

Assessor's guidelines for the SVQ in Construction Management at level 5

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Construction Management at level 5**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, you may wish to go to the next section.

About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, *how well*, and *in what circumstances*, to show that they are competent in their work.

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience, which employees should have as they progress in their industry.

Explanation of levels

- Level 1** Defines competent performance in a range of activities which are largely routine and predictable.
- Level 2** Specifies that competent performance must be shown in a broader range of work activities which are less routine and predictable. The employee will have more autonomy and responsibility, and may have to work as part of a team.
- Level 3** Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.
- Level 4** Specifies competence as complex technical or professional work activities which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.
- Level 5** Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

How are standards defined in SVQs?

All SVQs consist of standards which can be broken down into various parts.

Units define the broad functions carried out in the sector, and are made up of a number of **Elements**. These **Elements** describe the activities which employees have to perform, and will require candidates to demonstrate certain skills or knowledge and understanding.

The quality of performance in what people must be able to do — how well they have to perform — is described by **Performance Criteria**. These may also be called **statements of competence** or **what candidates should do**.

The section on **knowledge and understanding** says what candidates must know and understand, and how this knowledge applies to their jobs.

You may also come across standards containing statements on **scope**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

Increasingly, you may see changes to this format as standards become more user-friendly and are written in plain English. For example, there may be some standards containing **Range Statements** or **Evidence Requirements**, but over time these should disappear. You may, however, find that information on the context, nature and amount of evidence which is required to prove competence (which used to be given in Range Statements and Evidence Requirements) is now defined in the **assessment guidance** for the qualification. Assessment guidance is drawn up by the awarding body and is packaged along with the standards to form the SVQ.

Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the external verifier*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment

strategy for this SVQ. The assessment strategy can be downloaded from SQA's website: www.sqa.org.uk

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

The steps involved in assessing a candidate for an SVQ

In deciding whether a candidate should get an SVQ, you will go through these stages:

- ◆ planning for assessment
- ◆ generating and collecting evidence of the candidate's competence in the Units
- ◆ judging the evidence of the candidate's ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate's achievement

1 The SVQ in Construction Management at level 5

The SVQs in Construction Management have been developed by a Development Group of construction professionals on behalf of the Sector Skills Council(s) (ConstructionSkills, SummitSkills and AssetSkills) and are intended for people who work in the area of Contracts Management across a variety of activities, eg building, building services, civil engineering, facilities management and house building and refurbishment. It is intended to cover those who work in both the private and public sector of the construction industry.

These people may be working as contracts managers, estimators, commercial managers, operations directors of smaller construction companies, property and facilities managers and specialist construction managers. They will require skills and knowledge in managing project risks, systems, and the whole procurement process. Competence in the fields of project planning and health, safety and welfare are essential. The emphasis for most of the Units is on the management and control of the strategic issues of projects and work of those for whom a manager will have responsibility. This reflects the nature of an SVQ at level 5 in ensuring competence of a candidate who is typically working at a high level of responsibility and with significant autonomy.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include: business premises, design offices, contractor's offices, site accommodation, college premises, or an appropriate combination of these.

Structure of the SVQs

This section lists the Units which form the SVQ in Construction Management Level 5.

SVQ in Construction Management at level 5 (G8A3 25)

Mandatory Units

SQA Ref	SSC Ref	Title
F081 04	CO1	Manage Health, Safety, Welfare and Environmental Factors
F086 04	CO2	Manage Project Risks, Opportunities, Systems and Teams
F07P 04	CO3	Control Projects
F087 04	CO4	Manage Teams and Individuals
F07S 04	CO5	Enhance Working Relationships and Develop Self

Optional Units

SQA Ref	SSC Ref	Title
F07X 04	O06	Manage Factors Affecting Project Feasibility
F084 04	O07	Manage Project Design
F07T 04	O08	Establish and Implement Project Partnering
F082 04	O09	Manage Invited Tenders
F07V 04	O10	Manage and Submit Tenders
F08B 04	O11	Prepare and Agree Contracts
F080 04	O12	Manage Financial Expenditure and Recovery
F07W 04	O13	Manage Disputes
F085 04	O14	Manage Project Handover and Evaluate Feedback
F083 04	O15	Manage Organisational Development
F07Y 04	O16	Manage Finance for the Business

An assessment strategy for the SVQ

As part of its review of the SVQ(s), the standards-setting body the Construction Industry Council has developed an assessment strategy which defines a range of requirements:

- ◆ the occupational expertise of assessors and verifiers
- ◆ a definition of simulation
- ◆ definition of the workplace
- ◆ information on a model of independent assessment or external quality control

The relevant parts of the assessment strategy can be downloaded from SQA's website: www.sqa.org.uk. Both SQA and centres must comply with these requirements.

Why would people be interested in the SVQ?

People will take SVQs for a variety of reasons: to gain promotion, to prove their job competence, or for personal development. There will be other reasons too. One of the first things to do is to find out why your candidates want to do the SVQ, and to advise them of the appropriateness of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

How do candidates begin?

Choosing the SVQ

You should make sure that candidates get guidance before starting out on an SVQ — they need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ selected. It does not have to be you as the assessor, who carried out the matching process, but whoever has

responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

An example

John had run his own construction firm for 12 years, for the most part working on contracts valued at less than £1,000,000, but occasionally on projects close to £2,000,000. He employed up to 35 people at any one time. The firm's turnover had been in the region of £4,000,000. He did not possess any formal academic qualifications beyond his craft certificates and wanted to gain a qualification that would recognise his skills. A nationally recognised qualification would, furthermore, provide an effective marketing tool should he wish to extend the scope or geographical spread of the firm's contracts. As John had a lot of experience in all aspects of construction management, the Education and Training Manager in his local builders' federation advised him to consider a level 5 SVQ in Construction Management.

When the Education and Training Manager matched John's key roles, functions, responsibilities and existing skills and experience with the SVQ, it emerged that he should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

- ◆ CO1 *Manage Health, Safety, Welfare and Environmental Factors*
- ◆ CO2 *Manage Project Risks, Opportunities, Systems and Teams*
- ◆ CO3 *Control Projects*
- ◆ CO4 *Manage Teams and Individuals*
- ◆ O14 *Manage Project Handover and Evaluate Feedback*

The Education and Training Manager arranged for an assessor from a local college to give John guidance on how to collect evidence and construct a portfolio to achieve these Units.

John also had some experience in relation to three further Units, however, some planning would be required in order to provide him with the opportunity to demonstrate competence in these areas.

The Units were:

- ◆ CO5 *Enhance Working Relationships and Develop Self*
- ◆ O10 *Manage and Submit Tenders*
- ◆ O16 *Manage Finance for the Business*

For Unit CO5 *Enhance Working Relationships and Develop Self*, the college assessor suggested that John consider the organisational policies, culture and practices of the organisation with respect to relationships and personal development.

As the company had evolved over the years, John had led the development and review of organisational policies, culture and practices. John and the assessor agreed that at the next annual policy review John should consider reviewing all of the policies - not just those changing because of legislative requirements relating to, for example, equal opportunities — and use this as a means of collecting evidence.

For Unit O10 *Manage and Submit Tenders*, it was agreed that John should be more aware of *being seen* to manage the submission of tenders. The firm had a successful tendering record, with particular success under traditional and management procurement strategies, and had been successful in getting onto a range of tender lists, including the local authority. In addition, it was recognised that the firm had a reputation for delivering to cost, confirming the general accuracy of their tenders.

To satisfy the evidence requirements, John was encouraged to be more conscious of noting, recording and providing feedback when, for example, preparing a main contract estimate through method statements, assessing resource requirements, evaluating risk and, in particular, at the adjudication meeting where he was leading the decision-making over the final tender sum. Considering the firm's strengths, and where to compete successfully on a regular basis were becoming clear, but had not been properly formalised as a strategy. Therefore the tendering strategy could be more formal and planned. The assessor would periodically check on John's progress in compiling written plans for the tendering strategy and his management of the process.

For Unit O16 *Manage Finance for the Business*, it was arranged that the assessor would accompany John and observe him during his normal working day as he interacted with those responsible for preparing the annual accounts. Emphasis here would be on the breadth of John's involvement in determining budgets for various areas and the link between his decisions, and the potential impact decisions he made could have on the firm. Further observations and questions during the day would cover comparing John's financial forecasts and decisions for the previous year with actual results and would include examining how he planned finances and budget allocations for the future to ensure the long term growth and sustainability of the firm.

John had no experience of the areas covered by the following two Units to complete his SVQ, which were:

- ◆ O15 *Manage Organisational Development*
- ◆ O08 *Establish and Implement Project Partnering*

Since John's job remit would not cover all these areas of the SVQ, the Education and Training Manager arranged for him to attend a local FE college and to shadow a senior member of staff for observation and practice in relation to the company.

All these arrangements were agreed by everyone involved and then written up in an assessment plan for John.

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well.

Your role and your candidate's role

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

Your role

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

Candidates' role

- ◆ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

Planning

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity which draws on the contents of different Units or Elements. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new assessor working towards your A/V Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers Unit(s) C01 *Manage Health, Safety, Welfare and Environmental Factors* and C02 *Manage Project Risks, Opportunities, Systems and Teams*. Both Units allow opportunities for integrated assessment. In the first, the candidate can assess hazards and deal with associated risks for a particular project. In the second, the candidate can identify risks, evaluate significance and check/confirm the risk management processes undertaken. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

Units: C01 Manage health, safety, welfare and environmental factors Elements: C01.4 Identify hazards and assess risks						
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)	
Oversee hazard identification exercises, risk assessments and emergency planning for a construction project	C01.4 (a) to (g) inclusive	Observation Questioning Verbal or written evidence from assistant contracts manager Physical evidence in the form of hazard identification/risk assessment sheets and reports, extracts from risk register	Proposed 5 March 2007	Assistant contract manager's statement Written risk assessments, reports and extracts from risk register from previous contracts	Unit C02 Manage project risks, opportunities, systems and teams Element C02.1 Assess and evaluate risks and opportunities of projects PC (a) to (f)	
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review						

Assessor's signature: *E W Thomson*

1st review due: 5 March 2007

Candidate's signature: *John Simpson*

2nd review due: 26 March 2007

Date of agreement: 22 January 2007

Date of completion:

Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

- ◆ By *valid* we mean that the assessment method should be appropriate to the standards
- ◆ By *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions
- ◆ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ candidate's familiarity with own working environment
- ◆ candidate's familiarity with assessor (this could also present a challenge)
- ◆ assessment progresses at candidate's own pace of learning
- ◆ proximity of resources in workplace

The challenges might be:

- ◆ shiftwork or other awkward work schedule
- ◆ confidentiality, eg tender documents and/or pricing information
- ◆ pressure of work, eg deadlines taking priority
- ◆ meeting the needs of clients/customers

Example

You might have a candidate working as a facilities manager in a large multi-occupancy office in a major city location. The candidate has to provide evidence of competence in the area of selecting and forming work teams (Unit C02.4). You have agreed that this will be carried out in part by observing appropriate resource allocation meetings as and when these arise. If you are an assessor who is working alongside the candidate, you should be well placed to observe the candidate's performance, perhaps using a checklist prepared prior to the observation, and to question the candidate about performance afterwards.

Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evaluation, and questioning.

Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the candidate
- ◆ arranging to visit when naturally–occurring activities are carried out by the candidate
- ◆ arranging for activities to take place

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally–occurring activities.

Example 1

You are observing a candidate taking receipt of a package of tender documents. The candidate’s task includes identifying various risks associated with the pricing of the contract.

You could observe the candidate looking for and locating the various details associated with that particular tender. These might include the return date (in conjunction with existing resource commitments), the conditions of contract and the proposed contract period. You could observe the candidate as they examine the contract documents to evaluate the scale and complexity of the project and form their opinion (even at this early stage), on whether or not the project is within the firm’s capabilities related to risk associated with the work, and if the design team have produced a set of documents without divergencies or other anomalies that could give rise to risk related to documentation errors.

You may have the opportunity to observe the candidate’s reaction and response to actual divergences in documents or environmental risks.

Example 2

You observe a candidate overseeing the compilation of lists of documents to be sent to preferred sub-contractors for pricing of work. The candidate may initially be questioning the firm’s estimator regarding the proposed sub-contract tenderers. The task will likely involve the use of standard forms of invitation for sub-contract tenders for the sub-contracts that are deemed to be of significant value and/or complexity.

You would be looking for the candidate to demonstrate care when compiling document packages, ensuring that sub-contractors are given appropriate documentation.

Product evaluation

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence include:

- A Facilities Manager at a large office complex has under their supervision a team of administrative assistants, technicians and in-house facilities support staff. Part of the candidate's role is to manage teams under their responsibility and to report to company directors on team performance. Development activities that are intended to complement organisational objectives are organised to support team leaders and teamworking.

Some of the activities involve in-house work-shadowing for senior managers. For example the Facilities Manager reporting to the directors, and the team supervisors reporting to the senior managers, under the organisation's management mentor scheme. Other activities involve regular meetings as required by the organisational policies. For example, senior management meetings on a weekly basis so that important information is passed up and down the lines of organisational communication. As a senior manager, the Facilities Manager is also required to ensure weekly team-leader briefing sessions take place in order, amongst other things, to share important information. Larger one-day events are held every three months for staff at all levels where the focus is on themes considered important to the organisation to help enhance teamworking and communication.

The assessor is happy that these activities complement the organisation's written business plans and Action Plan for the coming year. The activities are also making best use of existing resources — work shadowing under a mentor scheme that is in-house is relatively inexpensive. Furthermore, the weekly team meetings provide several opportunities for the candidate and assessor to identify appropriate evidence of team consultations, motivation, development, support and evaluation. The one-day events are organised quarterly so that knowledge and experience is transferred across as many teams as possible and to outline organisational plans and activities as well as dealing with emerging threats and opportunities for the organisation.

The product evaluation contributes to Unit C05 Elements C05.1 PCs (a) to (f) 'consulting with colleagues about proposed activities at appropriate times and in a manner encouraging open and frank discussion ... keeping colleagues informed about organisational plans and activities, emerging threats and opportunities ... honouring commitments to colleagues ... treating colleagues in a manner which shows your respect for individuals and the need for confidentiality ... giving colleagues sufficient support for them to achieve their work objectives ... discussing directly with colleagues concerned your evaluation of their work and behaviour'; Element C05.2 PC (a) 'giving those to whom you report timely and accurate reports on activities, progress, results

and achievements’; and Element C05.4 PCs (a) to (f) ‘developing, maintaining and encouraging working relationships with people which promote goodwill and trust ... informing people about work activities in an appropriate degree of urgency ... offering advice and help to people about work activities with sensitivity and encouraging questions, requests for clarification and comments ... presenting proposals for action clearly to people at an appropriate time and with the right level of detail for the degree of change, expenditure and risk involved ... clarifying with people objections to proposals and suggesting alternative proposals ... resolving conflicts and differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.’

- A Contracts Manager for a preservation company is involved in supervising the refurbishment of a listed building within the waterfront redevelopment in Dundee. The preservation company is acting as principal contractor and is supervising the work of all trades. The client has agreed with the firm that the work will be carried out at a fixed price. It is important therefore from the contractor’s point of view that costs are controlled, so the Contracts Manager has set up systems for controlling costs, monitoring effectiveness and taking appropriate action immediately upon identifying potential cost increases or cost savings.

The Contracts Manager set up operational procedures and meetings that would try to ensure that items of cost consequence were recorded and reported. The Manager compiled an Elemental Cost Plan on a spreadsheet into which all relevant data could be input. Information from sub-contractors would be used as and when required. Cost variances were monitored against the anticipated cost spend profile. Action to correct budgetary deviation from the Cost Plan was put into place. Variations brought about by the client were costed promptly, and the client was informed of the cost consequences without delay. The cost consequences of changes in the client’s instructions were dealt with separately so that this information could be presented to the client timeously.

The assessor was happy that the documentation produced for the project was evidence that the Contracts Manager had implemented an appropriate cost control system for the project. Written instructions to the site agent regarding procedures and paperwork as well as cost reports and budget reconciliations were available as evidence. Cost reports on variations instructed by the Client as amendments to the contract were viewed as required.

The product evaluation contributes to Unit C03 Element C03.4 PCs (a) to (e) ‘responsibility for monitoring and controlling expenditure ... against budgets are reliable ... against agreed budgets ... and requirements of the organisation ... taking prompt corrective action in response to actual or potential significant variations from budgets ...’

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit or Element or PC. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case, and questioning can be a useful way of confirming what candidates know and understand.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written.

A candidate doing Unit C04 Element 4 is required to undertake regular meetings every three months for approximately one hour with those for whom they have direct line management responsibility, to provide feedback on their personal development and performance, with an annual appraisal and development meeting every March prior to establishing any salary increases etc from April. Much of the staff appraisal information has been obtained from confidential meetings with staff members and the assessor has no right to access this information, even for SVQ assessment purposes.

Questioning the candidate will confirm that they have carried out individual and specific development and appraisal interviews for those for whom the candidate has responsibility. This questioning can be carried out without breaching aspects of confidentiality.

Questions that could confirm the candidate's underpinning knowledge and understanding of providing feedback to individuals on their performance could include:

- Q: When planning where to hold the meeting to provide feedback to an individual how do you set about choosing an appropriate venue and what do you think meets the requirements for an appropriate venue for these meetings?
- Q: How do you ensure objectivity when undertaking performance appraisal of individuals to ensure fairness and equality of opportunity?
- Q: How is confidentiality maintained in respect to the outcomes of appraisal meetings?
- Q: If a person for whom you have line management responsibility was not performing at what you considered to be a 'satisfactory' manner, how would you determine the benchmark for 'satisfactory performance' and how would you deal with this situation to help the employee get back to an appropriate level of performance?

Q: Can you give examples of how you have motivated individuals during this year's appraisals in order to help them improve their performance?

Other methods of assessment

These methods, like questioning, are often used for authentication. See section 3 for more about authenticating candidates' evidence.

Personal statements


You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

A personal statement may be used effectively as a source of evidence when, for example, a candidate uses any software for project management applications. The work produced may be in the form of a CD or printout. The personal statement will add authenticity as to the source of the work.

Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be able to provide a statement on what your candidates have been doing or producing as part of their work. Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the person providing the witness testimony. You will have to take these factors into account as you make your judgement.

Strongest	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the A/V Units or 'D-Units'.
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning candidates.

Witness testimony could be employed effectively as a source of evidence for Unit C02 *Manage Project Risks, Opportunities, Systems and Teams*; Element 3 *Establish and maintain project organisation and communication systems*. A line manager, for example, could confirm that a candidate can ascertain, implement, monitor and maintain effectively the appropriate organisational and communications needs for a project, something that would be expected of someone in the candidate's position, but can also deal with breakdowns in communication and take action to restore effective communication with an urgency and skill appropriate to the situation.

Simulation

Simulation is any structured assessment exercise involving a specific task which reproduces real-life situations.

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

CISC has defined what it regards as simulation, and has specified in the standards when simulation is and is not acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, please see the assessment strategy.

Other sources of evidence

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guides to Assessment and Quality Assurance* (see section 5) have more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

3 Generating evidence

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, this section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony

There are blank forms which you can download from SQA's website:
www.sqa.org.uk

Observation

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

Observation record

Unit/Element(s): C02 Manage Project Risks, Opportunities, Systems and Teams,
Element C02.1 Assess and Evaluate Risks and Opportunities on Projects
Candidate: John Simpson **Date of observation:** 19 January 2007
Evidence index number: 4

Skills/activities observed:	PCs covered:
<p>Meeting with estimator and contract planner in order to ascertain risk and resource implications regarding preparation of an estimate for a major project let on drawing and specification. Meeting includes discussion on description of sub-trade work packages and information for the various sub-contractors.</p> <p>Discussion of external factors including location and environmental factors associated with the site, contractual and statutory restrictions, and delivery of materials logistics. Compilation of list of risk factors and discussion of same. Discussion included opportunity to use pre-fabrication of some elements to reduce timescale (decided further enquiries necessary). Potential for early completion covered in addition to payment schedules.</p>	<p>Contributes towards:</p> <p>a b d e f</p>

Knowledge and understanding apparent from this observation: John has an understanding of the need to provide timely and comprehensively detailed sub-contract work packages to sub-contract tenderers. He realises that by describing with reasonable accuracy the work required by each sub-contract package that he removes ambiguity as far as possible which will lead to reduced risk of pricing errors through fewer pricing problems by sub-contractors. John has sympathy for sub-contract estimators and realises that his own firm will be the ultimate beneficiary. He has a firm grasp of the processes involved in the evaluation of risk. He attempts to quantify elements of risk as far as it can be done in order to price these whenever possible.

Particularly noteworthy is John's astute business sense regarding possible qualifications to the firm's tender in order to make it more attractive to clients. The qualifications suggested are clearly not made for every tender and he has taken the opportunity to do so for the benefit of the client and the firm. The qualification considered in relation to timescale does not affect the client's need for a fixed price quotation, it merely allows the client to consider the advantages of earlier than expected completion.

Other Units/Elements to which this evidence may contribute:
C05.4; O06.1; O06.2; O06.3; O09.1; O10.2

Assessor's comments and feedback to candidate: John accomplished the activities observed with commendable diligence. It is clear that he fully understands the finer points of project risk and tendering. John's confidence in his subordinates was very evident and he made a point of recognising the value of their work to date on the project.

It was not clear during the observation how the team would deal with specific risks arising from queries from sub-contractors regarding any ambiguity in the content of their work packages. John was questioned on this separately. John was specifically commended for his approach to identifying possible opportunities such as those related to the timescale and how this could be of benefit in selling the firm's tender to the client.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *E W Thomson* Date: 25 January 2007
Candidate's signature: *John Simpson* Date: 25 January 2007

Questions and candidate responses

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

Record of questions and candidate's answers

Unit: C02 Manage project risks, opportunities, systems and teams	Element(s): C02.1 Assess and evaluate risks and opportunities of projects
Evidence index number: 5	
Circumstances of assessment: John was overseeing the preparation of a tender for a major contract. The contract was to be let on a drawing and specification basis only. The firm was very keen to win the contract and great care was taken to describe the work packages for pricing by the sub-contractors. John was asked how he would react to queries from the various sub-contractors regarding the content of their work as described in order to achieve the objectives of reducing risks that had been identified earlier specifically in relation to improving communications in the tendering process.	
List of questions and candidate's responses: <p>Q: What format did the sub-contract packages take?</p> <p>A: Relevant drawings and specification notes from the original package sent by the architect. In addition we decided to produce a description of works in-house for each sub-trade in order to clarify for everyone involved exactly what they were being asked to price.</p> <p>Q: How would you react if a sub-contractor wanted to price something on the drawing that was not in the description of works for their trade?</p> <p>A: It would be acceptable for us to allow someone to price for work in a section, but if that were agreed it would be on the understanding that they undertook to price the whole of that section. This is because we would not want to ask other sub-contractors to carry out only a portion of what they originally priced.</p> <p>Q: When reviewing tender documents submitted by a sub-contractor if they had, for example, priced for the cutting of holes through external walls for service pipes and cables indicating that you had missed this out?</p> <p>A: Nobody is perfect, and this is just the sort of thing that can lead to potential conflict situations through minor misunderstandings if not clarified quickly. Initially I would check with our estimator to ascertain whether or not we as main contractors had in fact intended to price for that work ourselves as the builders on the job. Such an item would not go missing altogether as I'm sure we have a thorough adjudication meeting with a contract of such significance as this one. In any event, I would resolve the ambiguity and contact the sub-contractor as quickly as possible in order to clarify the information that led to the misunderstanding.</p>	
Assessor's signature: <i>E W Thomson</i>	Date: 29 January 2007
Candidate's signature: <i>John Simpson</i>	Date: 29 January 2007

Candidate's personal statement

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
12/02/07	11	<p>During the week commencing 15 January I chaired a number of meetings over a two-week period with colleagues in the estimating and planning offices. The main subject of the meetings was the strategy for pricing of what we considered 'minor' contracts. Following a review of the data on previous year's contracts we decided it would be appropriate to recommend that the pricing of minor contracts and the adjudication of the same should be left to specific estimators. This would enable optimum use of the estimators' skills for major contracts. Those affected by these changes were invited to meetings and to make comments and ask questions about these proposed changes.</p> <p>The estimators were happy to be given this autonomy. Some concerns were raised about the perceived status of the two 'groups' of estimators. These were allayed by emphasising the importance of minor contracts in maintaining continuity of work for our own operatives and maintaining our profile as a local employer.</p> <p>Discussions also covered staff development and it was emphasised that the estimators were considered more than capable of pricing the minor contracts with care and judgement and should specialise in different minor project types, eg shopfitting, domestic, industrial. This would provide an opportunity to enhance long-term working relationships with distinct clients and sub-contractors. It was agreed I would make initial contact with clients and sub-contractors for their reactions. It was also agreed that support would be made available on request in the event of 'non-standard' projects or those with unusual terms or conditions.</p>	12	<p>Unit C02.5 PCs a, b, c, d</p> <p>Unit C03.1 PCs a, b, c, d, e</p>

Signed (candidate): *John Simpson*

Date: 19 February 2007

Witness testimony

Remember when you to use witness testimony that it must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.

Witness testimony

SVQ title and level:	Construction Management Level 5
Candidate's name:	John Simpson
Evidence index no:	12
Index no of other evidence which this testimony relates to (if any):	5
Element(s):	C02.5, C03.1
Date of evidence:	16, 19, 23 and 25 January 2007
Name of witness:	Madeleine McCairn
Designation/relationship to candidate:	John is the Contracts Director with Scottish Highland Contracts. I am a Senior Estimator with the firm.
<p>Details of testimony: I have worked for the firm for 5 years as an estimator/surveyor during which time Mr Simpson has been my line manager. In my opinion John is a considerate and approachable boss. He maintains a particularly supportive leadership style that is helpful and maintains the respect and trust of people at all levels of the firm. John knows exactly what is going on throughout his areas of responsibility and likes to keep everyone informed. The estimating team meet weekly to discuss project matters and other matters John considers relevant. John is always highly organised and prepared for meetings and ensures that issues are dealt with appropriately and quickly. John is very diligent at keeping us all up-to-date with developments in the firm when they affect our work. A recent example of this was when the firm proposed to restructure the estimating function. We held four short meetings with John over a two-week period with all the estimators to discuss the proposals. John gave us plenty notice before the first meeting to prepare our own thoughts on the proposed changes, specifically asking for both positive and negative issues to be brought to the discussions. At these meetings John ensured that questions were fully answered as far as possible and that everyone had the chance to openly discuss the possible implications. Where John could not answer questions at the first meeting he made further enquiries and over a two week period all issues had been addressed to everyone's satisfaction. Throughout this period it was clear that management had prepared the proposals carefully and that the benefits to the firm would be significant. The estimators were also reassured that their own work would benefit due to continuity and specialisation, indeed it provided greater opportunities for personal development. The whole process was handled with care and empathy. John's leadership and drive to ensure the firm's sustainability and growth in the long term were uppermost and reflected in his determination to listen to our views and act on them (<i>John's Personal Statement of 19th February 2007 refers</i>).</p>	
<p>I can confirm the candidate's evidence is authentic and accurate. Signed by witness: <i>Madeleine M K McCairn</i> Date: 22 February 2007</p>	

Witness (please tick the appropriate box):

- Holds D32/D33 Award
- Is familiar with the SVQ standards to which the candidate is working

I have been briefed on the SVQ Standards applicable. I am familiar with SVQs, having achieved an SVQ Level 3 in Construction Contracting (Estimating) and working towards an SVQ Level 4 Construction Contracting (Estimating).

Madeleine M K McCairn

Filling the gaps

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow like delays in receiving information from another part of the organisation.

In this SVQ, such gaps are likely to occur in generating evidence for:

- ◆ dealing with project partnering (if your firm does not currently participate in projects under partnering arrangements)
- ◆ dealing with sub-contractors (if your firm trades exclusively as a specialist sub-contractor)
- ◆ dealing with dispute resolution (if your firm manages to avoid claims disputes)

You may be able to overcome these by:

- ◆ observation
- ◆ college based assignments
- ◆ questioning
- ◆ product evaluation
- ◆ secondment
- ◆ personal statements and witness testimony
- ◆ peer reports

Guidance and support to candidates

At all times during the assessment process – from planning through to making your assessment decision – feedback should be on-going, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for re-assessment.

Judging candidate evidence and making an assessment decision

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.

Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate's competence

Insufficient evidence

You have to judge whether the candidate has produced enough evidence required by the standards for you to reach a decision about their evidence.

Where there is insufficient evidence, you should say this to your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

Authenticating candidates' evidence

Authentication is required where you have not observed candidates' performance at first hand.

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them or, if this is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

Example

Authentication may be required when a candidate has monitored quality improvements (Unit C03 element 1). Some, but not all of the candidate's performance may be evidenced by means of meetings with colleagues, emails and documentation such as recommendations for improving procedures. However, much of the data to establish any necessary changes may arise from face-to-face meetings or by telephone.

Personal statements, witness testimony or peer reports may be valuable sources of authentication in such cases. It is not certain that external organisations would always be willing to provide peer reports for a candidate given the sensitivity of quality related failures where confidentiality is an important part of addressing problems. However, this should not prevent triangulation with other sources within the organisation to demonstrate that quality improvement has been monitored and action taken as appropriate to the circumstances.

4 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification.

The candidate's evidence is normally kept in a file, often called a *portfolio*. These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an external verifier what stage a candidate has reached in achieving the SVQ.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) may be sufficient for the external verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal verifiers and external verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier or external verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you and your candidate might use to compile the portfolio.

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

Unit progress record

Qualification and level: SVQ in Construction Management Level 5

Candidate: John Simpson

To achieve the whole qualification, you must prove competence in 5 **mandatory** Units and 5 **optional** Units.

Unit Checklist

Mandatory	C01	C02	C03	C04	C05							
Optional	O06	O07	O08	O09	O10	O11	O12	O13	O14	O15	O16	

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
C01	Manage health, safety, welfare and environmental matters	E W Thomson	12/03/07
C02	Manage project risks, opportunities, systems and teams	E W Thomson	02/04/07
C04	Manage teams and individuals	E W Thomson	14/05/07

Optional Units achieved

O10	Manage and submit tenders	E W Thomson	23/04/07

Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the place or location where it can be found
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or external verifier might be unable to confirm your assessment decisions.

Index of evidence

SVQ title and level: Construction Management Level 5

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Drawings and specification notes for refurbishment to shop as sent by client	No, office, ref 06/108/001	JS 15.12.06
2	Notes from risk management meeting chaired by candidate to identify and assess project specific risks.	Yes	JS 21.12.06
3	Notes of meeting with client regarding refurbishment to shop. Specific details on shared facilities with adjacent shops, timescale and budget	Yes	JS 12.01.07
4	Observation record by assessor	Yes	JS 19.01.07
5	Questions and candidate's responses	Yes	JS 29.1.07
6	Results of necessary enquiries for further information relating to risk assessment meeting of 12/01/07 and note of outcome and decision for each enquiry	Yes	JS 20.01.07
7	Costings for project taking into account appropriate allowances for health, safety and welfare matters, identified risks and input from sub-contractors	No, office, ref 06/108/014	JS 12.2.07
8	Written quotation to client	Yes	JS 12.2.07
9	Letters/emails to/from client's draftsman regarding technical details of plans; copies to client as required	Yes Copies only	JS 12.2.07
10	Enquiries to sub-contractors as required. Copies of replies from sub-contractors.	No See file: 2006/108	JS 12.2.07
11	Personal Statement – review of pricing strategy and meetings with estimators	Yes	JS 19.2.07
12	Witness Testimony – provided by Madeleine McCairn, senior estimator	Yes	JS 22.2.07

Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)
- ◆ entering the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking PCs or Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.

Element achievement record

Unit: C02 Manage project risks, opportunities, systems and teams

Element: C02.1 Assess and evaluate risks and opportunities of projects

Evidence Index No	Description of Evidence	PCs							Areas of knowledge and understanding										
		a	b	c	d	e	f		1	2	3	4							
1	Drawings and spec notes	X										X							
2	Notes from risk meeting	X	X	X	X	X						X	X						
3	Notes from client meeting	X	X	X								X	X						
4	Observation record	X	X		X	X	X					X	X						
5	Questions and candidate responses		X	X	X							X							
6	Results of enquiries related to risk assessment			X	X	X	X					X							
7	Costings for project				X	X	X					X							

Unit: C02 Manage project risks, opportunities, systems and teams

Element: C02.1 Assess and evaluate risks and opportunities of projects

Notes/Comments

John has clearly provided satisfactory performance evidence for the above Element. He is not always involved in the briefing process on a day-to-day basis and frequently deals with clients at initial enquiry stage.

For the project used for product evidence in the achievement record above, John was involved due to the proximity of the site and the possibility of follow-on work from the client involved. John, throughout, displayed an understanding of the key points for the client and the key information required by the contractors. John asked some very searching questions relating to insufficient or missing data to clarify ambiguities and this avoided future problems due to misunderstandings. The firm's senior estimator has confirmed that John was directly involved in dealing with this contract and a number of other queries from clients or prospective clients. John himself contacted the sub-contractors and the draftsman involved and made sure that the correct information was communicated timeously to all involved. These details are evidenced by letters and confirmed by questioning of John and the Senior Estimator, Ms Madeleine McCaim.

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

Candidate: *John Simpson* Date: 02/04/07

Assessor: *E W Thomson* Date: 02/04/07

Internal Verifier: *James Stuart* Date: 02/04/07

5 Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the ‘Publications, Sales and Downloads’ section. They can be ordered from SQA’s Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres

Guide to Assessment and Quality Assurance for Colleges of Further Education

Guide to Assessment and Quality Assurance for Employers and Training Providers

Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments

Quality Assurance Principles, Elements and Criteria

Operational Help Centre

The Operational Guide for Centres has been replaced by the online Operational Help Centre on **www.sqa.org.uk**

Appendix 1: Blank recording forms

Unit progress record

Qualification and level:

Candidate:

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

Unit Checklist

Mandatory												
Optional												

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date

Optional Units achieved

Index of evidence

SVQ title and level:

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and 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:

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs covered:

Knowledge and understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:

Witness testimony

SVQ title and level:	
Candidate's name:	
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Element(s):	
Date of evidence:	
Name of witness:	
Designation/relationship to candidate:	
Details of testimony:	
<p>I can confirm the candidate's evidence is authentic and accurate.</p> <p>Signed by witness: _____ Date: _____</p>	

Witness (please tick the appropriate box):

- Holds D32/D33 Award
- Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

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