It is unlikely that your assessor would make an assessment decision based on witness testimony alone. They would normally supplement this type of evidence with questioning.

Record of questions and candidate's answers (Example 7)

This form is used to record any questions which your assessor may ask, to establish whether you have the required level of Knowledge and Understanding associated with each Unit. There is also space on the form for your answers to be noted.

Personal statement (Example 4)

There will be times when you need to put a piece of your evidence in context for your assessor so that they can decide if it is relevant to your SVQ. You can complete personal statements to help you do this — these can relate either to the pieces of evidence or to each Outcome or Unit.

For example, you may refer to paperwork which is often used in your organisation to help you pass on information to a colleague. It may not be clear to an assessor why you are communicating to your colleague in this way and a **brief** explanation of the paperwork and why it is relevant to a particular part of your SVQ may be required.

A personal statement might also be used to record your experience of something, such as, how you handled a specific situation. This can be documented in your personal statement and should be a description of what you did, how you did it and why you did it. It will also allow you to include the people who were present and either assisted you or witnessed your actions. This, in turn, might identify who you should approach for ‘witness testimony’. In your personal statement you could also refer to product evidence that you have produced (eg reports, notes, completed forms), these can also be included as evidence in your portfolio.

The personal statement can be a piece of evidence in itself and should therefore be included in your portfolio.

Presenting your evidence

It is important to present all of your evidence in a clear, consistent and legible manner. Your assessor will then find it much easier to make appropriate judgements about the quality, sufficiency and currency of the materials you are putting forward for consideration.

It is not necessary to produce all of your evidence in typewritten format — some hand-written pieces of evidence, such as notes, will be perfectly acceptable.

There may also be items of evidence which you cannot physically include in your portfolio. This might be for confidentiality reasons or it could be that something which you have produced as part of your day-to-day work is normally kept in a filing cabinet or stored electronically in a PC.

In compiling your portfolio, we suggest that anything you produce as part of your day-to-day work is kept in its normal location, but those pieces of evidence which have been produced specifically for your SVQ, eg witness testimony statements or personal statements, are filed in your portfolio. However, assessors and verifiers should be able to locate and access your evidence at all times. It is, therefore, very important that you clearly reference every item of evidence.

Referencing your evidence

Your assessor, as well as the internal and external verifiers, will need to find their way around your portfolio, so you should give each piece of evidence a number.

Remember, that where you have used ‘integration of assessment’, you need to give details of all the Units and Elements which are linked to a specific piece of evidence. The links should be noted on the pieces of evidence themselves as well as on the index of evidence (cross-referencing).

How to complete the Index of evidence (Example 1)

You should complete an *index of evidence* sheet and file it immediately before the actual pieces of evidence in your portfolio.

The index of evidence should be completed by:

- ◆ entering the evidence number in the first column
- ◆ giving a brief description of each piece of evidence in the second column
- ◆ explaining where the evidence can be found in the third column

You must make sure that the information contained in the evidence index is accurate when you give your portfolio to your assessor, particularly in relation to where the evidence can be located.

Completing the Element Achievement Records (Example 3)

There is an Element Achievement Record for every Element within this portfolio. These records have been designed to allow you to record the evidence you have gathered for each Element. Each record has boxes across it which represents the Performance Criteria, Range Statement, Evidence Requirements and Knowledge and Understanding statement, these will differ from Element to Element so it is important to make sure you are using the right one. Whilst collecting your evidence you should use these grids to display the Performance Criteria, Range, Knowledge and Understanding and Evidence Requirement that piece of evidence relates to. In the first box write the evidence index number you have given to that piece of evidence. In the second box give a brief description of the evidence, then tick against the relevant Performance Criteria, Range, Evidence Requirements and Knowledge and Understanding.

Worked examples

To give you a clearer picture of how to compile your portfolio, you will find worked examples of the various forms over the next few pages. You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

Index of evidence

(Example 1)

SVQ title and level: Using IT at level 3

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Action plan identifying customer requirements	Yes	
2	Personal Statement	Yes	
3	Witness Testimony	Yes	
4	Record of Questions and Answers	Yes	
5	Log of configuration details and errors	Yes	
6	Observation Checklist	Yes	
7	Procedure for shutting down system	Yes	
8	Company media storage policy	No. Can be found with General Manager	

Unit progress record

(Example 2)

Qualification and level: Using IT at level 3

Candidate: Anne Thomas

To achieve the whole qualification, you must prove competence in **mandatory** Units and **optional** Units.

Unit Checklist — circle the reference number of each Unit as you complete

Circle the reference numbers as you complete each Unit. You can then easily see what stage you have reached in your SVQ.

Mandatory	206	301	302	303	308		
Optional	305	306	311	312	326	327	

Mandatory Units

Unit Number	Title	Assessor	Date
206	Ensure your own actions reduce risks to H&S		
301	Select and enable IT for use	P. Jones	28/4/2000
302	Maintain the Software Environment	P. Jones	28/4/2000
303	Develop and maintain the effectiveness of the IT working environment	P. Jones	8/4/2000
308	Develop your own effectiveness and professionalis		

This section of the form is for your assessor to sign each time you successfully achieve a Unit.

Optional Units

305	Design and produce doc		
306	Design and produce spreadsheets		
311	Design and use databases		
312	Design & produce documents using graphics		
326	Design & produce presentations using IT		
327	Control the use of electronic communication		

Element achievement record

(Example 3)

Unit title: Select & enable IT for use

Element: 301.1 Select & configure equipment for use

Evidence Index No	Description of Evidence	Performance Criteria								Range			Knowledge & Understanding					
		a	b	c	d	e	f	g	h	1	2	3	K1	K2	K3	K4	K5	
1	Action Plan	✓	✓			✓				✓								
2	Personal Statement	✓	✓			✓				✓								
3	Copy of Legislation			✓	✓							✓						
5	Record of Questions & Answers	✓	✓	✓		✓				✓	✓	✓						
6	Log of Configuration Details							✓	✓	✓		✓						

These numbers relate to your Evidence Index and will allow your assessor to find your evidence easily

Give a brief description of the evidence you are offering for assessment against each Performance Criteria, range and piece of knowledge and understanding

As you collect your evidence for assessment you should tick the relevant boxes. There is a box which represents each Performance Criteria and range in the element

Candidates should enter which areas of knowledge and understanding that piece of evidence covers.

Candidate: _____ Assessor: _____ IV: _____
 Date: _____ Date: _____ Date: _____

Personal statement

(Example 4)

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements, pcs, and range covered
4/4/00	1	<p>Statement that I know and understand customer requirements. Names of customer and software and hardware requirements in portfolio.</p> <p>Statements that I understand how to set up, equipment, configure software that met customer requirements. Details of equipment and software with dates are listed in portfolio.</p>	1	301.1.a,b,e Range 1

Candidate signature: Anne Thomas

Date: 2/4/2000

Observation Record

(Example 5)

Unit/Element(s): (301) Select and Enable IT for Use

Candidate: Anne Thomas

Date of observation: 28/4/2000

Evidence index number: 8

Skills/activities observed:	PCs and range covered:
Saving and storing files	Element 301.3 PCs: a-f Range: materials (consumables, removable storage media), regulations (current legislation, manufacturer's instructions, organisational procedures), system (application software, hardware, system software).

Knowledge and understanding apparent from this observation:

Candidate can save and organise files. She can delete unwanted files and can shut down system according to organisation's procedures and manufacturer's instructions.

Other Units/elements to which this evidence may contribute:

302.1.b,c Range 1,3

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor signature: Peter Jones

Date: 28/4/2000

Candidate signature: Anne Thomas

Date: 28/4/2000

Witness testimony

(Example 6)

SVQ title and level:	Using IT level 3	
Candidate name:	<i>Anne Thomas</i>	
Evidence index no:	4	
Where applicable, evidence no. to which this testimony relates:	<div style="border: 1px solid black; height: 40px;"></div>	
Element(s):	301.2	Range: 1
Date of evidence:	8/4/2000	
Witness name:	Ian Cummings	
Designation/relationship to candidate:	<div style="border: 1px solid black; padding: 5px;">Line manager</div>	
Details of testimony:	<p>I can attest that I observed Anne Thomas following company and national regulations in the use of software. She understands and has knowledge of these regulations and I observed her following them when selecting and configuring software.</p> <p>I can confirm the candidate's evidence is authentic and accurate.</p>	
Witness signature:	<i>Ian Cummings</i>	
Name:	Ian Cummings	
Date:	8/4/2000	

Please tick the appropriate box:

A1/A2 or D32/D33 Award

Familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers (Example 7)

Unit: 301 Select & enable IT for use	Element(s): 1
Evidence index number: 5	
<p>Circumstances of assessment: As part of the staff induction scheme IT staff are regularly interviewed and asked about their knowledge and skills. Anne Thomas was interviewed on the 21 March 2000 and below is a summary of the interview where it relates to her knowledge of resources and problem solving.</p>	
<p>List of questions and candidate's responses:</p> <p>Q: If a member of staff asked you for a particular piece of equipment, would procedures would you follow?</p> <p>A: I would ensure that a hardware requisition form has been filled out with the rational for needing such equipment, countersigned by their line and general managers. If approved, next step would be to ask the member of staff if they need specific training. Pc 301.1.a,b,e Range 1,2,3</p> <p>Q: You discover that a member of staff has installed a piece of software on their workstation PC. What do you do?</p> <p>A: If they installed it themselves then this is a serious breach of company regulations and I would inform the IT manager. I would then remove the software. Pc 301.1.c, Range 2,3</p>	
Assessor's signature: Davinder Singh	Date: 21/3/2000
Candidate's signature: <i>Anne Thomas</i>	Date: 21/3/2000

Section 3 — The Units and recording documents for your SVQ

Unit Progress Record

Qualification and level:

Candidate: _____

To achieve the whole qualification, you must prove competence in all **six mandatory**.

Please note the table below shows the SSC identification codes listed alongside the corresponding SQA Unit numbers. It is important that the SQA Unit numbers are used in all your recording documentation and when your results are communicated to SQA. SSC identification codes are **not valid** in these instances.

Note: The Construction Industry Training Board (CITB) Health & Safety test sets the standard for the industry. Taken by over 500,000 people every year, it ensures that everyone working in construction has a minimum level of health and safety awareness. Passing this test is equivalent to completing a mandatory Unit within the framework of this qualification. You must provide physical evidence that you have passed the test by providing your assessor with the relevant test certificate.

Unit Checklist — circle the reference number of each Unit as you complete it.

Mandatory	VR01	VR02	VR03	VR160	VR161	CITB Health and Safety Test
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Mandatory Units (*all Units should be completed*)

SQA Unit Number	SSC/SSB Unit Number	Title	Assessor	Internal Verifier	Date
DX9J 04	VR01	Conform to General Workplace Safety			
DX9H 04	VR02	Conform to Efficient Work Practices			
DY4A 04	VR03	Move and Handle Resources			
DY1D 04	VR160	Fabricate and Repair Formwork Panels			
DY0D 04	VR161	Erect and Strike Formwork			
D8GA 04	N/A	CITB Health and Safety Test			

UNIT VR 01 (DX9J 04)

Conform to General Workplace Safety

Unit Summary

This Unit, in the context of your occupation and work environment, is about:

- ◆ awareness of relevant current statutory requirements and official guidance
- ◆ personal responsibilities relating to workplace safety, wearing appropriate personal protective equipment (PPE) and compliance with warning/safety signs
- ◆ personal behaviour in the workplace
- ◆ security in the workplace

This Unit may provide evidence for the following SQA Core Skills:

- ◆ Communication Access 3
- ◆ Communication Intermediate 1

UNIT VR 01 (DX9J 04)

Conform to General Workplace Safety

Performance Criteria

You must be able to:

- 1 Identify hazards associated with the workplace and record and report in accordance with organisational procedure.
- 2 Comply with all workplace safety legislation requirements at all times.
- 3 Comply with and maintain all organisational security arrangements and approved procedures.
- 4 Comply with all emergency procedures in accordance with organisational policy.

Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Hazards, associated with the workplace and occupations at work, are recorded and/or reported.
- 2 Safe use of general personal protective equipment (PPE) when in the work environment, in accordance with legislation and/or organisational requirements.
Adherence to statutory requirements and/or safety notices and warning signs displayed in the workplace.
- 3 Organisational procedures for maintaining the security of the workplace:
 - ◆ during the working day
 - ◆ on completion of the day's work
 - ◆ from unauthorised personnel (other operatives and/or the general public)
 - ◆ from theft
- 4 ***Organisational procedures in case of accident and/or fire.***

UNIT VR 01 (DX9J 04)

Conform to General Workplace Safety

Knowledge and Understanding relating to Performance Criteria

You must know and understand:

Performance Criteria 1 — Identification of hazards

- K1 The **hazards** associated with the occupational area.
- K2 The method of **reporting** hazards in the workplace.

Performance Criteria 2 — Workplace safety

- K3 What safety legislation **notices** are relevant to the occupational area.
- K4 Why and when **personal protective equipment (PPE)** should be used.

Performance Criteria 3 — Security arrangements

- K5 How **security** arrangements are implemented in the workplace.

Performance Criteria 4 — Emergency procedures

- K6 What the organisational **emergency procedures** are.
- K7 What the types of **fire extinguishers** are and how they are used safely.

Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

K1 **Emergency procedures**

In accordance with organisational requirements:

- ◆ accidents and emergencies associated with the type of work being undertaken and the work environment

K2 **Fire extinguishers**

Water, CO₂, foam, powder, vaporising liquid and their uses.

K3 **Hazards**

Associated with the occupational area:

resources, workplace, environment, substances, equipment, obstructions, storage, services and work activities

K4 **Notices**

Statutory requirements and/or official guidance for the occupation and the work area.

K5 **Personal Protective Equipment (PPE)**

As required for the general work environment:

- ◆ eg helmet, ear defenders, overalls, safety footwear and high visibility vests/jackets

K6 **Reporting**

Organisational recording procedures and statutory requirements.

K7 **Security**

Organisational procedures relating to the general public, site personnel and resources.

UNIT VR 01 (DX9J 04)

Conform to General Workplace Safety

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT VR 02 (DX9H 04)

Conform to Efficient Work Practices

Unit Summary

This Unit, in the context of your occupation and work environment, is about:

- ◆ interpreting information
- ◆ planning and carrying out productive, efficient working practices
- ◆ working with others or as an individual

This Unit may provide evidence for the following SQA Core Skills:

- ◆ Communication Access 3
- ◆ Numeracy Access 3
- ◆ Working with Others Access 3

UNIT VR 02 (DX9H 04)

Conform to Efficient Work Practices

Performance Criteria

You must be able to:

- 1 Communicate with others to establish productive work relationships.
- 2 Follow organisational procedures to maintain good work relationships.
- 3 Maintain records in accordance with the organisational procedures.

Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Communication with colleagues/clients to ensure that the work is carried out efficiently.
- 2 Procedures and use of resources, allocation of work and method of work.
Work carried out in conjunction with others.
- 3 Documentation required by the organisation is completed.

UNIT VR 02 (DX9H 04)

Conform to Efficient Work Practices

Knowledge and Understanding relating to Performance Criteria

You must know and understand:

Performance Criteria 1 — Communicate with others

K1 The methods of **communication** with other workplace personnel and/or client.

Performance Criteria 2 — Work relationships

K2 How organisational **procedures** are applied to maintain good work **relationships**.

Performance Criteria 3 — Maintain records

K3 How to maintain **documentation** in accordance with organisational procedures.

Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

K1 **Communication**

Written, oral and electronic.

K2 **Documentation**

Job cards, worksheets, material/resources lists and time sheets.

K3 **Procedures**

Use of resources for own and other's work requirements.

Allocation of appropriate work to employees.

Organisation of work sequence.

K4 **Relationships**

Individuals, workplace groups (client and/or operative, operative and line management, own occupation and allied occupations).

UNIT VR 02 (DX9H 04)

Conform to Efficient Work Practices

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT VR 03 (DY4A 04) Move and Handle Resources

Unit Summary

This Unit, in the context of your occupation and work environment, is about:

- ◆ following instructions
- ◆ adopting safe and healthy working practices
- ◆ selecting materials, components and equipment
- ◆ handling, moving and storage of materials and components by manual procedures and lifting aids

This Unit may provide evidence for the following SQA Core Skills:

- ◆ Communication Access 3
- ◆ Numeracy Access 3
- ◆ Working with Others Access 2

UNIT VR 03 (DY4A 04)

Move and Handle Resources

Performance Criteria

You must be able to:

- 1 Comply with the given information to move and store resources to maintain safe work practices.
- 2 Select the resources to be stored and ensure they conform to the given information.
- 3 Comply with the given information to prevent damage to the product and surrounding environment.
- 4 Comply with the given product information to carry out the work efficiently to the required guidance.

Scope of Performance

Evidence must be work-based, simulation alone is only allowed where shown in ***bold italics***.

- 1 Safe use of personal protective equipment (PPE) to carry out the activity, in accordance with legislation and/or organisational requirements.
Safe use and storage of lifting aids and equipment.
- 2 Selection of resources to be moved and/or stored:
 - ◆ own work and that of the team
 - ◆ materials, components and fixings
 - ◆ tools and equipment
- 3 Protection of the product and its surrounding area from damage. Disposal of waste packaging in accordance with legislation. Minimise damage and maintain a clean work space.
- 4 Work skills to:
 - ◆ move, position, secure and use lifting aids and kinetic lifting techniquesHandle and store occupational resources to meet product information and/or organisational requirements relating to:
 - ◆ sheet material
 - ◆ loose material
 - ◆ bagged or wrapped material
 - ◆ fragile material
 - ◆ components
 - ◆ liquid material

UNIT VR 03 (DY4A 04) Move and Handle Resources

Knowledge and Understanding relating to Performance Criteria

You must know and understand:

Performance Criteria 1 — Safe work practices

- K1 The level of understanding operatives must have of **information** for relevant, current **legislation and official guidance** and how it is applied.
- K2 The types of **fire extinguishers** and how and when they are safely used.
- K3 How **emergencies** should be responded to and who should respond.
- K4 The organisational **security procedures** for tools, equipment and personal belongings.
- K5 What the accident reporting procedures are and who is responsible for making the reports.
- K6 Why and when **personal protective equipment (PPE)** should be used.

Performance Criteria 2 — Selection of resources

- K7 The characteristics, quality, uses, limitations and defects associated with the **resources** and how defects should be rectified.
- K8 How the **resources** should be handled and how any **problems** associated with the **resources** are reported.
- K9 The organisational procedures to select **resources**, why they have been developed and how they are used.
- K10 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

Knowledge and Understanding relating to Performance Criteria (cont)

Performance Criteria 3 — Minimise the risk of damage

- K11 How to **protect work** from damage and the purpose of protection.
- K12 Why **disposal of waste** should be carried out safely and how it is achieved.

Performance Criteria 4 — Comply with product information

- K13 How **methods of work**, to meet the specification, are carried out and **problems** reported.

UNIT VR 03 (DY4A 04)

Move and Handle Resources

Scope of Knowledge and Understanding

The Knowledge and Understanding evidence should relate to the occupational area being assessed.

- K1 **Disposal of waste**
Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
- K2 **Emergencies**
Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:
- ◆ fires, spillages, injuries etc
- K3 **Fire extinguishers**
Water, CO₂, foam, powder and their uses.
- K4 **Hazards**
Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.
- K5 **Information**
Technical, product and regulatory:
- ◆ oral, written, graphical presentation
- K6 **Legislation and official guidance**
This relates to the operative's understanding of potential accidents and health hazards when working:
- ◆ on site, below ground level, at height, with tools and equipment, with materials and manual handling
- K7 **Methods of work**
Application of knowledge for safe work practices, procedures, skills and transference of competence for:
- ◆ manual handling and storage

Scope of Knowledge and Understanding (cont)

- ◆ maintenance of lifting aids
Needs of other occupations associated with the resources.
- K8 **Personal protective equipment (PPE)**
Occupational use, types, purpose of each type and work situations.
- K9 **Problems**
Those arising from information, resources and methods of work:
- ◆ own authority to rectify
 - ◆ organisational reporting procedures
- K10 **Protect work**
Against damage from general workplace activities, other occupations and adverse weather conditions.
- K11 **Resources**
Types, quantity, quality and sizes of standard and specialist:
- ◆ materials, components, fixings, fittings and ancillary items
 - ◆ hand and/or powered tools and equipment
 - ◆ internally or externally supplied
- K12 **Security procedures**
Site, workshop/workplace, company and operative.

UNIT VR 03 (DY4A 04)

Move and Handle Resources

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT VR160 (DY1D 04) Fabricate and Repair Formwork Panels

Unit Summary

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy working practices
- ◆ selecting materials, components and equipment
- ◆ preparing, constructing and repairing formwork

UNIT VR160 (DY1D 04) Fabricate and Repair Formwork Panels

Performance Criteria

You must be able to:

- 1 Interpret the given information relating to the work and resources to confirm its relevance.
- 2 Comply with the given, relevant legislation and official guidance to carry out your work and maintain safe work practices.
- 3 Select the required quantity and quality of resources for the methods of work.
- 4 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 5 Comply with the given contract information to carry out the work efficiently to the required specification.
- 6 Complete the work within the allocated time, in accordance with the programme of work.

Scope of Performance

This should cover:

- 1 Interpretation of drawings, specifications, schedules, manufacturers' information, related to the work to be carried out.
- 2 Safe use of personal protective equipment (PPE) to carry out the activity, in accordance with legislation and/or organisational requirements.
Safe use and storage of tools and equipment.
- 3 Selection of resources associated with own work:
 - ◆ materials, components and fixings
 - ◆ tools and equipment
- 4 Protection of the work and its surrounding area from damage.
Disposal of waste in accordance with legislation.
Minimise damage and maintain a clean work space.
- 5 Work skills to:
 - ◆ measure, mark out, fit, finish, remove, position and secureUse and maintain:
 - ◆ hand tools
 - ◆ portable power tools
 - ◆ ancillary equipmentFabricate and repair panel formwork to given working instructions.
- 6 Completion of own work within the estimated, allocated time to meet the needs of other occupations and/or client.

UNIT VR160 (DY1D 04) Fabricate and Repair Formwork Panels

Knowledge and Understanding relating to Performance Criteria

You must have knowledge and understanding of:

Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

Performance Criteria 2 — Safe work practices

- K4 The level of understanding operatives must have of **information** for relevant, current **legislation and official guidance** and how it is applied.
- K5 How **emergencies** should be responded to and who should respond.
- K6 The organisational **security procedures** for tools, equipment and personal belongings.
- K7 What the accident reporting procedures are and who is responsible for making the reports.
- K8 Why and when **personal protective equipment (PPE)** should be used.

Performance Criteria 3 — Selection of resources

- K9 The characteristics, quality, uses, limitations and defects associated with the **resources** and how defects should be rectified.

Knowledge and Understanding relating to Performance Criteria (cont)

- K10 How the **resources** should be used and how any **problems** associated with the **resources** are reported.
- K11 The organisational procedures to select **resources**, why they have been developed and how they are used.
- K12 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

Performance Criteria 4 — Minimise the risk of damage

- K13 How to **protect work** from damage and the purpose of protection.
- K14 Why **disposal of waste** should be carried out safely and how it is achieved.

Performance Criteria 5 — Meet the contract specification

- K15 How **methods of work**, to meet the specification, are carried out and **problems** reported.
- K16 How **maintenance** of tools and equipment is carried out.

Performance Criteria 6 — Allocated time

- K17 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

UNIT VR160 (DY1D 04) Fabricate and Repair Formwork Panels

Scope of Knowledge and Understanding

K1 Disposal of waste

Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

K2 Emergencies

Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:

- ◆ fires
- ◆ spillages
- ◆ injuries

K3 Hazards

Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.

K4 Information

Drawings, specifications, schedules, manufacturers' information and regulations governing buildings.

K5 Legislation and official guidance

This relates to the operative's understanding of their responsibilities regarding current legislation whilst working:

- ◆ in the workplace, below ground level, at ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting

Scope of Knowledge and Understanding (cont)

K6 Maintenance

Operative care of hand tools and/or portable power tools and ancillary equipment.

K7 Methods of work

Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work, and material used to:

- ◆ fabricate and/or repair formwork for columns, walls, beams, slab panels, kickers, pre-cast units
- ◆ attach soldiers and walings
- ◆ construct box-outs and bolt boxes
- ◆ position tie systems
- ◆ apply protective coatings
- ◆ use hand tools, power tools and equipment

Team work and communication.

Needs of other occupations associated with formwork.

K8 Personal protective equipment (PPE)

Occupational use, types, purpose of each type and work situations.

K9 Problems

Those arising from information, resources and methods of work:

- ◆ own authority to rectify
- ◆ organisational reporting procedures

UNIT VR160 (DY1D 04) Fabricate and Repair Formwork Panels

Scope of Knowledge and Understanding (cont)

K10 Programme

Types of progress charts, timetables and estimated times.

Organisational procedures for reporting circumstances which will affect the work programme.

K11 Protect work

Against damage from general workplace activities, other occupations and adverse weather conditions.

K12 Resources

Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:

- ◆ timber, timber and non-timber based sheet material, tie systems, proprietary soldiers and walings, protective coatings, fixings, fittings and associated items
- ◆ hand and/or powered tools and equipment

Methods of calculating quantity, length, area and wastage associated with the method/procedure to fabricate formwork.

K13 Security procedures

Site, workplace, company and operative.

UNIT VR160 (DY1D 04) Fabricate and Repair Formwork Panels

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT VR161 (DY0D 04) Erect and Strike Formwork

Unit Summary

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy working practices
- ◆ selecting materials, components and equipment
- ◆ erecting and striking formwork

UNIT VR161 (DY0D 04)

Erect and Strike Formwork

Performance Criteria

You must be able to:

- 1 Interpret the given information relating to the work and resources to confirm its relevance.
- 2 Comply with the given, relevant legislation and official guidance to carry out your work and maintain safe work practices.
- 3 Select the required quantity and quality of resources for the methods of work.
- 4 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.
- 5 Comply with the given contract information to carry out the work efficiently to the required specification.
- 6 Complete the work within the allocated time, in accordance with the programme of work.

Scope of Performance

This should cover:

- 1 Interpretation of drawings, specifications, schedules, manufacturers' information, related to the work to be carried out.
- 2 Safe use of personal protective equipment (PPE) to carry out the activity, in accordance with legislation and/or organisational requirements.
Safe use and storage of tools and equipment.
- 3 Selection of resources associated with own work:
 - ◆ materials, components and fixings
 - ◆ tools and equipment
- 4 Protection of the work and its surrounding area from damage.
Disposal of waste in accordance with legislation.
Minimise damage and maintain a clean work space.
- 5 Work skills to:
 - ◆ measure, mark out, fit, finish, remove, position and secureUse and maintain:
 - ◆ hand tools
 - ◆ portable power tools
 - ◆ ancillary equipmentErect and strike formwork at, above or below ground level, to contractors working instructions for two or more of the following:
 - ◆ walls
 - ◆ columns

UNIT VR161 (DY0D 04) Erect and Strike Formwork

Scope of Performance (cont)

- ◆ beams (ground or suspended)
 - ◆ suspended floor slabs or roofs
- 6 Completion of own work within the estimated, allocated time to meet the needs of other occupations and/or client.

Knowledge and Understanding relating to Performance Criteria

You must have knowledge and understanding of:

Performance Criteria 1 — Interpretation of information

- K1 The organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources**, and how they are implemented.
- K2 The types of **information**, their source and how they are interpreted.
- K3 The organisational procedures to solve **problems** with the **information** and why it is important they are followed.

Performance Criteria 2 — Safe work practices

- K4 The level of understanding operatives must have of **information** for relevant, current **legislation and official guidance** and how it is applied.
- K5 How **emergencies** should be responded to and who should respond.
- K6 The organisational **security procedures** for tools, equipment and personal belongings.
- K7 What the accident reporting procedures are and who is responsible for making the reports.
- K8 Why and when **personal protective equipment (PPE)** should be used.

UNIT VR161 (DY0D 04) Erect and Strike Formwork

Knowledge and Understanding relating to Performance Criteria (cont)

Performance Criteria 3 — Selection of resources

- K9 The characteristics, quality, uses, limitations and defects associated with the **resources** and how defects should be rectified.
- K10 How the **resources** should be used and how any **problems** associated with the **resources** are reported.
- K11 The organisational procedures to select **resources**, why they have been developed and how they are used.
- K12 The **hazards** associated with the **resources** and **methods of work** and how they are overcome.

Performance Criteria 4 — Minimise the risk of damage

- K13 How to **protect work** from damage and the purpose of protection.
- K14 Why **disposal of waste** should be carried out safely and how it is achieved.

Performance Criteria 5 — Meet the contract specification

- K15 How **methods of work**, to meet the specification, are carried out and **problems** reported.
- K16 How **maintenance** of tools and equipment is carried out.

Performance Criteria 6 — Allocated time

- K17 What the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

Scope of Knowledge and Understanding

K1 Disposal of waste

Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

K2 Emergencies

Operative's response to situations in accordance with organisational authorisation and personal skills when involved with:

- ◆ fires
- ◆ spillages
- ◆ injuries

K3 Hazards

Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.

K4 Information

Drawings, specifications, schedules, manufacturers' information.

K5 Legislation and official guidance

This relates to the operative's understanding of their responsibilities regarding current legislation whilst working:

- ◆ in the workplace, below ground level, at ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting

UNIT VR161 (DY0D 04) Erect and Strike Formwork

Scope of Knowledge and Understanding (cont)

K6 Maintenance

Operative care of hand tools and/or portable power tools and ancillary equipment.

K7 Methods of work

Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work, and material used to:

- ◆ erect and strike formwork for columns, walls, beams, floor slabs, kickers, stop ends, pre-cast units
- ◆ attach and remove soldiers and walings
- ◆ position and strike box and bolt boxes, grout checks, level controls, angle fillets and features
- ◆ position and remove tie systems
- ◆ apply release agents
- ◆ use hand tools, power tools and equipment

Team work and communication.

Needs of other occupations associated with formwork.

K8 Personal protective equipment (PPE)

Occupational use, types, purpose of each type and work situations.

K9 Problems

Those arising from information, resources and methods of work:

- ◆ own authority to rectify
- ◆ organisational reporting procedures

Scope of Knowledge and Understanding (cont)

K10 Programme

Types of progress charts, timetables and estimated times.

Organisational procedures for reporting circumstances which will affect the work programme.

K11 Protect work

Against damage from general workplace activities, other occupations and adverse weather conditions.

K12 Resources

Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:

- ◆ formwork, timber, timber and non-timber based sheet material, tie systems, proprietary soldiers and walings, release agents, fixings, fittings and associated items
- ◆ hand and/or powered tools and equipment

Methods of calculating quantity, length, area and wastage associated with the method/procedure to erect and strike formwork.

K13 Security procedures

Site, workplace, company and operative.

UNIT VR161 (DY0D 04)

Erect and Strike Formwork

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

Glossary of terms

Advisor	A person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. A mentor might also provide witness testimony.
Assessment	The process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria.
Assessor	The person designated in a centre to be responsible for collecting evidence of candidates' competence, judging it and recording achievement.
Authentication	The process by which an advisor or assessor confirms that an assessment has been undertaken by a candidate and that all regulations governing the assessment have been observed.
Candidate	The person enrolling for an SQA qualification.
Centre	The college, training organisation or workplace where SQA qualifications are delivered and assessed.
Element of competence	Statements which define the products of learning. The statements describe the activities that the candidate needs to perform in order to achieve the Unit. They contain Performance Criteria and sometimes statements on range and evidence. (see Outcome)
Evidence	materials the candidate has to provide as proof of his or her competence against specified Performance Criteria.
Evidence requirements	Specify the evidence that must be gathered to show that the candidate has met the standards laid down in the Performance Criteria.
External verifier	The person appointed by the SQA who is responsible for the quality assurance of a centre's provision. An external verifier is often appointed on a subject area basis or for cognate groups of Units.
Instrument of assessment	A means of generating evidence of the candidate's performance.
Internal verifier	The person appointed from within the centre who ensures that assessors apply the standards uniformly and consistently.
Observation	A means of assessment in which the candidate is observed carrying out tasks that reflect the Performance Criteria given in Outcomes.
Outcome	Statement which defines the products of learning. They describe the activities the candidate has to perform to achieve the Unit, and contain Performance Criteria, and, sometimes, statements on range and evidence (see elements of competence).
Performance Criteria	Statements which describe the standard to which candidates must perform the activities which are stated in the Outcome.

Portfolio	A compilation of evidence which can form the basis for assessment. The portfolio is commonly used in SVQ awards and in alternative routes to assessment such as APL and credit transfer.
Product evaluation	A means of assessment which enables the quality of a product produced by the candidate, rather than the process of producing it, to be evaluated.
Range/Scope	A statement in the Unit which specifies the different contexts in which the activities described in the outcome have to be demonstrated. Where they appear, range/scope statements are mandatory.

Section 4 — Blank recording forms

This section consists of the blank forms referred to in Section 2 for you to photocopy. You may find these useful when compiling your portfolio.

Portfolio title page

Your name: _____

Job title: _____

Name of Employer/
Training Provider/
College: _____

Their address: _____

Tel no: _____

SVQ: _____

level: _____

Units submitted for assessment:

Mentor: _____

(Please provide details
of Mentor's experience) _____

Assessor: _____

Date: _____

Personal profile

Name

Address

Postcode

Tel no

Home:

Work:

Job title

Relevant experience

Description of your current job

Previous work experience

Qualifications and training

Continued overleaf

**Qualifications and Training
(continued)**



Voluntary work/interests



**Name of Employer/Training
Provider/College**



Address



Postcode



Tel no



Type of Business



Number of Staff



**Structure of organisation
(include chart or diagram if
available)**



Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	
Personal profile		
◆ your own personal details	<input type="checkbox"/>	
◆ a brief CV or career profile	<input type="checkbox"/>	
◆ description of your job	<input type="checkbox"/>	
◆ information about your employer/training provider/college	<input type="checkbox"/>	
Unit Assessment Plans	<input type="checkbox"/>	
Unit progress record	<input type="checkbox"/>	
Completed Element Achievement Records for each Unit		
◆ signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	
◆ Evidence reference numbers included	<input type="checkbox"/>	
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	
Evidence (with reference numbers)		
◆ observation records	<input type="checkbox"/>	
◆ details of witnesses (witness testimony sheets)	<input type="checkbox"/>	
◆ personal statements	<input type="checkbox"/>	
◆ products of performance	<input type="checkbox"/>	

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements, pcs, and range covered

Candidate signature: _____ Date: _____

Observation record

Unit/Element(s): _____

Candidate: _____ Date of observation: _____

Evidence index number: _____

Skills/activities observed:	PCs and range covered:

Knowledge and understanding apparent from this observation:

Other Units/elements to which this evidence may contribute:

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: _____ Date: _____

Candidate's signature: _____ Date: _____

Record of questions and candidate's answers

Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate's responses: Q: A: Q: A: Q: A: Q: A: Q: A:	
Assessor's signature:	Date:
Candidate's signature	Date:

UNIT:

Element

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

Scottish Qualifications Authority

Portfolio:

We hope this portfolio was appropriate to your needs. We welcome feedback on our products and services. If you have any comments on this document, please use this form to let us know about them. Thank you.

Comments

Please return this form to:

Support Materials
Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow G2 8DQ

Optional information:

Name:

Organisation: