

# **SVQ in Occupational Work Supervision (Construction) level 3**

**Candidate Guidance and Portfolio**

**Award Code: G9FV23**

**Candidate name:**

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

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# Section 1 — General information about SVQs

## Introducing SVQs

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

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

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

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

The Sector Skills Council for Occupational Work Supervision (Construction) level 3 is: CITB-ConstructionSkills.

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

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

## Who offers SVQs?

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

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

## What is the structure of an SVQ?

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

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

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

You will find an example of an SVQ element overleaf.

## An example of an SVQ Element

**UNIT: (1) Working safely in an engineering environment**

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

**Element 1 Comply with statutory regulations and organisational requirements**

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

### Performance Criteria

You must ensure that you:

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

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

### Range

This means you need to cover:

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

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

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

### Evidence Requirements

The things you must prove that you can do:

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

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

### Knowledge and Understanding

You must prove that you know and understand:

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

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

## How are SVQs achieved?

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

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

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

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

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

Evidence may come from:

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

## How are SVQs assessed?

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

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

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

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



## Who does what in SVQs?

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

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

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

## What is evidence?

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

Evidence can take many forms including:

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

It is important that your evidence is:

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

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

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

## Demonstrating knowledge, understanding and skills

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

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

These should be included in your portfolio.

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

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

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

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

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

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

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

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

## When can simulation be used?

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

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

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

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

## Integration of assessment

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

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

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

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

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

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

## General information

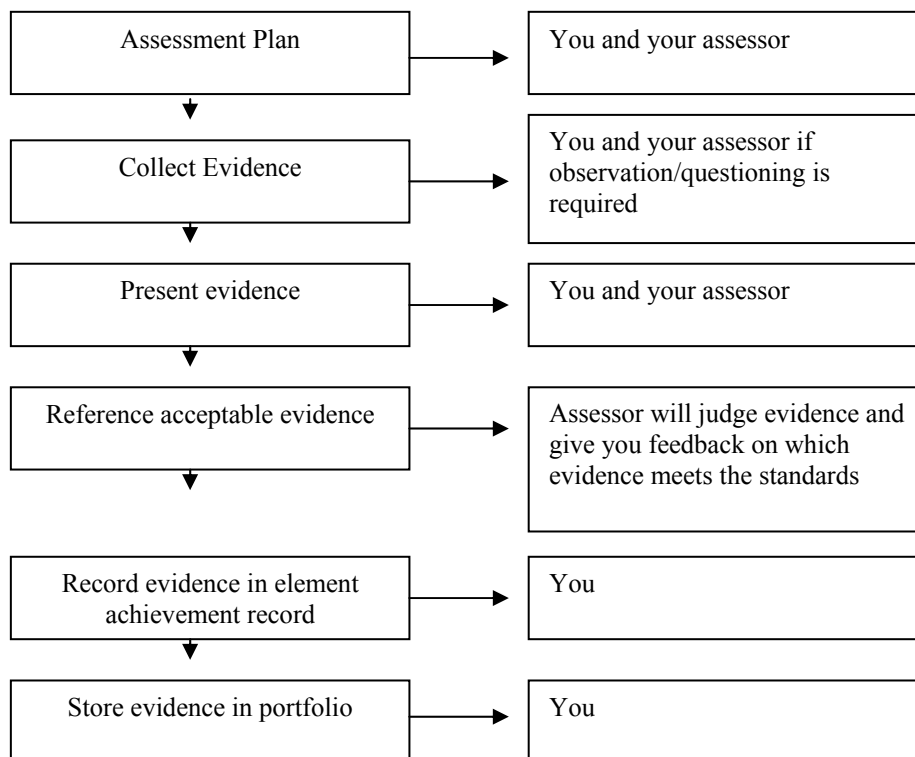
A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

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

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

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

## Evidence Collection Process



## Planning your portfolio

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

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

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

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

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

## Starting your portfolio

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

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

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

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

## Contents checklist

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

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



## Collecting your evidence

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

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

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

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

### Observation record (Example 5)

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

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

### Witness testimony (Example 6)

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

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

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

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

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

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

## Personal statement (Example 4)

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

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

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

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

## Presenting your evidence

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

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

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

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

## Referencing your evidence

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

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

## How to complete the Index of evidence (Example 1)

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

The index of evidence should be completed by:

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

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

## Completing the Element Achievement Records (Example 3)

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

## Worked examples

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

## Index of evidence

(Example 1)

SVQ title and level: Using IT at level 3

<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	Action plan identifying customer requirements	Yes	
2	Personal Statement	Yes	
3	Witness Testimony	Yes	
4	Record of Questions and Answers	Yes	
5	Log of configuration details and errors	Yes	
6	Observation Checklist	Yes	
7	Procedure for shutting down system	Yes	
8	Company media storage policy	No. Can be found with General Manager	

# Unit progress record

(Example 2)

Qualification and level: Using IT at level 3

Candidate: Anne Thomas

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

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

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

<b>Mandatory</b>	206	301	302	303	308	
<b>Optional</b>	305	306	311	312	326	327

## Mandatory Units

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

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

## Optional Units

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

# Element achievement record

(Example 3)

Unit title: Select & enable IT for use

Element: 301.1 Select & configure equipment for use

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

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

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

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

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

Candidate: \_\_\_\_\_ Assessor: \_\_\_\_\_ IV: \_\_\_\_\_  
 Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

## Personal statement

## (Example 4)

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

Candidate signature:           *Anne Thomas*          

Date:           2/4/2000

# Observation Record

(Example 5)

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

Candidate: Anne Thomas

Date of observation: 28/4/2000

Evidence index number: 8

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

Knowledge and understanding apparent from this observation:

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

Other Units/elements to which this evidence may contribute:

**302.1.b,c Range 1,3**

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor signature: Peter Jones

Date: 28/4/2000

Candidate signature: Anne Thomas

Date: 28/4/2000



## Witness testimony

(Example 6)

SVQ title and level:	Using IT level 3	
Candidate name:	<i>Anne Thomas</i>	
Evidence index no:	4	
Where applicable, evidence no. to which this testimony relates:		
Element(s):	301.2	Range: 1
Date of evidence:	8/4/2000	
Witness name:	<b>Ian Cummings</b>	
Designation/relationship to candidate:	Line manager	
Details of testimony:		

I can attest that I observed Anne Thomas following company and national regulations in the use of software. She understands and has knowledge of these regulations and I observed her following them when selecting and configuring software.

I can confirm the candidate's evidence is authentic and accurate.

Witness signature: *Ian Cummings*

Name: **Ian Cummings**

Date: **8/4/2000**

Please tick the appropriate box:

**A1/A2 or D32/D33 Award**

**Familiar with the SVQ standards to which the candidate is working**

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

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

# Section 3 — The Units and recording documents for your SVQ

## Unit Progress Record

**Qualification and level: Occupational Work Supervision (Construction) level 3**

**Candidate:** \_\_\_\_\_

To achieve the whole qualification, you must prove competence in all **five mandatory** Units plus any **two optional** Units.

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

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

<b>Mandatory</b>	VR209	VR210	VR211	VR212	VR213	
<b>Optional</b>	VR214	VR215	VR216	VR217	VR218	VR219

### **Mandatory Units** (*all Units should be completed*)

<b>SQA Unit Number</b>	<b>SSC Unit Number</b>	<b>Title</b>	<b>Assessor</b>	<b>Internal Verifier</b>	<b>Date</b>
F7A9 04	VR209	Confirm Work Activities and Resources for the Work			
F7AA 04	VR210	Develop and Maintain Good Working Relationships			
F7AB 04	VR211	Confirm the Occupational Method of Work			
F7AC 04	VR212	Implement and Maintain Health, Safety and Welfare			
F7AD 04	VR213	Co-ordinate and Organise Work Operations			

### **Optional Units:**

*Candidates must achieve two of the following Units:*

F6XN 04	VR214	Allocate and Monitor the Use of Plant and Equipment			
F77R 04	VR215	Monitor Progress Against Work Schedules			
F707 04	VR216	Confirm Work Meets Quality Standards			
F74L04	VR217	Implement Procedures to Support Team's Performance			

<b>SQA Unit Number</b>	<b>SSC Unit Number</b>	<b>Title</b>	<b>Assessor</b>	<b>Internal Verifier</b>	<b>Date</b>
<b>Optional Units: (cont)</b>					
DX9M 04	VR218	Co-ordinate and Confirm the Dimensional Requirements of the Work			
F70A 04	VR219	Contribute to the Circulation of Information			

## **UNIT (VR 209) Confirm Work Activities and Resources for the Work**

### **Unit Summary**

This Unit is about:

- ◆ identifying the work activities involved
- ◆ adopting safe and healthy working practices
- ◆ identifying resources to carry out work
- ◆ confirmation of a work programme/schedule for the occupational area of work being carried out

## UNIT (VR 209) Confirm Work Activities and Resources for the Work

### Performance Criteria

*You must:*

- 1 Identify the work activities and assess the resources required from the information available and plan the programme of work to be carried out.
- 2 Obtain clarification and advice where the resources required are not available.
- 3 Evaluate the work activities against project requirements and the requirements of any significant external factors.
- 4 Identify work activities which influence each other and make the best use of the resources available.
- 5 Identify changed circumstances that will require alterations to the work programme and justify them to the decision-makers.

### Scope of Performance

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

- 1 Record(s) containing the resources required for the work relating to:
  - ◆ occupations associated with the work
  - ◆ tools, plant and/or ancillary equipment
  - ◆ materials and components
- 2 Record(s) which confirms and advises on what resources are available for the work.
- 3 Record(s) covering project requirements.  
External factors influencing the work relating to:
  - ◆ other occupations
  - ◆ resources
  - ◆ weather conditions
  - ◆ health and safety requirements
- 4 Record(s) covering activities that have an influence on each other and the best use of resources:
  - ◆ other occupations
  - ◆ materials and components
  - ◆ tools, plant and/or ancillary equipment
- 5 Record(s) of proposed alterations to the work and the circumstances to justify them:
  - ◆ inform line management of changes required

## UNIT (VR 209) Confirm Work Activities and Resources for the Work

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Programme and Resources

- K1 How to identify the work activities.
- K2 How to assess the **resources** needed from the information available.
- K3 How to prepare a work **programme**.

Performance Criteria 2 — Clarification and advice on the resources

- K4 How to obtain **clarification and advice** where the **resources** required are not available.

Performance Criteria 3 — Project requirements and external factors

- K5 **Evaluation** of the work activities against **project requirements** and the requirements of significant **external factors**.

Performance Criteria 4 — Work activities

- K6 How to identify which work activities influence each other.
- K7 How to determine how long each work activity will take and the sequence of activities

Performance Criteria 5 — Alterations to the work programme

- K8 How to identify alterations to the work **programme** to meet changed circumstances.
- K9 How to assess the contractual/work effects resulting from alterations to the work **programme**.
- K10 How to justify to decision-makers the effects resulting from alterations to the work **programme**.

### Scope of Knowledge and Understanding

#### K1 Clarification and advice

From:

- ◆ the client/client's representative
- ◆ manufacturer's technical information
- ◆ trade literature
- ◆ organisational procedures

#### K2 Evaluation

By:

- ◆ work study
- ◆ risk assessment

#### K3 External factors

Other related programmes.  
Special working conditions.  
Weather conditions.  
Other occupations/people.  
Resources.  
Health and safety requirements.

#### K4 Programme

Documentation relating to:

- ◆ action lists
- ◆ method statements
- ◆ duration
- ◆ schedules
- ◆ and/or occupation specific requirements

#### K5 Project requirements

Contract conditions.  
Contract programme stipulations.  
Health and safety requirements of operatives.

#### K6 Resources

Other occupations/people associated with the work.  
Tools, plant and/or ancillary equipment.  
Materials and components.

**UNIT (VR 209) Confirm Work Activities and Resources for the Work**

No	Description of Evidence	Performance Criteria					Scope of Performance				
		1	2	3	4	5	1	2	3	4	5



**UNIT (VR 209)    Confirm Work Activities and Resources for the Work**

No	Description of Evidence	Knowledge and Understanding relating to Performance Criteria									
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10

**UNIT (VR 209)    Confirm Work Activities and Resources for the Work**

No	Description of Evidence	Scope of Knowledge and Understanding					
		K1	K2	K3	K4	K5	K6

**UNIT (VR 209) Confirm Work Activities and Resources for the Work**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **UNIT (VR 210)    Develop and Maintain Good Working Relationships**

### **Unit Summary**

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy working practices
- ◆ working with, informing people, supporting people
- ◆ developing and maintaining good occupational working relationships

## UNIT (VR 210) Develop and Maintain Good Working Relationships

### Performance Criteria

*You must:*

- 1 Develop, maintain and encourage working relationships to promote goodwill and trust.
- 2 Inform relevant people about work activities in an appropriate level of detail and with an appropriate degree of urgency.
- 3 Offer advice and help to relevant people about work activities and encourage questions, requests for clarification and comments.
- 4 Clarify the proposals with the relevant people and discuss alternative suggestions.
- 5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.

### Scope of Performance

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

- 1 Record(s) of information on advice provided about occupational work activities and associated occupations.
- 2 Record(s) of information and advice given about carrying out the work activities:
  - ◆ appropriate timescales
  - ◆ health and safety requirements
  - ◆ co-ordination of work procedures
- 3 Record(s) of information and advice given about methods of occupational work activities to achieve the required outcome.
- 4 Outline notes of discussions relating to the occupational work activity and other occupations involved.
- 5 Outline notes of agreed activities that satisfy those involved, to meet the required outcome of the proposed method of work.

## UNIT (VR 210) Develop and Maintain Good Working Relationships

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Working relationships

- K1 How to maintain and encourage **working relationships** to promote **goodwill and trust** with relevant **people**.
- K2 How to develop **working relationships** to **promote goodwill and trust**.

Performance Criteria 2 — Inform people

- K3 How to **inform** relevant **people** about **work activities** in an appropriate level of detail and with an appropriate degree of urgency.

Performance Criteria 3 — Offer advice

- K4 How to encourage questions, requests for clarification and comments.
- K5 How to **offer advice** and help to **people** about **work activities**.

Performance Criteria 4 — Deal with alternative proposals

- K6 How to **clarify** alternative proposals with the relevant **people**.
- K7 How to suggest alternative proposals.

Performance Criteria 5 — Resolve conflicts

- K8 How to resolve differences of opinion in ways which minimise offence and maintain **goodwill, trust** and respect.

### Scope of Knowledge and Understanding

- K1 **Goodwill and trust**
  - Keeping promises and undertakings.
  - Honest relationships.
  - Constructive relationships.
- K2 **Inform, offer advice and clarify**
  - Orally.
  - In writing.
  - Using drawings/sketches.
- K3 **People**
  - Colleagues.
  - Employers.
  - Clients and customers.
  - Contractors.
  - Suppliers of products and services.
  - Those affected by work/project.
- K4 **Work activities**
  - Progress.
  - Results.
  - Achievements.
  - Occupational problems.
  - Occupational opportunities.
  - Health and safety requirements.
  - Co-ordinated work.
- K5 **Working relationships**
  - Formal.
  - Informal.

**UNIT (VR 210)    Develop and Maintain Good Working Relationships**

No	Description of Evidence	Performance Criteria					Scope of Performance				
		1	2	3	4	5	1	2	3	4	5

**UNIT (VR 210) Develop and Maintain Good Working Relationships**

No	Description of Evidence	Knowledge and Understanding relating to Performance Criteria							
		K1	K2	K3	K4	K5	K6	K7	K8



**UNIT (VR 210)    Develop and Maintain Good Working Relationships**

No	Description of Evidence	Scope of Knowledge and Understanding				
		K1	K2	K3	K4	K5

**UNIT (VR 210)    Develop and Maintain Good Working Relationships**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **UNIT (VR 211) Confirm the Occupational Method of Work**

### **Unit Summary**

This Unit is about:

- ◆ assessing project data to determine construction, installation and work methods
- ◆ adopting safe and healthy working practices
- ◆ selecting the methods of work
- ◆ confirming the methods of work to the relevant personnel associated with the occupation

## UNIT (VR 211) Confirm the Occupational Method of Work

### Performance Criteria

*You must:*

- 1 Assess the available project data accurately to determine the occupational work method to be made.
- 2 Obtain more information from alternative sources in cases where the available project data is insufficient.
- 3 Identify work methods that will make the best use of resources and meet project, statutory and contractual requirements.
- 4 Confirm and communicate the selected work method to relevant personnel.

### Scope of Performance

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

- 1 Interpret drawings, specifications, schedules, manufacturer's information, method of work, risk assessment, programme of work.
- 2 Outline notes on information obtained from alternative sources about the work to be carried out.
- 3 Record(s) of potential work methods to carry out the occupational work activity and meet health and safety requirements relating to technical and/or project criteria.
- 4 Outline notes for confirmation and communication on the selected occupational work method.

## UNIT (VR 211) Confirm the Occupational Method of Work

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Assessment of project data

- K1 How to summarise **project data**.
- K2 How to assess the available **project data** and interpret the **work method**.

Performance Criteria 2 — Information sources for project data

- K3 How to obtain more information from **alternative sources** when the available **project data** is insufficient.

Performance Criteria 3 — Identify work methods

- K4 How to identify **work methods** against **technical** and **project criteria** to make the best use of resources and meet project, statutory and contractual requirements.

Performance Criteria 4 — Communicate the method of work

- K5 How to confirm and communicate the **work method** to others.

### Scope of Knowledge and Understanding

- K1 **Alternative sources**
  - The client or client's representative.
  - Suppliers.
  - Regulatory authorities.
  - Manufacturer's literature.

### Scope of Knowledge and Understanding (cont)

- K2 **Project criteria**
  - Conformity to statutory requirements.
  - Client and user needs.
  - Contract requirements in terms of time, quantity and quality.
  - Environmental considerations.
- K3 **Project data**
  - Quantities required.
  - Specifications.
  - Detailed drawings.
  - Health and safety requirements.
  - Timescales.
  - Scope of works.
- K4 **Technical criteria**
  - Materials.
  - Health, safety and welfare.
  - Fire protection.
  - Access.
  - Equipment availability.
  - Availability of suitable workforce.
  - Pollution risk.
  - Waste and disposal.
  - Weather conditions.
- K5 **Work method**
  - Standard work procedures.
  - Sequence of work.
  - Organisation of resources (people, equipment, materials).
  - Work techniques.
  - Working conditions (health, safety and welfare).
  - Risk assessment.

**UNIT (VR 211) Confirm the Occupational Method of Work**

No	Description of Evidence	Performance Criteria				Scope of Performance			
		1	2	3	4	1	2	3	4

**UNIT (VR 211) Confirm the Occupational Method of Work**

No	Description of Evidence	Knowledge and Understanding relating to Performance Criteria				
		K1	K2	K3	K4	K5

**UNIT (VR 211)    Confirm the Occupational Method of Work**

No	Description of Evidence	Scope of Knowledge and Understanding				
		K1	K2	K3	K4	K5



**UNIT (VR 211) Confirm the Occupational Method of Work**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **UNIT (VR 212)    Implement and Maintain Health, Safety and Welfare**

### **Unit Summary**

This Unit is about:

- ◆ interpreting information
- ◆ adopting safe and healthy working practices
- ◆ promoting and encouraging a health, safety and welfare culture
- ◆ implementing and monitoring health, safety and welfare within the operational work environment
- ◆ performing a supervisory role within craft and operative work areas as associated with work carried out in the built environment

## UNIT (VR 212) Implement and Maintain Health, Safety and Welfare

### Performance Criteria

*You must:*

- 1 Allocate and maintain health, safety and welfare equipment and resources which meet the project and statutory requirements.
- 2 Encourage a culture of health, safety and welfare and identify opportunities for improving the health and safety of the work environment.
- 3 Induct people and check that they are suitably competent and monitored whilst at the workplace.
- 4 Monitor health, safety and welfare, in accordance with statutory requirements, and identify and record any special workplace conditions and situations that do not comply with regulations.

### Scope of Performance

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

- 1 Arrangements for health, safety and welfare which include allocation of responsibilities, posting and maintaining statutory notices and hazard warnings, allocation of equipment and resources.
- 2 Promotion and encouragement of a health, safety and welfare culture within the operational environment:
  - ◆ tool box talks
- 3 Induction and monitoring the health, safety and welfare of people in the workplace:
  - ◆ records of inducting and monitoring
- 4 Record(s) of implementation and maintenance of health, safety and welfare, identification of any special workplace conditions and non-complying situations.

## UNIT (VR 212) Implement and Maintain Health, Safety and Welfare

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Health, safety and welfare

K1 How to allocate **health, safety and welfare equipment and resources**.

Performance Criteria 2 — Improving health and safety

K2 How to identify what opportunities there are for improving the health and safety of the work environment.

K3 How to encourage a culture of health, safety and welfare in the workplace.

K4 How to recommend opportunities for improving the health and safety of the work environment.

Performance Criteria 3 — Induction to health and safety

K5 How to **induct people** and check that **people** are correctly certified and monitored whilst in the workplace.

Performance Criteria 4 — Monitoring health, safety and welfare

K6 How to check health, safety and welfare systems regularly in accordance with **statutory requirements** and record any special workplace conditions and examples which do not comply with regulations.

K7 How to identify what special workplace conditions and examples there are which do not comply with regulations.

### Scope of Knowledge and Understanding

K1 **Health, safety and welfare equipment and resources**

Protective clothing.

Protective equipment.

First-aid facilities and arrangements.

Welfare facilities.

Storage and security of materials and equipment.

Accident and incident reporting.

Fire-fighting equipment.

Provision of health, safety and welfare training.

K2 **Induct**

Health and safety responsibilities.

Workplace operations.

Health, safety and welfare equipment and resources.

Risk control procedures.

First-aid arrangements.

K3 **People**

Workforce.

Suppliers.

Visitors.

K4 **Statutory requirements**

Workplace specific health, safety and welfare regulations.

General health, safety and welfare legislation.

Recognised industry Codes of Practice.

Prescribed notices.

Safety signs.

**UNIT (VR 212) Implement and Maintain Health, Safety and Welfare**

No	Description of Evidence	Performance Criteria				Scope of Performance			
		1	2	3	4	1	2	3	4

**UNIT (VR 212)    Implement and Maintain Health, Safety and Welfare**

No	Description of Evidence	Knowledge and Understanding relating to Performance Criteria						
		K1	K2	K3	K4	K5	K6	K7

**UNIT (VR 212) Implement and Maintain Health, Safety and Welfare**

No	Description of Evidence	Scope of Knowledge and Understanding			
		K1	K2	K3	K4

**UNIT (VR 212)    Implement and Maintain Health, Safety and Welfare**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **UNIT (VR 213) Co-ordinate and Organise Work Operations**

### **Unit Summary**

This Unit is about:

- ◆ interpreting information about the project and work operations to be carried out
- ◆ adopting safe and healthy working practices
- ◆ selecting materials, components and equipment for the work
- ◆ preparing, co-ordinating and organising the work operations
- ◆ performing a supervisory role within craft and operative work areas as associated with work carried out in the built environment

## UNIT (VR 213) Co-ordinate and Organise Work Operations

### Performance Criteria

*You must:*

- 1 Provide adequate notice, as required, to all the people who will be affected, about when the work will start, how long it will take and when it will finish.
- 2 Agree a programme and methods of work with the people who will be doing the work.
- 3 Organise the work being done with other operations as required of the overall work being carried out.
- 4 Obtain sufficient resources of the appropriate type which will meet the project requirements and timescales.
- 5 Organise and control the work and resources so that conditions are safe and the workplace is tidy.
- 6 Identify any special considerations, record them and pass them on to people who may be affected.
- 7 Organise the work area layout for operational purposes and communicate to the people involved with the work.
- 8 Organise the storage and use of materials and components so that materials handling and movement is efficient and wastage is minimised.

### Scope of Performance

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

- 1 Record(s) of arrangements for notices of dates for the work to be carried out.
- 2 Record(s) of agreement of work programmes and methods of work for the work to be carried out.
- 3 Record(s) of organising work with others associated with the operation.
- 4 Record(s) of resources obtained.
- 5 Record(s) of workplace control, including resources, site tidiness and disposal of waste.
- 6 Record(s) and identification of special considerations that have to be allowed for:
  - ◆ occupiers
  - ◆ near neighbours
  - ◆ public access
  - ◆ workplace conditions
- 7 Record(s) of organisation and communication on the work area layout for operational purposes:
  - ◆ storage
  - ◆ work area
  - ◆ plant and/or equipment
  - ◆ temporary services
  - ◆ access
  - ◆ security
  - ◆ continuing use by occupiers
- 8 Record(s) of arrangements for the storage and use of materials and components to minimise handling, movement and wastage.

## UNIT (VR 213) Co-ordinate and Organise Work Operations

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1— Notification of work to be carried out

- K1 How to give adequate notice, as required in the contract, to all the people who will be affected about when the work will start, how long it will take and when it will finish.

Performance Criteria 2 — Programme and methods of work

- K2 How to agree a programme and methods with the people who will be doing the work.

Performance Criteria 3 — Organisation and co-ordination of work

- K3 How to organise and co-ordinate the work with other work activities/operations.

Performance Criteria 4 — Obtain and plan for resources

- K4 How to obtain sufficient **resources**.  
K5 How to plan **resources**.

Performance Criteria 5 — Storage and use of resources

- K6 How to control the workplace and **resources** so that conditions are safe, the workplace is tidy and creates a favourable image of the organisation, its products and services and the project.

### Knowledge and Understanding relating to Performance Criteria (cont)

Performance Criteria 6 — Special considerations

- K7 How to identify what are **special considerations**.  
K8 How to record special considerations and pass them on to people who will be affected.

Performance Criteria 7 — Work area layout for operational purposes

- K9 How to pass on information about the **work area layout** to the people working in the workplace.  
K10 How to organise/arrange the **work area layout** for operational purposes.

Performance Criteria 8 — Storage and use of materials

- K11 How to organise the storage and use of materials and components.

## UNIT (VR 213) Co-ordinate and Organise Work Operations

### Scope of Knowledge and Understanding

**K1 Resources**

People.  
Tools.  
Plant and ancillary equipment.  
Materials and components.  
Information.

**K2 Special considerations**

Relating to:

- ◆ occupiers
- ◆ environment
- ◆ vehicular access
- ◆ health and safety
- ◆ hazards
- ◆ trespass
- ◆ near neighbours
- ◆ public access
- ◆ workplace conditions
- ◆ health, safety and welfare
- ◆ statutory regulations and limitations
- ◆ Codes of Practice.

**K3 Work area layout**

Storage.  
Work area.  
Plant and/or ancillary equipment.  
Temporary services.  
Access.  
Security.  
Continuing use by occupiers

### UNIT (VR 213) Co-ordinate and Organise Work Operations

No	Description of Evidence	Performance Criteria								Scope of Performance							
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8

**UNIT (VR 213) Co-ordinate and Organise Work Operations**

		<b>Knowledge and Understanding relating to Performance Criteria</b>										
<b>No</b>	<b>Description of Evidence</b>	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11

**UNIT (VR 213) Co-ordinate and Organise Work Operations**

<b>No</b>	<b>Description of Evidence</b>	<b>Scope of Knowledge and Understanding</b>		
		<b>K1</b>	<b>K2</b>	<b>K3</b>

**UNIT (VR 213) Co-ordinate and Organise Work Operations**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **UNIT (VR 214)    Allocate and Monitor the Use of Plant and Equipment**

### **Unit Summary**

This Unit is about:

- ◆ confirming and allocating the use of plant and equipment on the job
- ◆ adopting safe and healthy working practices
- ◆ monitoring the use of plant and/or equipment
- ◆ ensuring that plant and/or equipment is operated safely and without risk to others
- ◆ performing a supervisory role within craft and operative work areas as associated with work carried out in the built environment

## UNIT (VR 214) Allocate and Monitor the Use of Plant and Equipment

### Performance Criteria

*You must:*

- 1 Confirm the plant and/or equipment for the workplace and allocate it to the operations.
- 2 Identify and assess health and safety risks and implement working practices and other safeguards to minimise risks.
- 3 Inform decision makers where plant and/or equipment is unsuitable for use in the workplace.
- 4 Provide accurate instructions for the use of plant and/or equipment to operators.
- 5 Inform decision makers promptly when plant and/or equipment is no longer required.

### Scope of Performance

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

- 1 Record(s) of the allocation of plant and/or equipment for the operations.
- 2 Record(s) of assessment of health and safety risks and working practices and other safeguards for the work being carried out.
- 3 Record(s) of alternatives to decision makers for plant and/or equipment that is unsuitable.
- 4 Record(s) of instructions for use in current and previous work.
- 5 Record(s) of information given to decision makers on finishing with the use of plant and/or equipment.

## UNIT (VR 214) Allocate and Monitor the Use of Plant and Equipment

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Allocate plant and/or equipment

K1 How to check the **plant and/or equipment** in the workplace and allocate it to the operations for which it is suitable.

Performance Criteria 2 — Risks to health and safety

K2 How to identify what are health and safety **risks**.

K3 How to implement working practices and other safeguards to minimise **risks**.

K4 How to assess health and safety risks.

Performance Criteria 3 — Unsuitable plant and equipment

K5 How to inform **decision-makers**, where **plant and/or equipment** is **unsuitable** for use in the workplace.

Performance Criteria 4 — Use of plant and/or equipment

K6 How to provide accurate instructions for the use of **plant and/or equipment** to operators.

Performance Criteria 5 — Return of plant and equipment

K7 How to inform **decision-makers** when **plant and/or equipment** is no longer required.

### Scope of Knowledge and Understanding (cont)

#### K1 **Decision-makers**

Line management.

Plant specialists.

Plant and/or ancillary equipment suppliers.

#### K2 **Plant and/or equipment**

Static.

Mobile.

Hand tools.

Consumables.

Health and safety equipment.

Standard/non-standard.

Electro-mechanical.

Electronic.

#### K3 **Risks**

Relating to:

- ◆ operators
- ◆ other personnel in the workplace
- ◆ members of the public
- ◆ workplace visitors
- ◆ owners of adjoining property

#### K4 **Unsuitable**

Because of failing to meet:

- ◆ operational efficiency
- ◆ health and safety
- ◆ reliability
- ◆ usage requirements.

**UNIT (VR 214) Allocate and Monitor the Use of Plant and Equipment**

No	Description of Evidence	Performance Criteria					Scope of Performance				
		1	2	3	4	5	1	2	3	4	5





**UNIT (VR 214)    Allocate and Monitor the Use of Plant and Equipment**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **UNIT (VR 215)    Monitor Progress Against Work Schedules**

### **Unit Summary**

This Unit is about:

- ◆ interpreting information to determine progress of the work
- ◆ recognising materials, components and equipment used with the work
- ◆ implementing actions to forward progress with the work
- ◆ performing a supervisory role within craft and operative work areas as associated with work carried out in the built environment



## UNIT (VR 215) Monitor Progress Against Work Schedules

### Performance Criteria

*You must:*

- 1 Identify inappropriate specified resources, informing decision-makers and suggesting suitable alternative resources.
- 2 Identify and quantify any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme.
- 3 Confirm the circumstances of any deviations and agree and implement appropriate corrective action.
- 4 Identify options which are likely to produce savings in cost and time and help the contract progress, and pass these on to decision-makers.
- 5 Inform decision-makers about progress, changes to the operational programme and resource needs.

### Scope of Performance

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

- 1 Identify and record inappropriate resources and the suggested alternatives and inform decision-makers.
- 2 Record(s) of identified and quantified deviation(s).
- 3 Record(s) of the agreed corrective action taken to overcome deviations.
- 4 Record(s) of information and recommendations about progress passed to decision-makers which include options likely to minimise increases in cost and time.
- 5 Record(s) of information and recommendations passed to decision-makers about progress which include options for changes and resource needs.

## UNIT (VR 215) Monitor Progress Against Work Schedules

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Monitoring resources

- K1 How to identify what are inadequate and inappropriate specified **resources**.
- K2 How to inform **decision-makers** about inadequate and inappropriate specified **resources**, and obtain alternative **resources**.
- K3 How to specify alternative **resources**.

Performance Criteria 2 — Deviations in progress

- K4 How to identify any **deviations** from planned progress which could disrupt the **programme**.
- K5 How to **quantify** any **deviations** from planned progress.

Performance Criteria 3 — Corrective actions

- K6 How to confirm the circumstances of any **deviations**.
- K7 How to implement **corrective action**.
- K8 How to agree corrective action in circumstances of any **deviations**.

Performance Criteria 4 — Identify options

- K9 How to identify options which are most likely to minimise increases in cost and time and help the contract progress.
- K10 How to pass options which are most likely to minimise increases in cost and time, and help the contract progress, to **decision-makers**.
- K11 When to inform **decision-makers** about progress, changes to the operational programme, and resource needs.

Performance Criteria 5 — Decisions and actions

- K12 How to inform the decision-makers about actions that need to be taken.

### Scope of Knowledge and Understanding

- K1 **Corrective action**
  - Restore progress in accordance with agreed programme.
  - Agree new completion dates.
  - Secure additional resources.
  - Alter planned work.
- K2 **Decision-makers**
  - The client and/or representative.
  - Contractors.
  - Suppliers
  - Line management.
- K3 **Deviations**
  - Resource shortages.
  - Design problems and constraints.
  - Lack of essential construction information.
  - Construction errors.
  - Inclement weather.
  - Physical (workplace) constraints.
- K4 **Programme**
  - Action lists.
  - Method statements.
  - Work costs.
- K5 **Quantifying**
  - Method of work.
  - Implication on resources.
- K6 **Resources**
  - People.
  - Tools and ancillary equipment.
  - Materials and components.
  - Time.
  - Information.

**UNIT (VR 215) Monitor Progress Against Work Schedules**

No	Description of Evidence	Performance Criteria					Scope of Performance				
		1	2	3	4	5	1	2	3	4	5



**UNIT (VR 215) Monitor Progress Against Work Schedules**

No	Description of Evidence	Scope of Knowledge and Understanding					
		K1	K2	K3	K4	K5	K6

**UNIT (VR 215) Monitor Progress Against Work Schedules**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **UNIT (VR 216) Confirm Work Meets Quality Standards**

### **Unit Summary**

This Unit is about:

- ◆ interpreting information for quality standards of the work being carried out
- ◆ implementing checks on the quality of work
- ◆ confirming work meets with quality standards
- ◆ performing a supervisory role within craft and operative work areas as associated with work carried out in the built environment

## UNIT (VR 216) Confirm Work Meets Quality Standards

### Performance Criteria

*You must:*

- 1 Identify quality standards from available information and clearly specify to the people responsible for their implementation.
- 2 Regularly check that work conforms to the design requirements and the specified quality standards.
- 3 Identify work that fails to meet the requirements and specified quality standards and implement corrective action.
- 4 Regularly inform decision-makers about any significant variations in quality standards.

### Scope of Performance

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

- 1 Record(s) of identified quality standards and specified responsibilities.
- 2 Record(s) of inspection and control procedures for quality work.
- 3 Record(s) of work defects and required corrective action.
- 4 Record(s) information referred to others which include(s):
  - ◆ correction of unacceptable quality standards
  - ◆ notification to decision-makers



## UNIT (VR 216) Confirm Work Meets Quality Standards

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Quality standards

- K1 How to identify what are the **quality standards**.
- K2 How to pass **quality standards** on to **people responsible** for their implementation during the contract.

Performance Criteria 2 — Checks on the quality of work

- K3 How to check that **work** conforms to the design requirements and the specified **quality standard**.

Performance Criteria 3 — Failures in work quality

- K4 How to identify what **work** fails to meet the requirements and specified **quality standards**.
- K5 How to implement corrective action where **work** fails to meet the requirements and specified **quality standards**.

Performance Criteria 4 — Informing decision-makers

- K6 How to inform decision-makers about significant variations in **quality standards**.
- K7 When actions are needed to take account of variations in **quality standards**.

### Scope of Knowledge and Understanding

- K1 **People responsible**  
Suppliers.  
Workforce.
- K2 **Quality standards**  
Statutory requirements.  
Project specifications.  
British Standards.  
Codes of Practice.  
Organisational standards.  
Best practice.  
Manufacturer's information.
- K3 **Work**  
Materials and components and their use.  
Methods of work.







**UNIT (VR 216) Confirm Work Meets Quality Standards**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **UNIT (VR 217)    Implement Procedures to Support Team's Performance**

### **Unit Summary**

This Unit is about:

- ◆ interpreting information
- ◆ supporting team and/or individual members with problems
- ◆ following organisational disciplinary and grievance procedures
- ◆ performing a supervisory role within craft and operative work areas as associated with work carried out in the built environment

## UNIT (VR 217) Implement Procedures to Support Team's Performance

### Performance Criteria

*You must:*

- 1 Identify poor performance and bring it directly to the attention of the team member concerned.
- 2 Provide the team member with the opportunity to discuss actual or potential problems affecting their performance.
- 3 Agree with the team member a course of action which is appropriate, timely and effective.
- 4 Ensure your team members have clear, accurate and timely information regarding disciplinary and grievance procedures.

### Scope of Performance

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

- 1 Record(s) of issues brought to the attention of team members who have problems which are affecting their performance.
- 2 Record(s) of discussions with team members about issues affecting their performance.
- 3 Record(s) of agreed actions to overcome problems with work performance.
- 4 Record(s) of notification of team members involved of organisational disciplinary and grievance procedures.

## UNIT (VR 217) Implement Procedures to Support Team's Performance

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Performance handling

K1 Why it is important to promptly identify poor performance and bring it directly to the **team member's** attention.

Performance Criteria 2 — Communication

K2 How to encourage and enable **team members** to talk frankly about their **problems**.

K3 Why it is important to provide opportunities for **team members** to discuss **problems**.

Performance Criteria 3 — Providing support

K4 How to identify **problems** which the individual is experiencing and devise appropriate responses.

Performance Criteria 4 — Information handling

K5 Why it is important to maintain confidentiality when dealing with disciplinary and grievance procedures (who may receive what **information**).

### Scope of Knowledge and Understanding

K1 **Information**

Organisational.  
Individual's rights.

K2 **Problems**

Arising from work-related factors.  
Arising from personal factors.

K3 **Team members**

People for whom you have line management responsibility.  
People for whom you have functional responsibility.



**UNIT (VR 217) Implement Procedures to Support Team’s Performance**

No	Description of Evidence	Performance Criteria				Scope of Performance			
		1	2	3	4	1	2	3	4

**UNIT (VR 217) Implement Procedures to Support Team’s Performance**

		<b>Knowledge and Understanding relating to Performance Criteria</b>				
<b>No</b>	<b>Description of Evidence</b>	K1	K2	K3	K4	K5



**UNIT (VR 217)    Implement Procedures to Support Team’s Performance**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **UNIT (VR 218) Co-ordinate and Confirm the Dimensional Requirements of the Work**

### **Unit Summary**

This Unit is about:

- ◆ co-ordinating and communicating information with work colleagues
- ◆ adopting safe and healthy working practices
- ◆ selecting, using and maintaining measuring and recording equipment
- ◆ confirming and measuring dimensional control requirements of the work
- ◆ performing a supervisory role within craft and operative work areas as associated with work carried out in the built environment

## UNIT (VR 218) Co-ordinate and Confirm the Dimensional Requirements of the Work

### Performance Criteria

*You must:*

- 1 Co-ordinate and communicate with work colleagues, accurate information, to position, align and level the work being carried out.
- 2 Confirm and measure the dimensional controls, setting out points, lines and profiles accurately and maintain them to the specified work requirements.
- 3 Check and adjust measuring and recording equipment to the specified accuracy.
- 4 Identify any deviations in dimensional controls and ensure they are corrected in accordance with the work requirements.
- 5 Identify circumstances and conditions that require revision of work practices.

### Scope of Performance

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

- 1 Record(s) of dimensional information passed to work colleagues.
- 2 Record(s) of dimensional controls, setting out points, lines and profiles.
- 3 Record(s) of checks and adjustments made to measuring and recording equipment.
- 4 Record(s) of corrections needed to identified deviations.
- 5 Record(s) of circumstances and conditions that affect work in the occupation and area of responsibility.

## UNIT (VR 218) Co-ordinate and Confirm the Dimensional Requirements of the Work

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Information to position, level and align

K1 How to co-ordinate and communicate accurate information to work colleagues to enable them to position, align and level the work.

Performance Criteria 2 — Dimensional control

K2 How to confirm and measure **dimensional controls**, setting out points, lines and profiles and maintain them to the specified work requirements.

Performance Criteria 3 — Measuring and recording equipment

K3 How to check **measuring and recording equipment** and apply the manufacturers' tolerances to adjust the equipment to maintain the specified accuracy.

Performance Criteria 4 — Deviations in position, alignment and level

K4 How to identify any **deviations** in position, alignment and level.

K5 How to correct any **deviations** in position, alignment and level in accordance with the work requirements.

Performance Criteria 5 — Revision of work practices

K6 How to identify **circumstances and conditions** that affect the work and require revisions to the work procedures/practices.

### Scope of Knowledge and Understanding

#### K1 **Circumstances and conditions**

Land.  
Water.  
Obstacles.  
Climatic variation.  
'Live' conditions (eg buildings and sites in use, roads, railways, runways).

#### K2 **Deviations**

Arising from:  
♦ transfer of lines and levels  
♦ use of wrong lines and levels

#### K3 **Dimensional controls**

Lines.  
Levels.  
Angles.  
Distances.  
Curves.

#### K4 **Measuring and recording equipment**

Mechanical.  
Optical.  
Electronic.

**UNIT (VR 218) Co-ordinate and Confirm the Dimensional Requirements of the Work**

	Description No of Evidence	Performance Criteria					Scope of Performance				
		1	2	3	4	5	1	2	3	4	5







**UNIT (VR 218) Co-ordinate and Confirm the Dimensional Requirements of the Work**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **UNIT (VR 219)    Contribute to the Circulation of Information**

### **Unit Summary**

This Unit is about:

- ◆ interpreting information for the organisational and communication needs of the project
- ◆ adopting safe and healthy working practices
- ◆ implementing the systems of communication for information
- ◆ collecting, recording and distributing information
- ◆ performing a supervisory role within craft and operative work areas as associated with work carried out in the built environment

## UNIT (VR 219) Contribute to the Circulation of Information

### Performance Criteria

*You must:*

- 1 Identify and implement the organisational and communication needs that are required for the project.
- 2 Implement the agreed methods of communicating, reporting, recording and retrieving information.
- 3 Identify any breakdowns in communication, and take action to restore effective communication.
- 4 Implement the agreed systems for recording and providing feedback on the ways in which resources are allocated and used.

### Scope of Performance

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

- 1 Record(s) of project organisation and communication systems which have been implemented.
- 2 Record(s) of communications, reports and retrieval of information relating to the needs of the project.
- 3 Record(s) of any breakdowns in communication and the actions taken to resolve them in accordance with organisational procedures.
- 4 Record and provide feedback on the use of resources for the project.

## UNIT (VR 219) Contribute to the Circulation of Information

### Knowledge and Understanding relating to Performance Criteria

*You must know and understand:*

Performance Criteria 1 — Organisational and communication needs

K1 How to identify the **organisational and communication needs** for the project.

Performance Criteria 2 — Communicating, reporting, recording and retrieving information

K2 How to monitor the methods of **communicating, reporting, recording and retrieving** information introduced.

K3 How to implement **methods of communicating, reporting, recording and retrieving** information which are agreed for the project.

Performance Criteria 3 — Breakdowns in communication

K4 How to identify breakdowns in communication.

K5 How to take action to restore effective communication.

Performance Criteria 4 — Information on resources

K6 How to implement the agreed systems for recording and providing feedback on the ways in which **resources** are allocated and used.

### Scope of Knowledge and Understanding

K1 **Methods of communicating, reporting, recording and retrieving**

Oral.

Written.

Graphic.

Electronic.

K2 **Organisational and communication needs**

Contract administration.

Health and safety.

Team interfaces.

Integration of data.

K3 **Resources**

People.

Tools.

Plant and/or ancillary equipment.

Materials and components.

Current project information.









**UNIT (VR 219)    Contribute to the Circulation of Information**

Notes/Comments

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Glossary of terms

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

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

## Section 4 — Blank recording forms

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

## Portfolio title page

Your name: \_\_\_\_\_

Job title: \_\_\_\_\_

Name of Employer/  
Training Provider/  
College: \_\_\_\_\_

Their address: \_\_\_\_\_  
\_\_\_\_\_

Tel no: \_\_\_\_\_

SVQ: \_\_\_\_\_

level: \_\_\_\_\_

Units submitted for assessment:

Mentor: \_\_\_\_\_

(Please provide details  
of Mentor's experience) \_\_\_\_\_

Assessor: \_\_\_\_\_

Date: \_\_\_\_\_

## Personal profile

**Name**

**Address**

**Postcode**

**Tel no** **Home:**  **Work:**

**Job title**

**Description of your current job** **Relevant experience**

**Previous work experience**

**Qualifications and training**

**Continued overleaf ....**

**Qualifications and Training  
(continued)**



**Voluntary work/interests**



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



**Address**



**Postcode**



**Tel no**



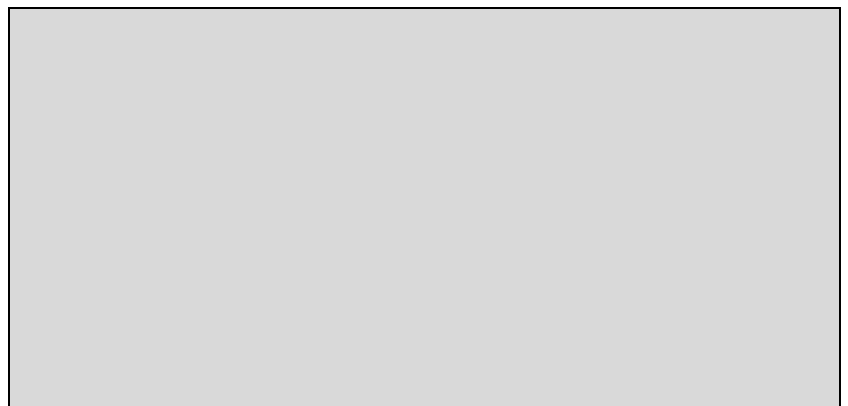
**Type of Business**



**Number of Staff**



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





## Contents checklist

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

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



## Personal statement

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

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Observation record

Unit/Element(s): \_\_\_\_\_

Candidate: \_\_\_\_\_ Date of observation: \_\_\_\_\_

Evidence index number: \_\_\_\_\_

Skills/activities observed:	PCs and range covered:

Knowledge and understanding apparent from this observation:

Other Units/elements to which this evidence may contribute:

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Record of questions and candidate's answers

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



**UNIT:**

**Element**

Notes/Comments
----------------

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **Scottish Qualifications Authority**

### **Portfolio:**

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

### **Comments**

#### **Please return this form to:**

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

#### **Optional information:**

Name:

Organisation: