



Assessor's Guidelines for the SVQ in Construction Site Supervision at level 3

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Construction Site Supervision at level 3**. You might be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

Introduction

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

About SVQs

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

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

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

Explanation of levels

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

How are standards defined in SVQs?

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

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

The candidate's quality of performance is described by **Performance Criteria**. These are also called **statements of competence** or **what candidates should do**.

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

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

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

Who is involved in SVQs?

There are several roles:

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

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ — see SQA's website: www.sqa.org.uk

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

The steps involved in assessing a candidate for an SVQ

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

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

1 The SVQ in Construction Site Supervision

The SVQ in **Construction Site Supervision** has been developed by the ConstructionSkills SSC and is intended for people in the contracting side of the construction industry. It is particularly aimed at those operating in building (general and house building), civil engineering, highways, specialist trades/activities, or as a site supervisor in any specialist areas/activities within these categories.

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

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

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

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

Structure of the SVQs

This section lists the Units which form the SVQ in Construction Site Supervision at level 3.

List of Units and Elements

To achieve the full award, candidates will need to successfully complete the following Units:

Construction Site Supervision (Building and Civil Engineering) 14 Units required

Mandatory Units

SQA Ref	SSC Ref	Title
F3DM 04	VR 700	Maintain Systems for Health, Safety, Welfare and Environmental Protection
F3DA 04	VR 701	Assess and Recommend Work Methods
F3DV 04	VR 702	Plan Work Activities and Resources to Meet Work Requirements
F3DG 04	VR 703	Co-ordinate Work Control
F3DE 04	VR 704	Control Work Progress Against Agreed Programmes
F3D8 04	VR 705	Allocate and Monitor the Use of Plant, Equipment or Machinery
DX9T 04	VR 210	Develop and Maintain Good Working Relationships
F3DL 04	VR 706	Maintain Supplies of Materials to Meet Project Requirements
F3DK 04	VR 707	Implement Communication Systems for the Project
F3DN 04	VR 708	Maintain the Dimensional Accuracy of the Work
F3DD 04	VR 709	Control Work Against Agreed Quality Standards
F3DB 04	VR 710	Contribute to Controlling Work Quantities and Costs
F3DF 04	VR 711	Co-ordinate Preparation for Site Operations
F3D9 04	VR 713	Allocate Work and Check People's Performance

Additional Units

SQA Ref	SSC Ref	Title
F3DP 04	VR 712	Manage Own Professional Development
F3DH 04	VR 714	Enable Learning Opportunities
F3DC 04	VR 715	Contribute to the Identification of a Work Team
F3DS 04	VR 716	Plan Highways Maintenance or Repair Activities
F3DY 04	VR 717	Supervise Highways Maintenance or Repair Activities
F3DJ 04	VR 718	Hand Over Property
F3DW 04	VR 719	Provide Customer Service in Construction
F3DT 04	VR 720	Plan Historical Conservation/Restoration Activities
F3E0 04	VR 721	Supervise Historical Conservation/Restoration Activities
F3DR 04	VR 722	Plan Demolition Activities
F3DX 04	VR 723	Supervise Demolition Activities

Construction Site Supervision (Highways Maintenance and Repair)
14 Units required (2 options)

Mandatory Units

SQA Ref	SSC Ref	Title
F3DM 04	VR 700	Maintain Systems for Health, Safety, Welfare and Environmental Protection
F3DA 04	VR 701	Assess and Recommend Work Methods
F3DV 04	VR 702	Plan Work Activities and Resources to Meet Work Requirements
F3DG 04	VR 703	Co-ordinate Work Control
F3DE 04	VR 704	Control Work Progress Against Agreed Programmes
F3D8 04	VR 705	Allocate and Monitor the Use of Plant, Equipment or Machinery
F3DL 04	VR 706	Maintain Supplies of Materials to Meet Project Requirements
F3DD 04	VR 709	Control Work Against Agreed Quality Standards
F3DP 04	VR 712	Manage Own Professional Development
F3DH 04	VR 714	Enable Learning Opportunities
F3DS 04	VR 716	Plan Highways Maintenance or Repair Activities
F3DY 04	VR 717	Supervise Highways Maintenance or Repair Activities

Optional Units

SQA Ref	SSC Ref	Title
DX9T 04	VR 210	Develop and Maintain Good Working Relationships
F3DK 04	VR 707	Implement Communication Systems for the Project
F3DN 04	VR 708	Maintain the Dimensional Accuracy of the Work
F3DB 04	VR 710	Contribute to Controlling Work Quantities and Costs
F3D9 04	VR 713	Allocate Work and Check People's Performance
F3DC 04	VR 715	Contribute to the Identification of a Work Team
F3DW 04	VR 719	Provide Customer Service in Construction

Additional Units

SQA Ref	SSC Ref	Title
F3DF 04	VR 711	Co-ordinate Preparation for Site Operations
F3DJ 04	VR 718	Hand Over Property
F3DT 04	VR 720	Plan Historical Conservation/Restoration Activities
F3E0 04	VR 721	Supervise Historical Conservation/Restoration Activities
F3DR 04	VR 722	Plan Demolition Activities
F3DX 04	VR 723	Supervise Demolition Activities

Construction Site Supervision (Residential Development)
14 Units required

Mandatory Units

SQA Ref	SSC Ref	Title
F3DM 04	VR 700	Maintain Systems for Health, Safety, Welfare and Environmental Protection
F3DA 04	VR 701	Assess and Recommend Work Methods
F3DV 04	VR 702	Plan Work Activities and Resources to Meet Work Requirements
F3DG 04	VR 703	Co-ordinate Work Control
F3DE 04	VR 704	Control Work Progress Against Agreed Programmes
F3D8 04	VR 705	Allocate and Monitor the Use of Plant, Equipment or Machinery
F3DL 04	VR 706	Maintain Supplies of Materials to Meet Project Requirements
F3DK 04	VR 707	Implement Communication Systems for the Project
F3DN 04	VR 708	Maintain the Dimensional Accuracy of the Work
F3DD 04	VR 709	Control Work Against Agreed Quality Standards
F3DJ 04	VR 718	Hand Over Property
F3DW 04	VR 719	Provide Customer Service in Construction

Optional Units (two Units required)

SQA Ref	SSC Ref	Title
DX9T 04	VR 210	Develop and Maintain Good Working Relationships
F3DB 04	VR 710	Contribute to Controlling Work Quantities and Costs
F3DF 04	VR 711	Co-ordinate Preparation for Site Operations
F3DP 04	VR 712	Manage Own Professional Development
F3D9 04	VR 713	Allocate work and Check People's Performance
F3DH 04	VR 714	Enable Learning Opportunities
F3DC 04	VR 715	Contribute to the Identification of a Work Team

Additional Units

SQA Ref	SSC Ref	Title
F3DS 04	VR 716	Plan Highways Maintenance or Repair Activities
F3DY 04	VR 717	Supervise Highways Maintenance or Repair Activities
F3DT 04	VR 720	Plan Historical Conservation/Restoration Activities
F3E0 04	VR 721	Supervise Historical Conservation/Restoration Activities
F3DR 04	VR 722	Plan Demolition Activities
F3DX 04	VR 723	Supervise Demolition Activities

An assessment strategy for the SVQ

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

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

The relevant parts of the assessment strategy can be found on SQA's website (www.sqa.org.uk), and both SQA and centres must comply with these requirements.

Why would people be interested in the SVQ?

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

How do candidates begin?

Choosing the SVQ

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

An example

Steven had worked as a site agent for three years with a firm of building and civil engineering contractors. He did not possess any formal management or supervisory qualifications. He wanted to do a qualification which would give him national recognition of the skills he already possessed. As he had a lot of experience in working on construction projects as a tradesperson and now had three years' supervisory experience behind him, the Training and Development Manager in his company advised him to consider an SVQ in Construction Site Supervision (Building and Civil Engineering) at level 3. They both agreed that Steven could, in the future, aspire to be a contracts manager with the firm. The SVQ could be a significant landmark on the road to such a career progression. When the T&D Manager matched Steven's job remit and existing skills and experience with the SVQ, it emerged that Steven should be able to generate enough evidence to meet the requirements of the following SVQ Units:

- ◆ Control Work Against Agreed Quality Standards
- ◆ Co-ordinate Work Control
- ◆ Contribute to Controlling Work Quantities and Cost

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

Steven also had some experience in relation to three further Units. However, some planning was required to provide him with the opportunity to demonstrate competence in these areas:

- ◆ Assess and Recommend Work Methods
- ◆ Allocate Work and Check People's Performance
- ◆ Develop and Maintain Good Working Relationships

The T&D Manager arranged for the assessor to accompany Steven on a tour to observe and assess him for the first of these Units. For this Unit he would also have to liaise more closely with his contracts manager and the firm's estimator/planner, both of whom had a more direct influence on the initial planning of work methods and resources than did Steven as site agent.

It was decided that Steven would play a more significant role in assessing work methods and resources and applying the firm's existing systems and procedures to new projects under consideration. This would require Steven to get involved with such planning at an earlier stage than was practised currently. The T&D Manager would recommend such an approach to the Contracts Manager and Estimator/Planner so that Steven could gain experience in the relevant Elements of the Unit and prove his competence against the standards.

For the second Unit it was agreed that the contracts manager would supervise Steven in compiling reports for the firm's board and individual directors. It was also decided that Steven needed more knowledge and experience in dealing with the full scope of people. To do this, it was agreed that he would 'shadow' the Contracts Manager as meetings with clients, community groups and similar groups took place, and that he would be given fuller information on all of these people.

It was also agreed that Steven would enrol on a course to study the specifics of standard forms of contract in detail.

Finally, since the firm's recently introduced Staff Development and Appraisal system had focused its attention so far on senior management and contracts managers it was agreed that Steven should be given a comprehensive introduction and overview to the SDA regime by the T&D Manager.

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

It was agreed that the Assistant T&D Manager would act as assessor and that the T&D Manager himself would be the internal verifier. Steven was pleased to hear that his line manager, one of the firm's contracts managers, had voiced a desire to become a qualified assessor in the near future. In the meantime Steven was happy that the Contracts Manager was enthusiastic about him undertaking the SVQ in Construction Site Supervision.

2 Preparing to assess the SVQ

This section offers practical advice on how to go about assessing your candidates for the SVQ in Construction Site Supervision at level 3. This advice is offered as examples of good practice — you can develop your own approaches to assessing your candidates.

Your role and your candidate's role

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

Your role

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

Candidates' role

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

Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

Units: VR709 Control Work Against Agreed Quality Standards					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Visual inspection and tour of the works to note progress; note taking.	1, 3, 4	Observation; questioning; product evidence.	2/12/2007	Previous reports from other projects.	VR700, VR701, VR702, VR704
Write up standard in-house report on progress of the works.	5	Observation; product evidence.		Witness testimonies from line managers.	VR703/VR707
Mark up progress of the works on bar chart.		Observation; product evidence.			
Comparing of resources employed with pre-start method statement; notes on same.	5	Observation; Product (notes).	3 and 4/12/07	Marked up copies of previous method statements. Witness testimony from line managers.	VR709
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review.	VR704/2 investigating the circumstances of any variations thoroughly, implementing appropriate corrective action.	Questioning (particularly on how to identify variations that are worth immediate highlighting to line managers).	2/12/2007	Witness testimonies from line managers. Previous documents re valuations.	

Assessor's signature: Charlie Winters

1st review due: 10 December 2007

Candidate's signature: Steven Maxwell

2nd review due: 10 December 2007

Date of agreement: _____

Date of completion: _____

Selecting methods of assessment

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

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

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

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

The benefits might be:

- ◆ candidate's familiarity with own working environment
- ◆ candidate's familiarity with assessor (this could also present a challenge to reliability)
- ◆ assessment progresses at candidate's own pace of learning
- ◆ proximity of resources in workplace
- ◆ knowledge of working time peaks, which can then be avoided during assessment periods
- ◆ assessor may be familiar with firm's internal documentation and chain of command

The challenges might be:

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

An example

A candidate working in a construction firm has to demonstrate how to inform decision-makers about 'inadequately and inappropriately specified resources'. You might agree that this will be carried out by **observation** as and when such situations arise. If you are an assessor who is working alongside the candidate you should be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate about the situation afterwards.

Methods of assessment

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

Observation

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

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

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

Examples of where observation could be used in this SVQ is when:

- ◆ a candidate makes a visual inspection of the building site
- ◆ a candidate physically checks lines and levels on site
- ◆ a candidate takes samples and tests delivered materials and components

Product evaluation

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

- ◆ the site diary — which is a means of monitoring work progress against agreed programmes
- ◆ orders and requisitions — which are part of supervising supplies of materials to meet work requirements
- ◆ method statements — which are part of assessing and recommending work methods
- ◆ confirmation of verbal instruction (CVI) sheets — which can be part of implementing works organisation and communication systems
- ◆ notes from site visits, re-measurements etc — which can contribute evidence for VR710
- ◆ construction phase health and safety plans — which can contribute to VR700
- ◆ accident books — which could be relevant to VR700

Questioning

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

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

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

Example 1

A candidate has been asked to visit a prospective building site and measure critical dimensions as marked up on a site plan by their line manager. The dimensions are required to aid in the planning of, and estimating, the cost of the proposed building works.

Questioning of the candidate will confirm that they know why certain dimensions are required by the planning/estimating team. This will also permit the candidate to demonstrate that they realise the importance of measuring other dimensions on the site should these appear to be of importance.

For example, the candidate might be asked to measure dimensions of access routes for transportation and mechanical plant. A discerning supervisor would realise that heights can be just as vital as widths, and would check for the presence of overhead power and telecom cables etc.

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

Why does your line manager need the critical dimensions on the site plan confirmed?

What other aspects of the site and its surroundings might you note in this regard?

Example 2

A candidate has been asked to devise a comprehensive programme plan for a prospective building project. The firm is very keen to be awarded the contract. The plan is likely to be brought to an adjudication meeting at which senior management will discuss the costs, timescales and risk factors.

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

- ◆ What sources of labour and plant outputs would be used to compile the programme plan?
- ◆ How do you ensure that the time calculated for the overall plan is as short as reasonably possible?
- ◆ At what time in the planning process will you make allowances for?
 - geographical location
 - seasonal weather conditions
 - supply lead times
 - statutory requirements
 - contractual limitations/restrictions
 - planned overtime
- ◆ How do you go about identifying the key or critical activities in your plan?

Other methods of assessment

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

Personal statements

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

An example of a situation where a personal statement could be used is where an urgent threat to the progress of the works has arisen. Normally the candidate might like to give the assessor the opportunity to observe them identifying the variation and investigating the incident. In this case there might not have been time to call in the assessor. It could also be that the assessor is a close working colleague and was himself urgently involved with the ‘emergency’. Direct observation would be impossible in this situation, so a personal statement from the candidate could be useful.

Witness testimony

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

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

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

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

A situation where witness testimony could be used is where you have missed an opportunity for observation. The candidate's performance might have been witnessed by reliable sources within the firm. For example, the general foreman or a tradesperson might have seen the candidate react to an unexpected emergency situation that called for an immediate revision to work procedures. The witness testimony might be useful for VR701, which requires candidates to revise work procedures and practices to minimise deviations and allow for different circumstances and conditions.

Simulation

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

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

ConstructionSkills SSC has defined what it regards as simulation, and has specified in the standards when simulation is acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy on SQA's website (www.sqa.org.uk).

An example of a situation where simulation is acceptable is VR710. The section of this Unit regarding 'Product Evidence' says simulation is acceptable for recording corrections to deviations in dimensional controls, lines and levels etc. If assessment were to be carried out in a 'live' situation it *would* provide excellent evidence. On the other hand, the use of a simulated situation may provide a more manageable assessment scenario. Furthermore, it may be unreasonable to expect others affected by a 'live' deviation in dimensional controls to cooperate amicably with an academic assessment situation being carried out at the same time.

Another example of a situation where simulation is accepted is in VR710. ConstructionSkills acknowledge in the section 'Product Evidence' of this Unit that it is a relatively rare occurrence where candidates can identify '...opportunities for cost savings ...' and can recommend them to decision makers. The firm's quality procedures might have standard paperwork devised for employees to do this, but it would be unrealistic to expect a candidate to produce evidence for all the opportunities for cost savings specified in the standards. Some of the requirements of the range could then be simulated.

Particularly rare may be opportunities to identify cost savings in the areas of 'applications of new technology'. In this case a simulation may be a sensible and practicable option.

Other sources of evidence

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

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

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

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

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

3 **Generating evidence**

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence. Starting on the next page, this section gives you examples of forms which you can use to record and present evidence of:

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

There are blank forms which you can copy and use in assessment in Appendix 1.

Observation

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

Observation record

Unit/Element(s): VR702 Plan Work Activities and Resources to meet Work Requirements
 Candidate: Steven Maxwell Date of observation: 16/01/08
 Evidence index number: 5

Skills/activities observed:	PCs covered:
Chair weekly meeting with sub-contractors and trades foremen. Park Street School. Follow standing agenda and AOCB.	1 Organise activities to make the most efficient use of the resources available 4 Analyse the activities against project data and the requirements of external factors

Knowledge and understanding apparent from this observation:
 How to obtain resources; how to organise attendance on sub-contractors; how to plan resources; how to organise site and resources; how to weigh up ideas [from meeting] and make a judgement on controlling site and resources.

Other Units/Elements to which this evidence may contribute:
 VR701, VR703, VR 704, VR 210, VR707, VR 709

Assessor's comments and feedback to candidate:
 Well prepared for the meeting. Initially appeared 'stuck' to notes, which reduced audience contact. Thereafter more conversational, especially when discussing construction specific items. Agenda followed quite rigidly. Recommend learning to be more flexible with order of items, or combine the discussion on two or more items, when sensible to do so. Overall very competent chairing of meeting with effective contributions as necessary. Watch out for items that stem from the meeting. Some of them might provide useful sources of SVQ evidence.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: Charlie Winters Date: 18 Jan 08

Candidate's signature: Steven Maxwell Date: 18 Jan 2008

Questions and candidate responses

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

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

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

Record of questions and candidate's answers

Unit: VR 701 Assess and Recommend Work Methods	Element(s):	
Evidence index number: 8		
Circumstances of assessment: In order to successfully assess work methods the candidate has had to visit the site and make measurements and observations. Questioning confirms the candidate's knowledge and understanding of how to examine technical, environmental and project criteria for evaluating work methods.		
List of questions and candidate's responses: <p>Q: Why does the contracts manager need confirmation of the critical dimensions on the site plan?</p> <p>A: To properly plan the layout of the site. You've got to think about the storage of materials, workers' welfare facilities, traffic ins and outs and circulation around the site. All of this has to be fitted into the site in a sensible way and needs careful planning to get the best layout. Even things like the width of the road onto the site lets you know if you can get a JCB on site or whether you need a mini-excavator instead.</p> <p>Q: When planning work methods, how might you pay attention to the problems of emissions, pollution risks and wastes?</p> <p>A: The more you can do off-site the better. It is easier to control these things if you pre-fabricate things in the workshop before coming to site. There is a lot less waste in the workshop environment. As well as that there are the likes of dust and other nuisances that might 'escape' from the site. We can always put up dustsheets to control dust from activities like stone cleaning. It all starts with 'risk assessment'. We try to identify hazards before they occur and then do something about them if we can. This can all be planned before we start on site. Sometimes the architect gives us a list of hazards he wants us to look at on the project before we start.</p> <p>Q: Can you give an example of a sustainability issue and how it affected your planning for a construction project?</p> <p>A: We did a project with an architect who wanted us to use only local materials in order to save on the problem of travelling and the pollution involved in transporting materials long distances to site. We had to give ourselves more time to source materials. We could not just go to our normal merchant for materials. Certain key elements of the building such as the stone walling and the slates for the roof had to be given special attention. They had to match the existing buildings surrounding the client's house. We gave these trades more time in the programme to source materials and carry out their work.</p> <p>Q: How do you plan for fire protection and fire safety on construction sites?</p> <p>A: There's a new publication called the 'Fire Code' for short. We use the recommendations in that. It has information on the number of fire extinguishers and where they should be sited. It even asks you to think about the order you build the building. For example, you might build in the stairs earlier than normal to provide a better escape route for the workers. The alternative might be the scaffolding. This might be OK, but the staircase would probably be a better idea if you could build it in early. It's always important to give the workers and sub-contractors talks about fire safety. We do this about fire generally at regular toolbox talks. We also give special talks about the site we are on in particular.</p>		
Assessor's signature:	<i>Charlie Winters</i>	Date: 25 Feb 08
Candidate's signature:	<i>Steven Maxwell</i>	Date: 26 Feb 2008

Candidate's personal statement

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

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
3/4/07	29	<p>The contracts we have as a firm with our sub-contractors vary depending on the scale and complexity of the project and the scope and importance of the sub-contract.</p> <p>In some of the standard forms of sub-contract there are spaces where the attendance required by the sub-contractor has been pre-agreed and completed in writing by our surveying department. In most cases the sub-contractor is permitted to use the main contractor's standing scaffolding and welfare facilities.</p> <p>In the external repairs and internal refurbishment contract at 88-96 Treborough High Street our firm had included for scaffolding both front and rear elevations. The heating work sub-contractor had priced for metal ductwork flue liners from the living rooms of the properties to chimneyheads as requested. When the work started on site they asked that the scaffolding be extended from eaves level to the chimneyheads in order to feed the flue liners down the flues.</p> <p>There was some debate as to who was to pay for this extension to the scaffolding. There was no doubt that the existing scaffolding contractor would be the firm that would extend the scaffolding. The heating sub-contractor refused to carry out their work until the scaffolding was extended.</p> <p>After contacting the contracts manager I confirmed that the scaffolders should extend the scaffolding to the chimneyheads. The question of who is responsible for the payment of the extra cost of this work is still being debated.</p>	<p>Evidence Index no. 31 – Order to sub-contractor</p> <p>Evidence Index no. 30 – Witness testimony from Contracts Manager</p>	<p>VR 701, VR 702, VR 704, VR705, VR 707</p> <p>VR700, VR 701, VR 702, VR 704, VR 705, VR707</p>

Signed (candidate): Steven Maxwell

Date: 4/4/2007

Witness testimony

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

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

Witness testimony

SVQ title and level:	SVQ Construction Site Supervision level 3
Candidate's name:	Steven Maxwell
Evidence index no:	7
Index no of other evidence which this testimony relates to (if any):	19
Element(s):	VR 702, VR 712
Date of evidence:	13/02/2008
Name of witness:	Mark Palin
Designation/relationship to candidate:	Contracts Manager (and line manager)
Details of testimony:	
<p>The programme devised for the project at Bash Street was devised by Steven alone. He did confer with me and with the general foreman regarding the durations of a number of the activities and the plant and equipment that might be available. Nevertheless, the arrangement of the activities and the logic links between the individual activities were Steven's own work.</p>	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness: <i>Mark Palin</i>	Date: <i>24 February 2008</i>

Witness (please tick the appropriate box):

- Holds A1 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

Filling the gaps

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

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

- 1 Other related programmes.
- 2 Equal opportunities.
- 3 Statutory regulations and limitations and codes of practice which might compromise the proposed works.
- 4 Trade advisory guidance and best practice as quality standards.
- 5 Climate variation as a condition that would require a revising of work procedures.
- 6 Emergency circumstances.
- 7 Developing, maintaining and encouraging working relationships with community groups.

You might be able to overcome these by:

- 1 Employing the programme of a utilities provider or providers.
- 2 Simulation of a constraint requiring preference to be given to firms local to the site.
- 3 Simulation of a situation where planning legislation, eg listed building designation, cannot be harmonised with health and safety regulations.
- 4 Research of trade best practice literature.
- 5 Simulation of working in extremely adverse weather conditions where accuracy of tape measurements is potentially compromised.
- 6 Simulation of fire, flood or other emergency situations via an emergency evacuation drill for example.
- 7 Work shadowing contracts manager or other senior manager in dealings with community group.

Guidance and support to candidates

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

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

Judging candidate evidence and making an assessment decision

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

Evidence must:

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

Insufficient evidence

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

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

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

Authenticating candidates' evidence

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

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

An example

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

4 Recording achievement

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

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

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

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

There are various reasons why record keeping is so important:

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

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

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

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

These forms are also used in SQA's portfolio.

Completing the Unit progress record

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

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

Unit progress record

Qualification and level: SVQ Construction Site Supervision (Building and Civil Engineering) level 3

Candidate: Steven Maxwell

To achieve the whole qualification, you must prove competence in 14 **mandatory** Units.

Unit Checklist

Mandatory	VR700	VR701	VR702	VR703	VR704	VR705	VR210	VR706	VR707
	VR708	VR709	VR710	VR711	VR713				
Optional									

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
VR 700	Maintain Systems for Health, Safety, Welfare and Environmental Protection	<i>Charlie Winters</i>	<i>25 March 2007</i>
VR 701	Assess and Recommend Work Methods	<i>Charlie Winters</i>	<i>14 March 2007</i>
VR 702	Plan Work Activities and Resources to Meet Work Requirements		
VR 703	Co-ordinate Work Control	<i>Charlie Winters</i>	<i>23 April 2007</i>
VR 704	Control Work Progress Against Agreed Programmes		
VR 705	Allocate and Monitor the Use of Plant, Equipment or Machinery		
VR 210	Develop and Maintain Good Working Relationships		
VR 706	Maintain Supplies of Materials to Meet Project Requirements	<i>Charlie Winters</i>	<i>23 April 2007</i>
VR 707	Implement Communication Systems for the Project		
VR 708	Maintain the Dimensional Accuracy of the Work		
VR 709	Control Work Against Agreed Quality Standards		
VR 710	Contribute to Controlling Work Quantities and Costs		
VR 711	Co-ordinate Preparation for Site Operations		
VR 713	Allocate Work and Check People's Performance		

Optional Units achieved

Unit progress record

Qualification and level: SVQ Construction Site Supervision (Highways Maintenance) level 3

Candidate: Alistair Finlay

To achieve the whole qualification, you must prove competence in 14 **mandatory** Units.

Unit Checklist

Mandatory	VR700	VR701	VR702	VR703	VR704	VR705	VR706	VR709
	VR712	VR714	VR716	VR717				
Optional	VR210	VR707	VR708	VR710	VR713	VR715	VR719	

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
VR 700	Maintain Systems for Health, Safety, Welfare and Environmental Protection	<i>Tracy Dunn</i>	<i>25 Feb 2008</i>
VR 701	Assess and Recommend Work Methods		
VR 702	Plan Work Activities and Resources to Meet Work Requirements		
VR 703	Co-ordinate Work Control	<i>Tracy Dunn</i>	<i>17 March 2008</i>
VR 704	Control Work Progress Against Agreed Programmes	<i>Tracy Dunn</i>	<i>1 April 2008</i>
VR 705	Allocate and Monitor the Use of Plant, Equipment or Machinery		
VR 706	Maintain Supplies of Materials to Meet Project Requirements	<i>Tracy Dunn</i>	<i>18 Feb 2008</i>
VR 709	Control Work Against Agreed Quality Standards		
VR 712	Manage Own Professional Development		
VR 714	Enable Learning Opportunities	<i>Tracy Dunn</i>	<i>18 Feb 2008</i>
VR 716	Plan Highways Maintenance or Repair Activities		
VR 717	Supervise Highways Maintenance or Repair Activities		

Optional Units achieved

VR 210	Develop and Maintain Good Working Relationships		
VR 707	Implement Communication Systems for the Project		
VR 708	Maintain the Dimensional Accuracy of the Work	<i>Tracy Dunn</i>	<i>1 April 2008</i>
VR 710	Contribute to Controlling Work Quantities and Costs		
VR 713	Allocate Work and Check People's Performance		
VR 715	Contribute to the Identification of a Work Team		
VR 719	Provide Customer Service in Construction		

Using the index of evidence

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

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the location of each piece of evidence
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

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

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

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

Index of evidence

SVQ title and level: Construction Site Supervision level 3 (Building and Civil Engineering)
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Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Observation record from site inspection	Yes.	<i>LJ</i> 23.3.08
2	Candidate's notes from site inspection	Yes.	<i>LJ</i> 23.3.08
3	Progress report	No. Stored in office.	<i>LJ</i> 23.3.08
4	Updated bar chart	Yes.	<i>LJ</i> 23.3.08
5	Observation record from sub-contractors meeting	Yes.	<i>ILJ</i> 23.3.08
6	Site diary	No. Stored in office.	<i>LJ</i> 23.3.08
7	Witness testimony	Yes.	<i>LJ</i> 25.3.08
8	Record of questions and candidate's answers	Yes.	<i>LJ</i> 27.3.08
9	Report to contracts manager	No. Stored in office.	<i>LJ</i> 23.3.08
10	Site diary extract	Yes.	<i>LJ</i> 23.3.08

Completing the Element achievement record

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

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Performance Criteria
- ◆ entering the areas of knowledge and understanding the piece of evidence covers

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

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

Element achievement record

Unit: VR702 Plan Work Activities and Resources to Meet Work Requirements

Element: Co-ordinate work activities

Evidence Index No	Description of Evidence	PCs						Range																	
		1	2	3	4	5	6																		
5	Observation record	✓		✓	✓	✓																			
7	Witness testimony	✓	✓																						
11	Bar chart	✓	✓	✓																					
19	Updated bar chart	✓																							
22	Full set contract documents	✓	✓		✓																				
23	Sub-contract documents	✓	✓	✓																					
24	Method statement	✓	✓	✓	✓	✓	✓																		
25	Requisitions/orders				✓	✓	✓																		
26	Quality plan	✓	✓	✓	✓	✓	✓																		
27	Risk assessment		✓		✓	✓	✓																		
28	Site fire safety plan	✓	✓	✓	✓	✓	✓																		
29	Personal statement			✓	✓	✓																			
30	Product evidence			✓	✓	✓																			
31	Witness testimony			✓	✓	✓																			

Unit: VR702 Plan Work Activities and Resources to Meet Work Requirements

Element:

Evidence Comments

The Range...1 RESOURCES all clearly covered.

The Range...2 SPECIAL REQUIREMENTS all clearly covered.

Notes/Comments

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate: Steven Maxwell

Date: 2 May 2007

Assessor: Charlie Winters

Date: 2 May 2007

Internal Verifier: Leila Josefowicz

Date: 5 May 2007

5 Further information

What else should I read?

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

Assessor/Verifier Units: assessment guidance

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

Guide to Assessment and Quality Assurance for Colleges of Further Education

Guide to Assessment and Quality Assurance for Employers and Training Providers

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

Quality Assurance Principles, Elements and Criteria

Operational Help Centre

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

Appendix 1: Blank recording forms

Unit:

Element:

Notes/Comments

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

Candidate:

Date:

Assessor:

Date:

Internal Verifier:

Date:

Personal statement

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

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs covered:

Knowledge and understanding apparent from this observation:
--

Other Units/Elements to which this evidence may contribute:
--

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:

Record of questions and candidate's answers

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