



# **Candidate Guidance and Portfolio for the SVQ2 Fitted Interiors (Construction) SCQF level 5**

**Award Code: GF5E 22**

**Candidate name:**

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## **Note**

**The National Occupational Standards which form the basis of this award were developed by 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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The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ  
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**[www.sqa.org.uk](http://www.sqa.org.uk)**

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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 Fitted Interiors (Construction) is: 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 Examination 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

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

You must ensure that you

- 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 yourself 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).

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.

|                           | <b>Who are they?</b>   | <b>What is their role?</b>  |
|---------------------------|--|---|
| <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.<br><br>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.<br><br>Systematically sample assessments to confirm the quality and consistency of assessment decisions.   |
| <b>Approved centres</b>   | Organisations approved by awarding bodies to co-ordinate assessment arrangements for SVQs.         | Manage assessment on a day-to-day basis.<br><br>Must have effective assessment practices and internal verification procedures.<br><br>Must meet criteria laid down by awarding bodies and be able to provide sufficiently competent assessors and internal verifiers.   |



|                            | Who are they?   | What is their role?   |
|----------------------------|---|---|
| <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. | <p>Check the quality and consistency of assessments, both within and between centres, by systematic sampling.</p> <p>Make regular visits to centres to ensure they still meet the criteria to deliver SVQs.</p> |

\* 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 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 (with 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

|  |   |
|--|---|
| <b>Assessment plan</b>                               | <b>You and your assessor</b>  |
| <b>Collect evidence</b>                              | <b>You and your assessor if observation/questioning is required</b>                             |
| <b>Present evidence</b>                              | <b>You and your assessor</b>  |
| <b>Reference acceptable evidence</b>                 | <b>Assessor will judge evidence and give you feedback on which evidence meets the standards</b> |
| <b>Record evidence in Element achievement record</b> | <b>You</b>  |
| <b>Store evidence in portfolio</b>                   | <b>You</b>  |

## 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 straightaway 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.

| Section  | Completed | Page/Section number |
|--|-----------|---------------------|
| <b>Title page for the portfolio</b>  |           |                     |
| <b>Personal profile</b>  |           |                     |
| Your own personal details  |           |                     |
| A brief CV or career profile   |           |                     |
| A description of your job  |           |                     |
| Information about your employer/training provider/college                    |           |                     |
| <b>Unit assessment plans</b>   |           |                     |
| <b>Unit progress record</b>  |           |                     |
| <b>Completed Element achievement records for each Unit</b>                   |           |                     |
| Signed by yourself, your assessor and the internal verifier (where relevant) |           |                     |
| Evidence reference numbers included  |           |                     |
| <b>Index of evidence (with cross-referencing information completed)</b>      |           |                     |
| Evidence (with reference numbers)  |           |                     |
| Observation records  |           |                     |
| Details of witnesses (witness testimony sheets)                              |           |                     |
| Personal statements  |           |                     |
| Products of performance  |           |                     |



## Collecting your evidence

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

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

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

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

### Observation record — Example 5

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

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

### Witness testimony — Example 6

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

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

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

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

## **Record of questions and candidate's answers — Example 7**

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

## **Personal statement — Example 4**

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

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

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

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

## **Presenting your evidence**

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

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

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

In compiling your portfolio, we suggest that anything you produce as part of your day-to-day work is kept in its normal location, but those pieces of evidence which have been produced specifically for your SVQ, eg witness testimony statements or personal statements, are filed in your portfolio.

However, assessors and verifiers should be able to locate and access your evidence at all times. It is, therefore, very important that you clearly reference every item of evidence.

## Referencing your evidence

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

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

### How to complete the Index of evidence — Example 1

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

The index of evidence should be completed by:

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

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

### Completing the Element achievement records — Example 3

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

## **Worked examples**

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

## Index of evidence — Example 1

| SVQ title and level |   | Using IT at level 3                                     |                                       |
|---------------------|---|---|---------------------------------------|
| Evidence number     | Description of evidence                       | Included in portfolio (Yes/No)<br>If no, state location | Sampled by the IV (initials and date) |
| 1                   | Action plan identifying customer requirements | Yes   |                                       |
| 2                   | Personal statement                            | Yes   |                                       |
| 3                   | Witness testimony                             | Yes   |                                       |
| 4                   | Record of questions and answers               | Yes   |                                       |
| 5                   | Log of configuration details and errors       | Yes   |                                       |
| 6                   | Observation checklist                         | Yes   |                                       |
| 7                   | Procedure for shutting down system            | Yes   |                                       |
| 8                   | Company media storage policy                  | No. Can be found with General Manager.                  |                                       |

## Unit progress record — Example 2

|                                |                     |
|--------------------------------|---------------------|
| <b>Qualification and level</b> | Using IT at level 3 |
| <b>Candidate's name</b>        | Anne Thomas         |

To achieve the whole qualification, you must complete all **mandatory** and **optional** Units.

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

**Unit checklist** — circle the reference numbers as you complete them.

|                  |     |     |     |     |     |  |  |  |  |
|------------------|-----|-----|-----|-----|-----|--|--|--|--|
| <b>Mandatory</b> | 206 | 301 | 302 | 303 | 308 |  |  |  |  |
| <b>Optional</b>  | 305 | 306 | 311 | 312 |     |  |  |  |  |

### Mandatory Units

| SQA Unit number | SSC/SSB Unit number | Title  | Assessor        | Internal Verifier | Date      |
|-----------------|---------------------|--|-----------------|-------------------|-----------|
|                 | 206                 | Ensure your own actions reduce risks to H&S                          |                 |                   |           |
|                 | 301                 | Select and enable IT for use   | <i>P. Jones</i> |                   | 28/4/2000 |
|                 | 302                 | Maintain the Software Environment                                    | <i>P. Jones</i> |                   | 28/4/2000 |
|                 | 303                 | Develop and maintain the effectiveness of the IT working environment | <i>P. Jones</i> |                   | 8/4/2000  |
|                 | 308                 | Develop your own effectiveness and                                   |                 |                   |           |

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

### Optional Units

|  |     |  |  |  |  |
|--|-----|--|--|--|--|
|  | 305 | Design and produce documents using WP software |  |  |  |
|  | 306 | Design and produce spreadsheets                |  |  |  |
|  | 311 | Design and use databases                       |  |  |  |
|  | 312 | Design and produce documents using graphics    |  |  |  |

### Element achievement record — Example 3

Unit title: Select & enable IT for use

Element: 301.1 Select and configure equipment for use

| Evidence index no | Description of evidence       | Performance Criteria |   |   |   |   |   |   |   | Range |   |   | Knowledge and 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 Criterion, 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 Criterion and Range in the Element.

Candidates should enter which areas of Knowledge and Understanding that piece of evidence covers.

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor's signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier's signature \_\_\_\_\_

Date \_\_\_\_\_

## Personal statement — Example 4

| Date   | Evidence index number | Details of statement   | Links to other evidence (enter numbers) | Units, Elements, PC, 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<br>Range 1                 |

Candidate's signature     *Anne Thomas*    

Date     2/4/2011



## Observation record — Example 5

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

**Candidate's name** Anne Thomas

**Evidence index number** 8

**Date of observation** 28/4/2011

| <b>Skills/activities observed</b> | <b>PC covered</b>  |
|-----------------------------------|--|
| Saving and storing files          | Element 301.3<br>PC: a-f<br>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's signature** Peter Jones **Date** 28/4/2011

**Candidate's signature** Anne Thomas **Date** 28/4/2011

## Witness testimony — Example 6

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

I can confirm the candidate's performance was satisfactory.

**Witness's signature** Ian Cummings                      **Date** 8/4/2011

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

Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications

Is 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 and enable IT for use   |
| <b>Element(s)</b>   | 1  |
| <b>Evidence index number</b>  | 5  |
| <b>Circumstances of assessment</b>  |  |
| <p><i>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 2011 and below is a summary of the interview where it relates to her knowledge of resources and problem solving.</i></p> |  |
| <b>List of questions and candidate's responses</b>  |  |
| Q   | If a member of staff asked you for a particular piece of equipment, what procedures would you follow?  |
| A   | <i>I would ensure that a hardware requisition form has been filled out with the rationale 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 and Range 1, 2, 3.</i> |
| Q   | You discover that a member of staff has installed a piece of software on their workstation PC. What do you do?   |
| A   | <i>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 and Range 2, 3.</i>  |

**Assessor's signature**     *Davinder Singh*          **Date**     21/3/2011    

**Candidate's signature**     *Anne Thomas*          **Date**     21/3/2011

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

### Unit progress record

|                                |   |
|--------------------------------|---|
| <b>Qualification and level</b> | SVQ2 Fitted Interiors (Construction) SCQF level 5 |
| <b>Candidate's name</b>        |   |

To achieve the whole qualification, you must prove competence in all **3 mandatory** Units plus any **1 optional** Unit.

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> | VR641 | VR642 | VR643 |  |  |  |  |  |
| <b>Optional</b>  | VR121 |       |       |  |  |  |  |  |

### Mandatory Units — all Units should be completed

| SQA Unit Number | SSC Unit Number | Title   | Assessor | Internal Verifier | Date |
|-----------------|-----------------|---|----------|-------------------|------|
| FN2J 04         | VR 641          | Conform to General Workplace Health, Safety and Welfare |          |                   |      |
| FW0J 04         | VR 642          | Conform to Productive Work Practices                    |          |                   |      |
| FN2V 04         | VR 643          | Move, Handle or Store Resources                         |          |                   |      |

**Optional Units — candidates must achieve one of the following Units**

| <b>SQA Unit Number</b> | <b>SSC Unit Number</b> | <b>Title</b>                                 | <b>Assessor</b> | <b>Internal Verifier</b> | <b>Date</b> |
|------------------------|------------------------|--|-----------------|--------------------------|-------------|
| F75S 04                | VR 121                 | Install Fitted Furniture:<br>Kitchen Fitter  |                 |                          |             |
| F7A7 04                | VR 121                 | Install Fitted Furniture:<br>Bathroom Fitter |                 |                          |             |
| F75R 04                | VR 121                 | Install Fitted Furniture:<br>Bedroom Fitter  |                 |                          |             |

**Additional Units (not Compulsory)**

| <b>SQA Unit Number</b> | <b>SSC Unit Number</b> | <b>Title</b>                               | <b>Assessor</b> | <b>Internal Verifier</b> | <b>Date</b> |
|------------------------|------------------------|--|-----------------|--------------------------|-------------|
| F74P 04                | VR 122                 | Install Basic Plumbing:<br>Kitchen Fitter  |                 |                          |             |
| F74M 04                | VR 122                 | Install Basic Plumbing:<br>Bathroom Fitter |                 |                          |             |
| F74N 04                | VR 122                 | Install Basic Plumbing:<br>Bedroom Fitter  |                 |                          |             |

## 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>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.   |

## Units for the SVQ2 Fitted Interiors (Construction) SCQF level 5



## **UNIT VR641 (FN2J 04) Conform to General Workplace Health, Safety and Welfare**

### **Unit Summary**

This standard is about:

- 1 awareness of relevant current statutory requirements and official guidance
- 2 responsibilities, to self and others, relating to workplace health, safety and welfare
- 3 personal behaviour in the workplace
- 4 security in the workplace

### **Key words**

Hazards; Safety; Welfare; Regulations; Security; Signs; Control Equipment; PPE; RPE; LEV; Legislation; Risk assessment

## UNIT VR641 (FN2J 04) Conform to General Workplace Health, Safety and Welfare

### Performance Criteria

You must be able to:

- 1 comply with all workplace health, safety and welfare legislation requirements at all times
- 2 recognise hazards, associated with the workplace, that have not been previously controlled, and report them in accordance with organisational procedures
- 3 accept responsibility for, and comply with, organisational policies and procedures in order to contribute to health, safety and welfare
- 4 comply with and support all organisational security arrangements and approved procedures

### Scope/range related to Performance Criteria

- 1 avoidance of risk by complying with given information relating to the following
  - 1.1 induction
  - 1.2 briefings
  - 1.3 application of prior training (safe use of health and safety control equipment)
- 2 adherence to statutory requirements and/or safety notices and warning signs displayed in the workplace or on equipment
- 3 hazards created by changing circumstances in the workplace are reported
- 4 show personal behaviour which demonstrates active responsibility for general workplace health, safety and welfare
- 5 comply with organisational policies and procedures relating to the following
  - 5.1 consideration of others
  - 5.2 interpretation of given instructions to maintain safe systems of work
  - 5.3 contributing to discussions (offer and provide feedback)
  - 5.4 maintaining quality working practices
  - 5.5 contributing to the maintenance of workplace welfare facilities
  - 5.6 storage and use of equipment provided to keep people safe
  - 5.7 disposal of waste and/or consumable items
- 6 comply with organisational procedures for maintaining the security of the workplace
  - 6.1 during the working day
  - 6.2 on completion of the day's work
  - 6.3 from unauthorised personnel (other operatives and/or the general public)
  - 6.4 from theft

## UNIT VR641 (FN2J 04) Conform to General Workplace Health, Safety and Welfare

### Knowledge and Understanding

You need to know and understand:

#### Performance Criteria 1

##### Workplace health, safety and welfare

- K1 what and why health, safety and welfare legislation is relevant to the occupational area
- K2 what health, safety and welfare legislation **notices and warning signs** are relevant to the occupational area and associated equipment
- K3 how to comply with control measures identified by risk assessments and safe systems of work
- K4 why, when and how **health and safety control equipment** should be used

#### Performance Criteria 2

##### Recognition of hazards

- K5 the **hazards** associated with the work environment
- K6 how changing circumstances can create **hazards**
- K7 the method of **reporting** hazards in the workplace

#### Performance Criteria 3

##### Organisational policies and procedures

- K8 what the organisational **policies and procedures** are for health, safety and welfare
- K9 how to take active **responsibility** for health, safety and welfare
- K10 how individual actions and behaviour may affect others
- K11 what the types of **fire extinguishers** are and how and when they are used

### Knowledge and Understanding (cont)

#### Performance Criteria 4

##### Security arrangements

- K12 how security arrangements are implemented in the workplace

## UNIT VR641 (FN2J 04) Conform to General Workplace Health, Safety and Welfare

### Scope/range relating to Knowledge and Understanding

#### Fire extinguishers

- 1 water, CO<sub>2</sub>, foam, powder, vaporising liquid and their uses

#### Hazards

- 2 associated with the occupational area
  - 2.1 resources, workplace, environment, substances, asbestos, equipment, obstructions, storage, services and work activities
  - 2.2 current Health and Safety Executive top ten safety risks
  - 2.3 current Health and Safety Executive top five health risks

#### Health and safety control equipment

- 3 identified by the principles of protection for occupational use, types and purpose of each type, work situations and general work environment
  - 3.1 collective protective measures
  - 3.2 personal protective equipment (PPE)
  - 3.3 respiratory protective equipment (RPE)
  - 3.4 local exhaust ventilation (LEV)

#### Notices and warning signs

- 4 statutory requirements and/or official guidance for the occupation and the work area

### Scope/range relating to Knowledge and Understanding (cont)

#### Policies and procedures

- 5 in accordance with organisational requirements
  - 5.1 dealing with accidents and emergencies associated with the type of work being undertaken and the work environment
  - 5.2 methods of receiving or sourcing information
  - 5.3 reporting
  - 5.4 stopping work
  - 5.5 evacuation
  - 5.6 fire risks and safe exit procedures
  - 5.7 consultation and feedback

#### Reporting

- 6 organisational recording procedures and statutory requirements

#### Responsibility

- 7 behaviour that affects health, safety and welfare
  - 7.1 recognising when to stop work in the face of serious and imminent danger
  - 7.2 contributing to discussions and providing feedback
  - 7.3 reporting changed circumstances and incidents in the workplace
  - 7.4 adhering to the environmental requirements of the workplace

#### Security

- 8 organisational procedures relating to the workplace, general public, site personnel and resources



**UNIT VR641 (FN2J 04) Conform to General Workplace Health, Safety and Welfare**

| No | Description of Evidence | Knowledge and Understanding |    |    |    |    |    |    |    |    |     |     |     | Scope/range relating to Knowledge and Understanding |   |   |   |   |   |   |   |  |
|----|-------------------------|-----------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|---|---|---|---|---|---|---|---|--|
|    |                         | K1                          | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  |
|    |                         |                             |    |    |    |    |    |    |    |    |     |     |     |   |   |   |   |   |   |   |   |  |
|    |                         |                             |    |    |    |    |    |    |    |    |     |     |     |   |   |   |   |   |   |   |   |  |
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|    |                         |                             |    |    |    |    |    |    |    |    |     |     |     |   |   |   |   |   |   |   |   |  |
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|    |                         |                             |    |    |    |    |    |    |    |    |     |     |     |   |   |   |   |   |   |   |   |  |

**UNIT VR641 (FN2J 04) Conform to General Workplace 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 VR642 (FW0J 04) Conform to Productive Work Practices**

### **Unit Summary**

This standard is about:

- 1 productive communication with line management, colleagues and customers
- 2 interpreting information
- 3 planning and carrying out productive work practices
- 4 working with others or as an individual

### **Key words**

Communication; Colleagues; Customer; Procedures; Records; Relationships; Zero/low carbons



## UNIT VR642 (FW0J 04) Conform to Productive Work Practices

### Performance Criteria

You must be able to:

- 1 communicate with others
- 2 follow organisational procedures to plan the sequence of work in order to conform to productive work practices and maintain records
- 3 maintain good work relationships

### Scope/range related to Performance Criteria

- 1 communicate with line management, colleagues or customers to ensure work is carried out productively
- 2 respect the needs of others when communicating
- 3 interpret procedures and use resources to plan the sequence of work, so that it is completed productively
- 4 complete documentation as required by the organisation
- 5 work productively with line management, colleagues, customers or other people
- 6 apply the principles of equality and diversity

## UNIT VR642 (FW0J 04) Conform to Productive Work Practices

### Knowledge and Understanding

You need to know and understand:

#### Performance Criteria 1

##### Communicate with others

- K1 how to use methods of **communication** with other workplace personnel and customers
- K2 how to communicate to ensure work is productive

#### Performance Criteria 2

##### Follow procedures

- K3 how organisational **procedures** are applied to plan and carry out productive work
- K4 how to maintain **documentation** in accordance with organisational procedures
- K5 how to contribute to zero/low carbon outcomes in the built environment

#### Performance Criteria 3

##### Work relationships

- K6 how to maintain good work **relationships**
- K7 how to apply the principles of equality and diversity

### Scope/range relating to Knowledge and Understanding

#### Communication

- 1 listening, written, oral, visual and electronic

#### Documentation

- 2 job cards, worksheets, material/resources lists and time sheets

#### Procedures

- 3 use of resources for own and other's work requirements
- 4 allocation of appropriate work to employees
- 5 organisation of work sequence
- 6 reduction of carbon emissions

#### Relationships

- 7 individuals, workplace groups (customer and operative, operative and line management, own occupation and allied occupations)
- 8 show consideration for the needs of individuals by applying the principles of equality and diversity

**UNIT VR642 (FW0J 04) Conform to Productive Work Practices**

| No | Description of Evidence | Performance Criteria |   |   | Scope/range relating to Performance Criteria |   |   |   |   |   |
|----|-------------------------|----------------------|---|---|--|---|---|---|---|---|
|    |                         | 1                    | 2 | 3 | 1  | 2 | 3 | 4 | 5 | 6 |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
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|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
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|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |
|    |                         |                      |   |   |  |   |   |   |   |   |

**UNIT VR642 (FW0J 04) Conform to Productive Work Practices**

| No | Description of Evidence | Knowledge and Understanding |    |    |    |    |    |    | Scope/range relating to Knowledge and Understanding |   |   |   |   |   |   |   |
|----|-------------------------|-----------------------------|----|----|----|----|----|----|---|---|---|---|---|---|---|---|
|    |                         | K1                          | K2 | K3 | K4 | K5 | K6 | K7 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|    |                         |                             |    |    |    |    |    |    |   |   |   |   |   |   |   |   |
|    |                         |                             |    |    |    |    |    |    |   |   |   |   |   |   |   |   |
|    |                         |                             |    |    |    |    |    |    |   |   |   |   |   |   |   |   |
|    |                         |                             |    |    |    |    |    |    |   |   |   |   |   |   |   |   |
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## UNIT VR642 (FW0J 04) Conform to Productive Work Practices

Notes/Comments

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

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

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

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

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

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

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

## **UNIT VR643 (FN2V 04) Move, Handle or Store Resources**

### **Unit Summary**

This standard is about:

- 1 interpreting information
- 2 adopting safe and healthy working practices
- 3 selecting aids or equipment to move, handle or store occupational resources
- 4 moving, handling and storing occupational resources to maintain useful condition

### **Key words**

Storage; Handling; Kinetic lifting, Lifting aids

## UNIT VR643 (FN2V 04) Move, Handle or Store Resources

### Performance Criteria

You must be able to:

- 1 comply with the given information to move, handle or store resources
- 2 comply with the given relevant legislation and official guidance to move, handle or store occupational resources and maintain safe work practices
- 3 select the required quantity and quality of resources for the method of moving, handling or storing occupational resources
- 4 prevent damage to the occupational resources and surrounding environment
- 5 comply with the given occupational resource information to carry out the work efficiently to the required guidance
- 6 complete the work within the allocated time, in accordance with the programme of work

### Scope/range related to Performance Criteria

- 1 interpret given information to move, handle or store occupational resources, and use and store lifting aids and equipment
- 2 avoidance of risk by complying with the given information relating to at least two of the following
  - 2.1 methods of work
  - 2.2 safe use of health and safety control equipment
  - 2.3 safe use of lifting aids
  - 2.4 protection of the environment

### Scope/range related to Performance Criteria (cont)

- 3 selection of resources associated with moving, handling or storing
  - 3.1 lifting and handling aids
  - 3.2 container(s)
  - 3.3 fixing, holding and securing systems
- 4 protect the occupational resources and their surrounding area from damage
- 5 dispose of waste and packaging in accordance with legislation
- 6 maintain a clean work space
- 7 work skills to move, position, store, secure and/or use lifting aids and kinetic lifting techniques
- 8 move, handle or store occupational resources to meet product information and organisational requirements relating to at least three of the following
  - 8.1 sheet material
  - 8.2 loose material
  - 8.3 bagged or wrapped material
  - 8.4 fragile material
  - 8.5 tools and equipment
  - 8.6 components
  - 8.7 liquids
- 9 completion of own work within the estimated, allocated time to meet the needs of other occupations and/or customer

## UNIT VR643 (FN2V 04) Move, Handle or Store Resources

### Knowledge and Understanding

You need to know and understand:

#### Performance Criteria 1

##### Interpretation of information

- K1 the organisational procedures developed to report and rectify inappropriate **information** and unsuitable **resources** and how they are implemented
- K2 the types of **information**, their source and how they are interpreted
- K3 the organisational procedures to solve **problems** with the **information** and why it is important they are followed
- K4 how to obtain information to use and store lifting aids and equipment

#### Performance Criteria 2

##### Safe work practices

- K5 the level of understanding operatives must have of **information** for relevant current **legislation and official guidance** and how it is applied
- K6 the types of **fire extinguishers** and how and when they are used
- K7 how **emergencies** should be responded to and who should respond
- K8 the organisational security procedures for tools, equipment and personal belongings
- K9 what the accident reporting procedures are and who is responsible for making the report
- K10 why, when and how **health and safety control equipment** should be used

### Knowledge and Understanding (cont)

#### Performance Criteria 3

##### Selection of resources

- K11 the characteristics, quality, uses, sustainability, limitations and defects associated with the **resources** and how defects should be rectified
- K12 how the **resources** should be handled and how any **problems** associated with the **resources** are reported
- K13 the organisational procedures to select **resources**, why they have been developed and how they are used
- K14 the **hazards** associated with the **resources** and **methods of work** and how they are overcome

#### Performance Criteria 4

##### Prevent damage

- K15 how to **protect work** from damage and the purpose of protection
- K16 why **disposal of waste** should be carried out safely and how it is achieved

#### Performance Criteria 5

##### Comply with occupational resource information

- K17 how **methods of work**, to meet the specification, are carried out and **problems** reported

#### Performance Criteria 6

##### Allocated time

- K18 what the **programme** is for the work to be carried out in the estimated, allocated time and why deadlines should be kept



## UNIT VR643 (FN2V 04) Move, Handle or Store Resources

### Scope/range relating to Knowledge and Understanding

#### Disposal of waste

- 1 environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance

#### Emergencies

- 2 operative's response to situations in accordance with organisational authorisation and personal skills when involved with:
  - 2.1 fires, spillages, injuries etc
  - 2.2 emergencies relating to occupational activities

#### Fire extinguishers

- 3 water, CO<sub>2</sub>, foam, powder and their uses

#### Hazards

- 4 those identified by method of work, manufacturers' technical information, statutory regulations and official guidance

#### Health and safety control equipment

- 5 identified by the principles of protection for occupational use, types and purpose of each type, work situations and general work environment
  - 5.1 collective protective measures
  - 5.2 personal protective equipment (PPE)
  - 5.3 respiratory protective equipment (RPE)
  - 5.4 local exhaust ventilation (LEV)

### Scope/range relating to Knowledge and Understanding (cont)

#### Information

- 6 technical, product and regulatory: oral, written, graphical presentation

#### Legislation and official guidance

- 7 this relates to the operative's responsibilities regarding potential accidents and health hazards whilst working in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movements/storage of materials and by manual handling and mechanical lifting

#### Methods of work

- 8 application of knowledge for safe work practices, procedures and skills, relating to the method/area of work and materials used for moving, handling and storing occupational resources
- 9 needs of other occupations associated with the resources

#### Problems

- 10 those arising from information, resources and methods of work
  - 10.1 own authority to rectify
  - 10.2 organisational reporting procedures

#### Programme

- 11 types of progress charts, timetables and estimated times
- 12 organisational procedures for reporting circumstances which will affect the work programme

## **UNIT VR643 (FN2V 04) Move, Handle or Store Resources**

### **Scope/range relating to Knowledge and Understanding (cont)**

#### **Protect work**

- 13 against damage from general workplace activities, other occupations and adverse weather conditions

#### **Resources**

- 14 types, quantity, quality, sizes and sustainability of standard and/or specialist:
  - 14.1 occupational resources
  - 14.2 lifting and handling aids
  - 14.3 containers
  - 14.4 fixing, holding and securing systems

#### **Security procedures**

- 15 site, workplace, company and operative

**UNIT VR643 (FN2V 04) Move, Handle or Store Resources**

| No | Description of Evidence | Performance Criteria |   |   |   |   |   | Scope/range relating to Performance Criteria |   |   |   |   |   |   |   |   |
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**UNIT VR643 (FN2V 04) Move, Handle or Store Resources**

| No | Description of Evidence | Knowledge and Understanding |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |
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## UNIT VR643 (FN2V 04) Move, Handle or Store Resources

| No | Description of Evidence | Scope/range relating to Knowledge and Understanding |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
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## UNIT VR643 (FN2V 04) Move, Handle or Store Resources

Notes/Comments

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

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

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

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

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

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

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

## **UNIT VR121 (F75S 04 /F7A7 04/F75R 04)    Install fitted furniture**

### **Unit Summary**

This standard is about:

- 1    interpreting information
- 2    adopting safe and healthy working practices
- 3    selecting materials, components and equipment
- 4    preparing for and installing proprietary and/or purpose-made fitments for kitchens and/or bathrooms and/or bedrooms
- 5    working on new, alteration or refurbishment contracts

### **Key words**

Bathroom fitments; Bedroom fitments; Kitchen fittings; Floor-units; Wall-units; Laminates

## UNIT VR121 (F75S 04 /F7A7 04/F75R 04) Install fitted furniture

### Performance Criteria

You must be able to:

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

### Scope/range related to Performance Criteria

- 1 interpretation of drawings, specifications, schedules and manufacturers' information related to the work to be carried out
- 2 safe use of personal protective equipment (PPE) to carry out the activity, in accordance with legislation and/or organisational requirements
- 3 safe use and storage of hand tools, power tools and equipment
- 4 selection of resources associated with own work
  - 4.1 materials, components and fixings
  - 4.2 tools and equipment
- 5 protection of the work and its surrounding area from damage
- 6 consultation with client regarding protection of property and belongings
- 7 minimise damage and maintain a clean work space
- 8 disposal of waste in accordance with legislation
- 9 demonstration of work skills to measure, mark out, fit, finish, position and secure
- 10 use and maintain hand tools, portable power tools and ancillary equipment
- 11 prepare and install kitchen and/or bathroom and/or bedroom standard or specialist items to given working instructions, relating to the following as appropriate to the installation
  - 11.1 floor units and wall units
  - 11.2 fixing work surfaces
  - 11.3 forming cut outs for appliances in work surfaces
  - 11.4 encasing services and heat-producing appliances
  - 11.5 bonding plastic laminates
  - 11.6 scribing, mitring and fixing mouldings
  - 11.7 internal and external corners
  - 11.8 peninsular and island unit arrangements
- 12 completion of own work within the estimated, allocated time to meet the needs of other occupations and/or client



## UNIT VR121 (F75S 04 /F7A7 04/F75R 04) Install fitted furniture

### Knowledge and Understanding

You need to know and understand:

#### Performance Criteria 1

##### Interpretation of information

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

#### Performance Criteria 2

##### Safe work practices

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

### Knowledge and Understanding (cont)

#### Performance Criteria 3

##### Selection of resources

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

#### Performance Criteria 4

##### Minimise the risk of damage

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

#### Performance Criteria 5

##### Meet the contract specification

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

## UNIT VR121 (F75S 04 /F7A7 04/F75R 04)    Install fitted furniture

### Knowledge and Understanding (cont)

#### Performance Criteria 6

##### Allocated time

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

## UNIT VR121 (F75S 04 /F7A7 04/F75R 04) Install fitted furniture

### Scope/range relating to Knowledge and Understanding

#### Disposal of waste

- 1 environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance

#### Emergencies

- 2 operative's response to situations in accordance with organisational authorisation and personal skills when involved with
  - 2.1 fires, spillages, injuries

#### Hazards

- 3 those identified by method of work, manufacturers' technical information, statutory regulations and official guidance

#### Information

- 4 drawings, specifications, schedules, manufacturers' information and regulations governing buildings

#### Legislation and official guidance

- 5 this relates to the operative's responsibilities regarding potential accidents and health hazards whilst working in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting

#### Maintenance

- 6 operative care of hand tools and/or portable power tools and ancillary equipment

### Scope/range relating to Knowledge and Understanding (cont)

#### Methods of work

- 7 application of knowledge for safe work practices, procedures and skills, relating to the method/area of work and materials used, to
  - 7.1 remove existing units and fittings
  - 7.2 prepare and install floor units and wall units
  - 7.3 fix work surfaces
  - 7.4 form cut outs for appliances in work surfaces
  - 7.5 encase services and heat-producing appliances
  - 7.6 bond plastic laminates
  - 7.7 scribe, mitre and fix mouldings
  - 7.8 apply internal and external corners
  - 7.9 fix peninsular and island unit arrangements
  - 7.10 carry out sequence for positioning of units
  - 7.11 transfer datum (lasers, spirit level, water level, plumb bob)
  - 7.12 use hand and/or power tools and equipment
- 8 team work and communication
- 9 needs of other occupations associated with installing fitted furniture

#### Personal protective equipment (PPE)

- 10 occupational use, types, purpose of each type and work situations

#### Problems

- 11 those arising from information, resources and methods of work
  - 11.1 own authority to rectify
  - 11.2 organisational reporting procedures

## **UNIT VR121 (F75S 04 /F7A7 04/F75R 04)    Install fitted furniture**

### **Scope/range relating to Knowledge and Understanding (cont)**

#### **Programme**

- 12 types of progress charts, timetables and estimated times
- 13 organisational procedures for reporting circumstances which will affect the work programme

#### **Protect work**

- 14 protect work against damage from general workplace activities, other occupations and adverse weather conditions

#### **Resources**

- 15 materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:
  - 15.1 timber, timber-based sheet material, non-timber based material and plastics
  - 15.2 sealants and adhesives
  - 15.3 mouldings: timber, plastic, non-ferrous metal
  - 15.4 internal timber-based fitments (flat pack and assembled)
  - 15.5 associated fixings and fittings
  - 15.6 glass products
  - 15.7 hand and/or powered tools and equipment
- 16 methods of calculating quantity, length, area and wastage associated with the method/procedure to install fitted furniture

#### **Security procedures**

- 17 site, workplace, company and operative

**UNIT VR121 (F75S 04 /F7A7 04/F75R 04) Install fitted furniture**

| No | Description of Evidence | Performance Criteria |   |   |   |   |   | Scope/range relating to Performance Criteria |   |   |   |   |   |   |   |   |    |    |    |
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**UNIT VR121 (F75S 04 /F7A7 04/F75R 04)      Install fitted furniture**

|           |                                | <b>Knowledge and Understanding</b> |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
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| <b>No</b> | <b>Description of Evidence</b> | K1                                 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 | K13 | K14 | K15 | K16 | K17 |
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**UNIT VR121 (F75S 04 /F7A7 04/F75R 04)    Install fitted furniture**

|           |                                | <b>Scope/range relating to Knowledge and Understanding</b> |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
|-----------|--------------------------------|--|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|
| <b>No</b> | <b>Description of Evidence</b> | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
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**UNIT VR121 (F75S 04 /F7A7 04/F75R 04)    Install fitted furniture**

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 VR122 (F755 04/F747 04/F75R 04)      Install Basic Plumbing**

### **Unit Summary**

This standard is about:

- 1     interpreting information
- 2     adopting safe and healthy working practices
- 3     selecting materials, components and equipment
- 4     removing and installing domestic plumbing, water and waste services (from the isolation point only) to kitchens and/or bathrooms and/or bedrooms
- 5     working on new, alteration or refurbishment contracts

### **Key words**

Plumbing; Bathrooms; Bedrooms; Kitchens; Waste-services; Isolation points; Sinks; Basins; Shower trays; Appliances

## UNIT VR122 (F755 04/F747 04/F75R 04)

## Install Basic Plumbing

### Performance Criteria

You must be able to:

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

### Scope/range related to Performance Criteria

- 1 interpretation of drawings, specifications, schedules and manufacturers' information related to the work to be carried out
- 2 safe use of personal protective equipment (PPE) to carry out the activity, in accordance with legislation and/or organisational requirements
- 3 safe use and storage of tools and equipment
- 4 selection of resources associated with own work
  - 4.1 materials, components and fixings
  - 4.2 tools and equipment
- 5 protection of the work and its surrounding area from damage
- 6 consultation with client regarding protection of property and belongings
- 7 minimise damage and maintain a clean work space
- 8 disposal of waste in accordance with legislation
- 9 demonstration of work skills to measure, mark out, fit, finish, position and secure
- 10 use and maintain hand tools, portable power tools and ancillary equipment
- 11 remove and install kitchen and/or bathroom and/or bedroom appliances (from the isolation point only) in compliance with current regulations and given working instructions, relating to the following as appropriate to the installation to given working instructions
  - 11.1 sinks, basins, baths, WCs, bidets
  - 11.2 taps, waste services, waste disposal, shower trays and shower valves
  - 11.3 laundry appliances, dishwashers
- 12 completion of own work within the estimated, allocated time to meet the needs of other occupations and/or client

**Knowledge and Understanding**

You need to know and understand:

**Performance Criteria 1****Interpretation of information**

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

**Performance Criteria 2****Safe work practices**

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

**Knowledge and Understanding (cont)****Performance Criteria 3****Selection of resources**

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

**Performance Criteria 4****Minimise the risk of damage**

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

**Performance Criteria 5****Meet the contract specification**

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

## UNIT VR122 (F755 04/F747 04/F75R 04)      Install Basic Plumbing

### Knowledge and Understanding (cont)

#### Performance Criteria 6

##### Allocated time

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

## UNIT VR122 (F755 04/F747 04/F75R 04) Install Basic Plumbing

### Scope/range relating to Knowledge and Understanding

#### Disposal of waste

- 1 environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance

#### Emergencies

- 2 operative's response to situations in accordance with organisational authorisation and personal skills when involved with
  - 2.1 fires, spillages, injuries

#### Hazards

- 3 those identified by method of work, manufacturers' technical information, statutory regulations and official guidance

#### Information

- 4 drawings, specifications, schedules, manufacturers' information and regulations governing buildings

#### Legislation and official guidance

- 5 this relates to the operative's responsibilities regarding potential accidents and health hazards whilst working in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting

#### Maintenance

- 6 operative care of hand tools and/or portable power tools and ancillary equipment

### Scope/range relating to Knowledge and Understanding (cont)

#### Methods of work

- 7 application of knowledge for safe work practices, procedures and skills, relating to the method/area of work and materials used, to
  - 7.1 remove and install: sinks, basins, baths, taps, waste services, WCs, bidets, shower trays, shower valves, pumps, laundry appliances and dishwashers
  - 7.2 carry out bending of copper pipes
  - 7.3 use compression and capillary copper fittings
  - 7.4 use compression, push fit and plastic weld fittings
  - 7.5 connect hot and cold water supplies
  - 7.6 use hand tools and/or power tools and equipment
- 8 team work and communication
- 9 needs of other occupations associated with the installation of basic plumbing

#### Personal protective equipment (PPE)

- 10 occupational use, types, purpose of each type and work situations

#### Problems

- 11 those arising from information, resources and methods of work
  - 11.1 own authority to rectify
  - 11.2 organisational reporting procedures

#### Programme

- 12 types of progress charts, timetables and estimated times
- 13 organisational procedures for reporting circumstances which will affect the work programme

## **UNIT VR122 (F755 04/F747 04/F75R 04)      Install Basic Plumbing**

### **Scope/range relating to Knowledge and Understanding (cont)**

#### **Resources**

- 15 materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist:
  - 15.1 sinks, basins, baths, WCs, bidets, shower trays
  - 15.2 copper and plastic pipes, waste outlets, taps, valves and pumps
  - 15.3 sealants and adhesives
  - 15.4 associated fixings and fittings
  - 15.5 hand and/or powered tools and equipment
- 16 methods of calculating quantity, length, area and wastage associated with the method/procedure to install basic plumbing

#### **Security procedures**

- 17 site, workplace, company and operative

## UNIT VR122 (F755 04/F747 04/F75R 04)      Install Basic Plumbing

| No | Description of Evidence | Performance Criteria |   |   |   |   |   | Scope/range relating to Performance Criteria |   |   |   |   |   |   |   |   |    |    |    |
|----|-------------------------|----------------------|---|---|---|---|---|--|---|---|---|---|---|---|---|---|----|----|----|
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**UNIT VR122 (F755 04/F747 04/F75R 04)**

**Install Basic Plumbing**

| No | Description of Evidence | Knowledge and Understanding |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |
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**UNIT VR122 (F755 04/F747 04/F75R 04)**

**Install Basic Plumbing**

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** \_\_\_\_\_

## **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

|  |  |
|--|--|
| <b>Your name</b>   |  |
| <b>Job title</b>   |  |
| <b>Name of employer/<br/>training provider/<br/>college</b>    |  |
| <b>Their address</b>   |  |
| <b>Telephone number</b>  |  |
| <b>SVQ</b>   |  |
| <b>Level</b>   |  |
| <b>Units submitted<br/>for assessment</b>                      |  |
| <b>Mentor's name</b>   |  |
| <b>(Please provide<br/>details of mentor's<br/>experience)</b> |  |

**Assessor's signature** \_\_\_\_\_

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

## Personal profile

|                       |  |
|-----------------------|--|
| <b>Name</b>           |  |
| <b>Address</b>        |  |
| <b>Postcode</b>       |  |
| <b>Home telephone</b> |  |
| <b>Work telephone</b> |  |
| <b>Job title</b>      |  |

## Relevant experience

|  |  |
|--|--|
| <b>Description of your current job</b> |  |
| <b>Previous work experience</b>        |  |
| <b>Qualifications and training</b>     |  |
| <b>Voluntary work/interests</b>        |  |

## Personal profile (cont)

|  |  |
|--|--|
| <b>Name of employer/training provider/college</b>                        |  |
| <b>Address</b>   |  |
| <b>Postcode</b>  |  |
| <b>Telephone number</b>  |  |
| <b>Type of business</b>  |  |
| <b>Number of staff</b>   |  |
| <b>Structure of organisation (include chart or diagram if available)</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.

| <b>Section</b>   | <b>Completed</b> | <b>Page/Section number</b> |
|--|------------------|----------------------------|
| <b>Title page for the portfolio</b>  |                  |                            |
| <b>Personal profile</b>  |                  |                            |
| Your own personal details  |                  |                            |
| A brief CV or career profile   |                  |                            |
| A description of your job  |                  |                            |
| Information about your employer/training provider/college                    |                  |                            |
| <b>Unit assessment plans</b>   |                  |                            |
| <b>Unit progress record</b>  |                  |                            |
| <b>Completed Element achievement records for each Unit</b>                   |                  |                            |
| Signed by yourself, your assessor and the internal verifier (where relevant) |                  |                            |
| Evidence reference numbers included  |                  |                            |
| <b>Index of evidence (with cross-referencing information completed)</b>      |                  |                            |
| Evidence (with reference numbers)  |                  |                            |
| Observation records  |                  |                            |
| Details of witnesses (witness testimony sheets)                              |                  |                            |
| Personal statements  |                  |                            |
| Products of performance  |                  |                            |





**Personal statement**

| Date | Evidence index number | Details of statement | Links to other evidence (enter numbers) | Units, Elements, PC, and Range covered |
|------|-----------------------|----------------------|---|--|
|      |                       |                      |   |  |

**Candidate's signature** \_\_\_\_\_

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

## Observation record

|                              |  |
|------------------------------|--|
| <b>Unit/Element(s)</b>       |  |
| <b>Candidate's name</b>      |  |
| <b>Date of observation</b>   |  |
| <b>Evidence index number</b> |  |

| <b>Skills/activities observed</b> | <b>PC and Range covered</b> |
|-----------------------------------|-----------------------------|
|                                   |                             |

| <b>Knowledge and Understanding apparent from this observation</b> |
|---|
|   |

| <b>Other Units/Elements to which this evidence may contribute</b> |
|---|
|   |

| <b>Assessor comments and feedback to candidate</b> |
|--|
|  |

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Witness testimony

|  |  |
|--|--|
| <b>SVQ title and level</b>   |  |
| <b>Candidate's name</b>  |  |
| <b>Evidence index no</b>   |  |
| <b>Where applicable, evidence number to which this testimony relates</b> |  |
| <b>Element(s)</b>  |  |
| <b>Range</b>   |  |
| <b>Date of evidence</b>  |  |
| <b>Witness name</b>  |  |
| <b>Designation/relationship to candidate</b>                             |  |
| <b>Details of testimony</b>  |  |

I can confirm the candidate's performance was satisfactory.

**Witness signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

- Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

## Record of questions and candidate's answers

|  |  |
|--|--|
| <b>Unit</b>  |  |
| <b>Element(s)</b>                                  |  |
| <b>Evidence index number</b>                       |  |
| <b>Circumstances of assessment</b>                 |  |
|  |  |
| <b>List of questions and candidate's responses</b> |  |
| Q  |  |
| A  |  |
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**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_