



# **Assessor's guidelines for the SVQ in Construction Site Management at level 4**

First edition: November 2003  
Fourth edition: February 2014  
Publication code: DB1876/4

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Published by the Scottish Qualifications Authority  
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[www.sqa.org.uk](http://www.sqa.org.uk)

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# Contents

<b>About this guide</b>	<b>1</b>
<b>Introduction</b>	<b>2</b>
About SVQs	2
How are standards defined in SVQs?	3
Who is involved in SVQs?	3
The steps involved in assessing a candidate for an SVQ	4
<b>1 The SVQ in Construction Site Management</b>	<b>5</b>
Structure of the SVQs	6
An assessment strategy for the SVQ	9
Why would people be interested in the SVQ?	9
How do candidates begin?	10
Choosing the SVQ	10
<b>2 Preparing to assess the SVQ</b>	<b>12</b>
Planning	13
Assessment plan	14
Selecting methods of assessment	15
Methods of assessment	15
Observation	16
Product evaluation	16
Questioning	17
Other methods of assessment	18
Simulation	19
Other sources of evidence	20
<b>3 Generating evidence</b>	<b>21</b>
Observation	22
Questions and candidate responses	24
Candidate's personal statement	27
Witness testimony	29
Filling the gaps	31
Guidance and support to candidates	31
Judging candidate evidence and making an assessment decision	32
Insufficient evidence	32
Authenticating candidates' evidence	32
<b>4 Recording achievement</b>	<b>33</b>
Completing the Unit progress record	34
Using the index of evidence	36
Completing the Element achievement record	38
<b>5 Further information</b>	<b>41</b>
What else should I read?	41
<b>Appendix 1: Blank recording forms</b>	<b>42</b>

# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Construction Site Management at level 4**. You might 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, go straight 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 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 that 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 might 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 candidates' quality of performance 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 might 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 will see changes to this format as standards become more user-friendly and are written in plain English. For example, standards containing **Range Statements** or **Evidence Requirements** should disappear over time. The information previously given in these can now be found 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 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, see SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)).

Assessors and verifiers are also expected to obtain a qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), either in their current format or as ‘D-Units’, 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 Site Management

The SVQ in **Construction Site Management** has been developed by the ConstructionSkills SSC and is intended for the most part, but not exclusively, for people in the contracting side of the construction industry. It is particularly aimed to those operating in building (general and house building), conservation, civil engineering (including those operating as consulting site engineers), highways, specialist trades/activities, or as a site manager in any specialist areas/activities within these categories.

The qualification is based on the map of Occupational Standards originally developed for the industry by ConstructionSkills.

Candidates for the SVQ in Construction Site Management might be working as contracts managers, site engineers, resident engineers etc. They will require skills and knowledge in construction technology, construction work methods, construction plant and equipment, health and safety legislation and practice as well as staff welfare requirements. They will need human resource management skills and project management experience, as well as organisational skills, to effectively manage their construction projects.

It is important for construction site managers to have a working knowledge of quality assurance procedures, because of the sheer number and variety of firms and individuals involved in construction projects. Managers should understand their organisation's quality policy and implement standard procedures and practices.

The SVQ is designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQ is likely to be delivered include contractors' offices and site accommodation as well as on the construction site proper. Some aspects of the Elements or range statements are also achievable via academic exercises at Further Education colleges.

# Structure of the SVQs

## Construction Site Management (Building and Civil Engineering) at level 4 — GJ19 24

### 19 Mandatory Units

SQA Ref	SSC Ref	Title
F3H0 04	VR 210	Develop and Maintain Good Working Relationships
F3GS 04	VR 713	Allocate Work and Check People's Performance
F3H6 04	VR 726	Establish, Implement and Maintain Systems for Managing Health, Safety and Welfare
F3H7 04	VR 728	Evaluate and Select Work Methods
H6AW 04	VR 730	Monitor Project Activities
F3GW 04	VR 735	Control Project Progress against Agreed Quality Standards
H6AX 04	VR 737	Control Project Progress against Agreed Programmes
F3HB 04	VR 740	Manage Your Personal Development
H6AV 04	VR 714	Enable Learning Opportunities
F3GT 04	VR 715	Contribute to the Identification of a Work Team
F3H5 04	VR 727	Establish, Control and Monitor Environmental Factors and Sustainability
F3HJ 04	VR 729	Plan the Preparation of the Site for the Project
F3H2 04	VR 731	Ensure that Work Activities and Resources Meet Project Work Requirements
F3H9 04	VR 732	Identify, Allocate and Plan the Deployment and Use of Plant, Equipment or Machinery
F3HD 04	VR 733	Organise, Control and Monitor Supplies of Materials
F3H3 04	VR 734	Establish and Monitor Communication Systems and Organisational Procedures
F3H4 04	VR 736	Establish Dimensional Control Criteria
F3GY 04	VR 738	Control Project Quantities and Costs
F3H8 04	VR 739	Evaluate Feedback Information and Recommend Improvements

### Additional freestanding Units

SQA Ref	SSC Ref	Title
F3HG 04	VR 716	Plan Highways Maintenance or Repair Activities
H6AY 04	VR 719	Provide Customer Service in Construction
F3HH 04	VR 720	Plan Historical Conservation/Restoration Activities
F3HF 04	VR 722	Plan Demolition Activities
F3HE 04	VR 741	Plan and Schedule the Maintenance or Remedial Activities of Property, Systems or Services
F3HA 04	VR 742	Manage Project Handover
H6B0 04	VR 743	Plan Tunelling Activities



**Construction Site Management (Highways Maintenance and Repair) at level 4 — GJ1A 24**

**16 Mandatory Units plus two Optional Units**

<b>SQA Ref</b>	<b>SSC Ref</b>	<b>Title</b>
F3H0 04	VR 210	Develop and Maintain Good Working Relationships
F3GS 04	VR 713	Allocate Work and Check People's Performance
F3H6 04	VR 726	Establish, Implement and Maintain Systems for Managing Health, Safety and Welfare
F3H7 04	VR 728	Evaluate and Select Work Methods
H6AW 04	VR 730	Monitor Project Activities
F3GW 04	VR 735	Control Project Progress against Agreed Quality Standards
H6AX 04	VR 737	Control Project Progress against Agreed Programmes
F3HB 04	VR 740	Manage Your Personal Development
H6AV 04	VR 714	Enable Learning Opportunities
F3GT 04	VR 715	Contribute to the Identification of a Work Team
F3HG 04	VR 716	Plan Highways Maintenance or Repair Activities
H6AY 04	VR 719	Provide Customer Service in Construction
F3H2 04	VR 731	Ensure that Work Activities and Resources Meet Project Work Requirements
F3H9 04	VR 732	Identify, Allocate and Plan the Deployment and Use of Plant, Equipment or Machinery
F3HD 04	VR 733	Organise, Control and Monitor Supplies of Materials
F3GY 04	VR 738	Control Project Quantities and Costs

**Optional Units (choose two from the six below)**

<b>SQA Ref</b>	<b>SSC Ref</b>	<b>Title</b>
F3H5 04	VR 727	Establish, Control and Monitor Environmental Factors and Sustainability
F3HJ 04	VR 729	Plan the Preparation of the Site for the Project
F3H3 04	VR 734	Establish and Monitor Communication Systems and Organisational Procedures
F3H4 04	VR 736	Establish Dimensional Control Criteria
F3H8 04	VR 739	Evaluate Feedback Information and Recommend Improvements
F3HA 04	VR 742	Manage Project Handover

**Additional Freestanding Units**

<b>SQA Ref</b>	<b>SSC Ref</b>	<b>Title</b>
F3HH 04	VR 720	Plan Historical Conservation/Restoration Activities
F3HF 04	VR 722	Plan Demolition Activities
F3HE 04	VR 741	Plan and Schedule the Maintenance or Remedial Activities of Property, Systems or Services
H6B0 04	VR 743	Plan Tunelling Activities

**Construction Site Management (Residential Development) at level 4 —  
GC2G 24**

**17 Mandatory Units.**

<b>SQA Ref</b>	<b>SSC Ref</b>	<b>Title</b>
F3H0 04	VR210	Develop and Maintain Good Working Relationships
F3GS 04	VR713	Allocate Work and Check People's Performance
F3H6 04	VR726	Establish, Implement and Maintain Systems for Managing Health, Safety and Welfare
F3H7 04	VR728	Evaluate and Select Work Methods
F3HC 04	VR730	Monitor Project Activities
F3GW 04	VR735	Control Project Progress against Agreed Quality Standards
F3GV 04	VR737	Control Project Progress against Agreed Programmes
F3HB 04	VR740	Manage Your Personal Development
F3H1 04	VR714	Enable Learning Opportunities
F3HK 04	VR719	Provide Customer Service in Construction
F3H5 04	VR727	Establish, Control and Monitor Environmental Factors and Sustainability
F3HJ 04	VR729	Plan the Preparation of the Site for the Project
F3H2 04	VR731	Ensure that Work Activities and Resources Meet Project Work Requirements
F3HD 04	VR733	Organise, Control and Monitor Supplies of Materials
F3H3 04	VR734	Establish and Monitor Communication Systems and Organisational Procedures
F3H4 04	VR736	Establish Dimensional Control Criteria
F3H8 04	VR739	Evaluate Feedback Information and Recommend Improvements
F3HE 04	VR741	Plan and Schedule the Maintenance or Remedial Activities of Property, Systems or Services
F3HA 04	VR742	Manage Project Handover

**Optional Units (one Unit required)**

<b>SQA Ref</b>	<b>SSC Ref</b>	<b>Title</b>
F3GT 04	VR715	Contribute to the Identification of a Work Team
F3H9 04	VR732	Identify, Allocate and Plan the Deployment and Use of Plant, Equipment or Machinery
F3GY 04	VR738	Control Project Quantities and Costs

**Additional freestanding Units**

<b>SQA Ref</b>	<b>SSC Ref</b>	<b>Title</b>
F3HG 04	VR716	Plan Highways Maintenance or Repair Activities
F3HH 04	VR720	Plan Historical Conservation/Restoration Activities
F3HF 04	VR722	Plan Demolition Activities

## **An assessment strategy for the SVQ**

As part of their review of the SVQ, ConstructionSkills has developed an assessment strategy which defines a range of requirements:

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

The relevant parts of the assessment strategy are given in Appendix 2, and 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 suitability 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 who carries 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

Gareth had worked as a contracts manager for three years with a firm of building and civil engineering contractors. Through his firm's Staff Development Programme he had achieved an HNC in Construction by evening attendance at a college of further education. Nevertheless, he did not possess any formal management or supervisory qualifications.

He wanted to do a qualification which would give him national recognition of the skills he already possessed. As he had a lot of experience in working on construction projects, first as a tradesperson, later as a site agent, and now with three years of management experience behind him, the Training and Development Manager in his company advised him to consider an SVQ in Construction Site Management at level 4. When the T&D Manager matched Gareth's job remit 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:

- ◆ Evaluate and Select Work Methods
- ◆ Establish, Implement and Maintain Systems for Managing Health, Safety and Welfare
- ◆ Control Project Progress Against Agreed Quality Standards
- ◆ Control Project Progress Against Agreed Programmes

The T&D Manager arranged for an assessor within the company to provide Gareth with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Gareth also had some experience in relation to other Units. However, some planning was required to provide him with the opportunity to demonstrate competence in these areas. The Units were:

- ◆ Allocate Work and Check People's Performance
- ◆ Develop and Maintain Good Working Relationships
- ◆ Identify, Allocate and Plan the Deployment and Use of Plant, Equipment or Machinery

The T&D Manager arranged for the assessor to accompany Gareth on a tour to observe and assess him. He was required to liaise closely with his site agents and the firm's general and trades foremen. It was clear that Gareth did indeed manage

the performance of his teams and individuals within the teams. The evidence would be forthcoming from a reasonably concise period of observation.

It was agreed that the assessor would sit in on one or more of the regular project progress meetings Gareth attended during the working week. Many of the meetings he attended were chaired by the lead designer, often the project architect. Nevertheless, the firm regularly undertook design-and-build projects for which Gareth chaired the meetings. These meetings were attended by sub-contractors and consultants from outwith the firm.

Gareth also attended a weekly meeting with the firm's contracts director and the other contracts managers. These were attended by in-house employees only.

Gareth was confident that he dealt constructively with colleagues and others throughout his working week. The observation of this to confirm the evidence should be able to take place by-and-large at the same time as the observation of his chairing and participating in meetings as well as the preparation for and follow-up actions from these meetings.

Most aspects would be dealt with effectively by day-to-day observation. The aspects that would occur less frequently would include *informal working relationship; dealing with community groups; and use of visual aids*. Gareth would have to look out for opportunities for assessment in these aspects of the range. If they could be anticipated then his assessor could be given prior notice of these opportunities.

Gareth needed to update his knowledge of the specifics of standard forms of contract and codes of practice in detail, and it was agreed this should be done by attending courses and seminars. Gareth was aware of a forthcoming Update Seminar of the Scottish Building Contract Committee which he could attend and then provide feedback to his colleagues. The T&D Manager also wanted Gareth to attend a course on the newly updated Code of Practice for the CDM Regulations.

Finally, since the firm's Quality Manager had recently overseen a comprehensive review of the firm's quality manual, it was agreed that Gareth should be given a comprehensive overview to the new regime by the Quality Manager. This would place Gareth in a suitable position to consider the requirements of all Units within the new quality procedures.

All of these arrangements were agreed by everyone involved and then written up in an assessment plan for Gareth. It was agreed that the T&D Manager himself would act as assessor and that his assistant would be the internal verifier.

In the meantime Gareth was happy to hear that two of the firm's site agents were considering undertaking the SVQ in Construction Site Supervision at level 3. This would permit a number of candidates in the firm to compare notes on portfolio building at the same time.

## 2 Preparing to assess the SVQ

This section offers practical advice on how to go about assessing your candidates for the SVQ in Construction Site Management at level 4. This advice is offered as examples of good practice — you can develop your own approaches to assessing your candidates.

### **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, and how, 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 or 'D-Units', 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 VR726 *Establish, Implement and Maintain Systems for Managing Health, Safety and Welfare*. 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: VR726 Establish, Implement and Maintain Systems for Managing Health, Safety and Welfare					
Elements: 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)
Visual inspection and tour of the site; note-taking on potential hazards.	3, 5, 6, 7	Observation; questioning; product evidence.	2/12/2007	Previous reports and notes from previous projects.	
Write up standard in-house report on Site Survey; completion of hazard identification sheets.	5, 7	Observation; product evidence.		Previous reports/hazard identification sheets from other projects.	
<b>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review.</b>		Questioning.	9/12/2007	Previous risk assessments.	

Assessor's signature: J P R Williams

1st review due: 10 December 2007

Candidate's signature: Gareth Edwards

2nd review due: 10 December 2007

Date of agreement: \_\_\_\_\_

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 method should be appropriate to the standards
- ◆ by *reliable* we mean that the 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 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 called *internal verification*.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions of 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 to reliability)
- ◆ assessment progresses at candidate's own pace of learning
- ◆ proximity of resources in workplace
- ◆ knowledge of working time peaks, which can then be avoided during assessment periods if appropriate
- ◆ assessor may be familiar with firm's internal documentation and chain of command

The challenges might be:

- ◆ shiftwork
- ◆ confidentiality, eg tender documents and/or pricing information
- ◆ pressure of work, eg project deadlines taking priority over planned assessment
- ◆ meeting the needs of clients/customers

## Methods of assessment

Assessment may involve a range of 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 might be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

Examples of where observation would be an appropriate method of assessment in the SVQ Construction Site Management might be:

- ◆ a contracting candidate briefs site staff on safe working practices
- ◆ a consulting engineering candidate collates documents and evaluates them against the agreed criteria
- ◆ a conservation candidate inspects property

## **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 method statement
- ◆ a construction phase health and safety plan
- ◆ a marked-up copy of the site plan
- ◆ records of setting out information
- ◆ Cost reports
- ◆ minutes of project team meetings
- ◆ agenda
- ◆ letters and memos

## Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For this SVQ, knowledge and understanding is specified for each Element. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but when this is not the case, 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.

Consider the following scenarios:

- 1 A conservation candidate has been asked to prepare and present a condition survey report for a prospective tenant of commercial property.

Questioning of the candidate will confirm that he or she knows how to select evaluation methods and techniques appropriate to the type of property.

For example, the candidate might be asked why they chose to cite Building Standards (Scotland) Regulations in their report. They could be asked why they chose to give particular attention to the capacity of the electricity supply to the building and the number of existing power outlets in certain spaces in the building. The candidate might also be asked why the standard of decoration and floor finishes in the property was given little weight in the report.

Questions that can confirm underpinning knowledge and understanding of the above situation could include:

Why did you note that the existing fire escape staircase does not comply with the current Building Standards (Scotland) Regulations?

What is the significance of your detailed consideration of the existing electricity installations?

Why did the standard of finishes in the property attract little attention in the report?

- 2 A candidate has been asked to undertake and measure personal development. It is impossible for the assessor to read the candidate's mind on the review of personal development. Questioning will be required.

Questions that might confirm underpinning knowledge and understanding in the above situation could include:

How can you be objective in a review of your own development?

How do you ensure that your personal development is quantifiable or measurable?

## **Other methods of assessment**

These methods, like questioning, are often used for authentication.

### **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 called a **personal statement**. You should 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.

An example of a situation where a personal statement could be of benefit is where an immediate threat to the progress of the works has arisen. For example, having been let down by a particular builders' merchant, the candidate has to arrange immediately for an alternative source of supply. Normally the candidate might like to give the assessor the opportunity to observe his identifying the variation and investigating the incident. In this case there might simply not have been time to call in the assessor. It could also be that the assessor is a close working colleague and was himself urgently involved with the situation. The incident provides very useful evidence of the candidate's dealing with a scenario, but in this case direct observation was impossible, so a personal statement from the candidate would be useful. The personal statement can be corroborated by witness testimony and/or questioning.

### **Witness testimony**

For practical reasons, you might not be able to observe all the activities carried out by your candidates, but might feel that other people could 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 witness. 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 is a colleague of the candidate but has no knowledge of the standards.
Weakest	Someone with little or no knowledge of either the candidate's work or 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.

A situation where witness testimony might prove valuable in the SVQ Construction Site Management could be where the assessor has missed an opportunity for observation evidence. The candidate's performance might have been witnessed by reliable sources within the firm. For example, the site agent or a tradesperson could have been privy to the candidate giving feedback to a trainee construction manager on the most effective ways to give a verbal instruction to a construction operative.

## Simulation

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

On some occasions, it might not be practical to assess a candidate in real work. Examples could 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.

ConstructionSkills SSC 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, see SQA's website [www.sqa.org.uk](http://www.sqa.org.uk).

A specific example of a situation where the standards for the SVQ Construction Site Management accept simulation is *Develop and Maintain Good Working Relationships*. In the section on 'Product Evidence', simulation is acceptable for

presenting proposals and offering clarification. If assessment was to be carried out in a 'live' situation it *would* provide excellent evidence. On the other hand, the use of a simulated situation may provide evidence that may not be likely to occur in the foreseeable future.

## **Other sources of evidence**

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

One particular source of Accreditation of Prior Learning (APL) would be to consider evidence of the candidate's past performance. Ideally, all competence-based assessments should begin with APL because it provides audits of the candidate's current competencies. This avoids the requirement of having to undertake unnecessary training and evidence gathering. Nevertheless, candidates are themselves responsible for the collection and assembly of historical evidence into a suitable portfolio for assessment.

Since you are unlikely to have access to sources of historical evidence you must ensure that:

- ◆ the evidence is authentic, ie it applies to the candidate's own unaided work
- ◆ the competence is still current — and not one that was gained in the past and then 'lost' due to lack of practice, for example

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. 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 copy and use in assessment in Appendix 1.

## **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): Prepare for and manage meetings to meet objectives  
 Candidate: Gareth Edwards Date of observation: 18/01/08  
 Evidence index number: 5

Skills/activities observed:	PCs covered:
Chair weekly progress meeting for Design and Build of new Primary School. Follow standing agenda items and AOB.	

**Knowledge and understanding apparent from this observation:**  
 How to identify unhelpful arguments; how to present information; how to get and use feedback.  
 Styles of leadership.  
 Value and limitations of meeting [forum]; purpose of agendas; importance of summarising discussions; how to manage discussions.  
 Know how to determine who are the necessary people to attend the meeting; procedures to follow when calling meetings and preparing for them

**Other Units/Elements to which this evidence may contribute:**  
 VR210, VR730, VR731,

**Assessor's comments and feedback to candidate:**  
 Well prepared for the meeting. All in attendance appeared well informed and at ease. Style of chairing both business-like and conversational. Suitable input invited from others. Suitable pausing for summation and clarification throughout. Agenda followed sensibly. Occasional combination of agenda items where appropriate and sensible. Suggestions to some parties that separate discussions after meeting would be appropriate for items concerning only some of the participants. Meeting finished within 15 minutes of planned. Overall very competent chairing of meeting with effective contributions as necessary. Watch out for items that stem from the meeting. Some of them may provide useful sources of SVQ evidence.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: J P R Williams Date: 18 Jan 2008

Candidate's signature: Gareth Edwards Date: 18 Jan 2008

## **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

<p><b>Unit:</b> VR734 Establish and Monitor Communication Systems and Organisational Procedures</p>	<p><b>Element(s):</b> Prepare for and manage meetings to meet objectives</p>
<p><b>Evidence index number:</b> 8</p>	
<p><b>Circumstances of assessment:</b> In order to successfully assess some of the subtle knowledge and understanding behind the art and science of chairing meetings there are a number of questions that can confirm the candidate's comprehension of this important management 'tool'.</p>	
<p><b>List of questions and candidate's responses:</b></p> <p><b>Q:</b> When are meetings the best forum for dealing with issues?</p> <p><b>A:</b> They come into their own when a number of different parties have an input simultaneously. They are an effective forum to persuade a team of the importance of co-operation and co-ordination. They also provide a situation where information can be transmitted to all parties, or a decision can be made following a discussion. The drawback with meetings is that they can become a 'talking shop' if the chairperson doesn't keep a rein on proceedings.</p> <p><b>Q:</b> Can you give an example of an instance when you decided that a meeting would be less appropriate than a different forum for discussion?</p> <p><b>A:</b> You regularly come across situations where a couple of participants at the meeting appear to be starting a prolonged discussion on a matter of importance. The outcome of the discussion may be important to all but the discussion itself should be cut short by the chair and the two individuals invited to discuss the matter separately after the meeting. This allows the meeting to progress timeously. The two should be asked to inform the chair of the outcome of their deliberations as soon as possible. The chair will then inform the other parties or, if appropriate, wait for the next meeting to inform all of the outcome.</p> <p><b>Q:</b> What different approaches do you take when chairing an in-house meeting as opposed to one at which people from outside the organisation are participants?</p> <p><b>A:</b> In-house meetings are, by definition, less formal. Meetings with project teams including consultants and even clients should be more formal. Both meetings should be businesslike in order to accomplish their aims. In-house meetings may accommodate a little more departure from the normal protocol if one or more of the participants are less familiar with the normal routine of meetings. There is a danger, however, that in-house meetings are treated with a bit of contempt by the participants — turning up late and wandering out to deal with phone calls and the like. Nevertheless, the chair at such meetings can remind those present, or latecomers, of the purpose and benefit of effective in-house meetings.</p> <p>All of our contracts managers meet with the contracts director once a week. These in-house meetings are very beneficial and help us as an organisation to co-ordinate our resources and share ideas and experience.</p> <p><b>Q:</b> If you were to organise a first meeting with a new project team how would you decide the purpose and objectives of the meeting?</p> <p><b>A:</b> I have a standard agenda for these meetings. What I should really say is that our firm has a standard agenda for such meetings. We have a number of standard forms in our Quality Manual. These include agendas for meetings of this sort and meetings with sub-contractors etc.</p>	

Over and above the agenda I would think about introducing the team to each other and spelling out everybody's role. The client's brief would take centre stage in our deliberations. We all want to get off to an effective start in bringing the project in on time, to specification and within budget.

**Q:** What might happen if a meeting you chaired made a decision outwith its authority?

**A:** I would be in trouble! Seriously though, there are normally quality assurance features in our procedures that ensure that all teams are aware of their rights and duties and the limits of their authority will be clear at the beginning of the project. All of our minutes, etc, are copied to the contracts director. He should be able to pick up fairly easily any divergence from our remit.

I suppose that if anyone at the meeting was in any doubt as to our authority he or she would raise the matter at the meeting. I know that if I was in any doubt I would confirm the situation with the relevant party as soon as I could.

**Assessor's signature:** *J P R Williams*

**Date:** *25 Feb 2008*

**Candidate's signature:** *Gareth Edwards*

**Date:** *26 Feb 2008*

## **Candidate's personal statement**

A personal statement should always be completed by the candidate. It should record what they did, and how and why they chose to carry out an activity or produce work in a certain way. Where other people have been present during an activity and are 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
3/4/08	31	<p>In most contracts, and certainly where there is a standard form of sub-contract (DOM/A/Scot) the sub-contractor is permitted to use the main contractor's standing scaffolding and welfare facilities.</p> <p>In the external repairs and internal refurbishment contract at 88–96 Treborough High Street, our firm (the main contractor) had included for scaffolding both front and rear elevations. The heating work sub-contractor had priced for metal ductwork flue liners from the living rooms of the properties to chimneyheads as requested. When the work started on site they asked that the scaffolding be extended from eaves level to the chimneyheads in order to feed the flue liners down the flues.</p> <p>There was some debate with our site agent as to who was to pay for this extension to the scaffolding. The heating sub-contractor refused to carry out their work until the scaffolding was extended. Furthermore, they refused to carry out any more work until they were guaranteed that the additional costs would not be borne by themselves.</p> <p>After he contacted me I discussed the situation with the site agent. I confirmed that the scaffolders should extend the scaffolding to the chimneyheads. The progress of the works was not to be compromised. I promised the heating sub-contractor that the cost of the extended scaffolding would be a matter for the sub-contract and the tender documents submitted to them by our firm at pricing stage. If the fault was on the part of our firm then we would bear the cost. The sub-contractors, with whom we had dealt regularly over the last few years, were content that our working relationship was sound and that the matter would be dealt with correctly.</p>	<p>Evidence Index no. 32 — order to sub-contractor</p> <p>Evidence Index no. 33 — Witness testimony from contracts manager</p>	<p>VR210, VR726, VR730, VR732</p>

Signed (candidate): Gareth Edwards

Date: 4/4/2008

## **Witness testimony**

Witness testimony 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

<b>SVQ title and level:</b>	SVQ Construction Site Management level 4
<b>Candidate's name:</b>	Gareth Edwards
<b>Evidence index no:</b>	8
<b>Index no of other evidence which this testimony relates to (if any):</b>	23
<b>Element(s):</b>	VR728, VR731, VR737
<b>Date of evidence:</b>	13/02/2008
<b>Name of witness:</b>	Barry John
<b>Designation/relationship to candidate:</b>	Contracts director (and line manager)
<b>Details of testimony:</b>	
<p>The programme (ref. 02/638) for the project at Linlathen High School was devised by Gareth Edwards. He required the input of the plant manager regarding the availability and outputs of various items of plant and equipment. Nevertheless the programme was Gareth's work. He has been using Microsoft Project to produce programmes in computer-generated form for a year now. Prior to that the firm used an older piece of planning software.</p> <p>Most of our programme plans are drafted at tender stage by our planner, Gerald Davies. The contracts managers normally get more involved after the project has been secured and awarded by the client. The programme drafting for Linlathen High School was reserved for Gareth for the purposes of his SVQ portfolio.</p>	
I can confirm the candidate's evidence is authentic and accurate.	
<b>Signed by witness:</b> <i>Barry John</i>	<b>Date:</b> <i>24 February 2008</i>

**Witness** (please tick the appropriate box):

Holds A1 or D32/D33 qualifications

Is familiar with the SVQ standards to which the candidate is working



## Filling the gaps

There will come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you could find that certain situations, such as handling contingencies and emergencies, 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:

- 1 Special working conditions
- 2 Equal opportunities
- 3 Statutory regulations and limitations, and codes of practice which might compromise the proposed works
- 4 Trade advisory guidance and best practice as quality standards
- 5 Industrial disputes as a variation that would require a corrective action
- 6 Reaching agreement with relevant people
- 7 Developing, maintaining and encouraging working relationships with community groups

You should be able to overcome these by:

- 1 Looking carefully for such conditions and opportunities for assessment
- 2 Seconding an individual or individuals from another department in the firm to take a place or places in the project team.
- 3 Looking carefully through statutory regulations for detail that might compromise the works
- 4 Research of trade best practice literature.
- 5 Watching out for industrial disputes that directly or indirectly affect the project, even those in connection with organisations outwith the candidate's firm.
- 6 Simulation of the input of the relevant people in the range that has not been covered by the normal course of evidence gathering.
- 7 Work-shadowing contracts director or other senior manager in dealings with community group.

## Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be ongoing, 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 competence.

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 that shows their competence by questioning, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

#### **An example**

Authentication could be required when a candidate has produced a piece of physical evidence that could, on the face of it, have been produced by anyone. For example, a candidate might have produced a construction project plan using computer software. It would require questioning or witness testimony to confirm that the work is actually that of the candidate. Perhaps also a brief demonstration of the computer application by the candidate in the presence of the assessor would be necessary to satisfy the assessor that the evidence was valid.

## 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, 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.

There are no ConstructionSkills approved, nationally devised standard forms for recording achievement but there are standard forms devised by SQA for recording achievement. Copies of these can be found in Appendix 1.

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 choose, 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) will 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 and external verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidate's evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal 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 can 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 Construction Site Management (Building and Civil Engineering) level 4

Candidate: Gareth Edwards

To achieve the whole qualification, you must prove competence in **19** mandatory Units.

## Unit Checklist

<b>Mandatory</b>	<b>VR210</b>	<b>VR713</b>	<b>VR726</b>	<b>VR728</b>	<b>VR730</b>	<b>VR735</b>	<b>VR737</b>	<b>VR740</b>
	<b>VR714</b>	<b>VR715</b>	<b>VR727</b>	<b>VR729</b>	<b>VR731</b>	<b>VR732</b>	<b>VR733</b>	<b>VR734</b>
	<b>VR736</b>	<b>VR738</b>	<b>VR739</b>					

## Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
VR 210	Develop and Maintain Good Working Relationships	<i>JPR Williams</i>	25 March 08
VR 713	Allocate Work and Check People's Performance	<i>JPR Williams</i>	14 March 08
VR 726	Establish, Implement and Maintain Systems for Managing Health, Safety and Welfare		
VR 728	Evaluate and Select Work Methods	<i>JPR Williams</i>	23 April 08
VR 730	Monitor Project Activities		
VR 735	Control Project Progress against Agreed Quality Standards		
VR 737	Control Project Progress against Agreed Programmes		
VR 740	Manage Your Personal Development		
VR 714	Enable Learning Opportunities		
VR 715	Contribute to the Identification of a Work Team		
VR 716	Plan Highways Maintenance or Repair Activities		
VR 719	Provide Customer Service in Construction		
VR 720	Plan Historical Conservation/Restoration Activities		
VR 722	Plan Demolition Activities		
VR 727	Establish, Control and Monitor Environmental Factors and Sustainability		
VR 729	Plan the Preparation of the Site for the Project		
VR 731	Ensure that Work Activities and Resources Meet Project Work Requirements		
VR 732	Identify, Allocate and Plan the Deployment and Use of Plant, Equipment or Machinery		
VR 733	Organise, Control and Monitor Supplies of Materials		
VR 734	Establish and Monitor Communication Systems and Organisational Procedures		
VR 736	Establish Dimensional Control Criteria		
VR 738	Control Project Quantities and Costs		
VR 739	Evaluate Feedback Information and Recommend Improvements		

## 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 location of the evidence
- ◆ 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 or external verifier might be unable to confirm your assessment decisions.

## Index of evidence

<b>SVQ title and level: Construction Site Management level 4 (Contracting)</b>
--

<b>Evidence number</b>	<b>Description of evidence</b>	<b>Included in portfolio (Yes/No) If no, state location</b>	<b>Sampled by the IV (initials and date)</b>
1	Contract documents.	No. Stored in office.	<i>JSJ 23.2.08</i>
2	Pre-tender health and safety plan.	No. Stored in office.	<i>JSJ 23.2.08</i>
3	Notes from site visit.	Yes.	<i>JSJ 23.2.08</i>
4	Marked-up copies of site plan.	Yes. Extract only.	<i>JSJ 23.2.08</i>
5	Hazard identification sheets.	Yes. Sample.	<i>JSJ 23.2.08</i>
6	COSHH hazard information and other technical literature.	Yes. Sample.	<i>JSJ 23.2.08</i>
7	Photographs of access/egress and adjacent properties.	Yes. With annotations.	<i>JSJ 23.2.08</i>
8	Written risk assessments.	Yes. Sample.	<i>JSJ 23.2.08</i>
9	Report to contracts director and safety officer on potential hazards and risk assessments.	No. Stored in office.	<i>JSJ 23.2.08</i>
10	Draft method statements.	Yes. Sample.	<i>JSJ 23.2.08</i>

## 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: VR726 Establish, Implement and Maintain Systems for Managing Health, Safety and Welfare

Element: Identify hazards and assess risks

Evidence Index No	Description of Evidence	PCs					Range																	
		1	2	3	4	5																		
1	Contract documents	✓	✓	✓		✓																		
2	Pre-tender H&S plan	✓	✓	✓	✓	✓																		
3	Notes from site visit	✓	✓	✓	✓																			
4	Marked-up copy of site plan	✓	✓	✓	✓	✓																		
5	Hazard identification sheets	✓	✓	✓	✓	✓																		
6	COSHH hazard data etc	✓	✓	✓																				
7	Photographs of site	✓	✓	✓	✓	✓																		
8	Written risk assessments					✓																		
9	Report on risk assessments	✓	✓	✓	✓	✓																		
10	Draft method statements	✓	✓		✓	✓																		
13	Construction phase H&S plan	✓	✓	✓	✓	✓																		
14	Site fire safety plan	✓	✓	✓	✓	✓																		
15	Personal statement	✓	✓	✓	✓	✓																		
20	Project quality plan	✓	✓	✓	✓	✓																		
21	Witness testimony	✓	✓	✓	✓	✓																		

**Unit: VR726 Establish, Implement and Maintain Systems for Managing Health, Safety and Welfare**

**Element: Identify hazards and assess risks**

**Evidence Comments**

The range...1 INFORMATION all clearly covered.

The range...2 HAZARDS all clearly covered EXCEPT confined spaces...look out for opportunities to evidence this!

The range...3 FACTORS all clearly covered.

The range...4 ASSESSING all clearly covered.

The range...5 PREVENTION AND PROTECTION all clearly covered.

**Notes/Comments**

The candidate has satisfied the assessor and Internal Verifier that the performance evidence has been met. With the exception of the single item from range 2 (See above). J S 5.4.03

**Candidate:** Gareth Edwards

**Date:** 2 May 2007

**Assessor:** J P R Williams

**Date:** 2 May 2007

**Internal Verifier:** Jan Stephenson

**Date:** 5 May 2007

## 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:**

**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

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

**Witness** (please tick the appropriate box):

Holds A1 or D32/D33 qualifications

Is familiar with the SVQ standards to which the candidate is working

# Record of questions and candidate's answers

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