



# **Assessor's Guidelines for the SVQ3 Trowel Occupations (Construction) SCQF level 6**

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# Contents

About SVQs and the SCQF .....	2
How are standards defined in SVQs? .....	4
Who is involved in SVQs? .....	4
The steps involved in assessing a candidate for an SVQ .....	5
1 The SVQ3 Trowel Occupations (Construction) SCQF level 6 .....	6
Structure of the SVQs .....	6
An Assessment Strategy for the SVQ.....	7
Why would people be interested in the SVQ? .....	7
How do candidates begin? .....	8
Choosing the SVQ.....	8
2 Preparing to assess the SVQ .....	11
Your role and your candidate's role .....	11
Planning.....	12
Assessment plan .....	13
Selecting methods of assessment .....	15
Methods of assessment .....	16
Observation .....	16
Product evidence.....	16
Questioning .....	17
Other methods of assessment.....	17
Personal statements.....	17
Witness testimony .....	18
Simulation.....	19
Other sources of evidence.....	19
3 Generating evidence .....	20
Observation.....	21
Questions and candidate responses .....	24
Candidate's personal statement.....	30
Witness testimony .....	32
Filling the gaps.....	34
Guidance and support to candidates .....	34
Judging candidate evidence and making an assessment decision .....	34
Insufficient evidence .....	35
Authenticating candidates' evidence .....	35
4 Recording achievement.....	36
Completing the Unit progress record.....	37
Unit progress record.....	38
Using the index of evidence .....	39
Index of evidence .....	40
Completing the Element achievement record.....	41
Element achievement record.....	42
5 Further information .....	44
What else should I read?.....	44
Appendix 1: Industrial tolerances and productivity times .....	45
Appendix 2: Blank recording forms.....	51

# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ3 Trowel Occupations (Construction) SCQF level 6**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

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

# Introduction

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

## About SVQs and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

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

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

There are SVQs for nearly all occupations in Scotland and they are available at SVQ levels 1–5. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, learners must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

## **Explanation of levels**

<b>SVQ1 (SCQF level 4)</b>	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
<b>SVQ2 (SCQF level 5)</b>	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.
<b>SVQ3 (either SCQF level 6 or 7)</b>	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.
<b>SVQ4 (either SCQF level 8 or 9)</b>	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.
<b>SVQ5 (SCQF level 11)</b>	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

For further information on SCQF go to **[www.scqf.org.uk](http://www.scqf.org.uk)**.

## How are standards defined in SVQs?

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

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

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

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

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

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

## Who is involved in SVQs?

There are several roles:

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

\*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the Assessment Strategy for this SVQ(s) — see SQA’s website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

## **The steps involved in assessing a candidate for an SVQ**

In deciding whether a candidate should achieve 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 SVQ3 Trowel Occupations (Construction) SCQF level 6

The SVQs in Trowel Occupations (Construction) have been developed by the Sector Skills Council ConstructionSkills and are intended for people in the craft sector of the construction industry and related sectors.

These people may be working as time-served bricklayers, apprentice bricklayers or foreman bricklayers/supervisors. They will require skills and knowledge in erecting and dismantling working platforms, setting out masonry walling, erecting traditional masonry walling, building masonry walling to timber-frame construction, building complex masonry walling, and carrying out slinging and signalling for the movement of loads. They will also be required to operate within set timescales, work safely at all times, work as part of a team, work in an organised and effective manner, take care of tools, stack and store materials, and in general conduct themselves in an appropriate manner during a variety of working situations.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include: construction sites, civil engineering sites, further education colleges, and training providers.

## Structure of the SVQs

This section lists the Units which form the SVQ in Trowel Occupations (Construction).

### SVQ3 Trowel Occupations (Construction) SCQF level 6 (GF22 23)

#### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DY0W 04	5	27	VR 40	Erect Masonry Structures
F00F 04	5	22	VR 41	Set Out Masonry Structures
F00B 04	6	26	VR 48	Set Out Complex Masonry Structures
DY0H 04	6	30	VR 49	Erect Complex Masonry Structures
F7A9 04	6	18	VR 209	Confirm Work Activities and Resources for the Work
F7AA 04	8	8	VR 210	Develop and Maintain Good Working Relationships
F7AB 04	6	14	VR 211	Confirm the Occupational Method of Work
FN2J 04	6	12	VR 641	Conform to General Workplace Health, Safety and Welfare
B664 04				Integrative Assessment in the Construction Industry



## Optional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
DY0P 04	5	24	VR 42	Erect Masonry Cladding
DY15 04	5	23	VR 44	Erect Thin Joint Masonry Structures
DY6X 04	5	21	VR 45	Place and Finish Non-specialist Concrete
DY42 04	5	14	VR 47	Maintain Slate and Tile Roofing
DY9V 04	6	22	VR 50	Repair and Maintain Masonry Structures
DY96 04	5	22	VR 66	Produce Internal Solid Plastering Finishes
DY92 04	5	22	VR 67	Produce External Solid Render Finishes
H0WY 04	5	19	VR 639	Install Drainage

## An Assessment Strategy for the SVQ

As part of their/its review of the SVQ(s), the standards-setting body ConstructionSkills has developed an Assessment Strategy which defines a range of requirements:

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

The relevant parts of the Assessment Strategy are published on SQA's website ([www.sqa.org.uk](http://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 appropriateness of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

# How do candidates begin?

## Choosing the SVQ

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

### New entrant

Candidates must be employed in the construction industry as an apprentice bricklayer. They will attend a college of further education for a prescribed period of time during their apprenticeship.

Whilst attending college, candidates will generate all the necessary evidence to meet the requirements of the SVQ Units in their chosen occupational area.

In addition to this, candidates will be required to sit and pass a health and safety test and practical skills test, both administered by ConstructionSkills.

### Example

Ali had just left school and was deciding which career to follow. He had taken qualifications at school but felt he was more a practical type of person. This was confirmed when he studied the Scottish Progression Awards in Construction and had particularly enjoyed the Trowel Occupations part of the course. With this in mind he contacted ConstructionSkills and completed an application form. He was invited to sit the ConstructionSkills learning exercise which he passed at a level suitable for him to pursue a career in Trowel Occupations. He contacted some local companies and managed to secure a Modern Apprenticeship with one of them. He had to attend the local FE college on a block release basis to complete his 'off the job' training whilst also gaining relevant work experience in his trade with his company. During his four year apprenticeship Ali also sat and passed his health and safety test and practical skills test which allowed him to successfully complete his SVQ3 Trowel Occupations (Construction).

### Experienced worker

This route is available to candidates who have been employed as a bricklayer for several years but hold no formal qualifications which would give them national recognition for their existing skills.

A skills matching exercise would be undertaken, recording the candidate's skills, knowledge and expertise, against the SVQ Units. The candidate would then, under guidance from the assessor, construct a portfolio of evidence to achieve these Units.

Where candidates are unable to generate sufficient evidence to meet the requirements of the Units, some planning would be required to provide the candidate with the opportunity to demonstrate competence in these areas.

All these arrangements would be agreed by everyone involved and written up into an assessment plan for the candidate.

### **Example**

Joe is 38 years old. On leaving school at 16 he had served an apprenticeship with a small rural builder but had not gained any formal qualifications. After serving his time, he was employed as a bricklayer in the building industry. He has gained wide experience in the private and public sectors and has held his place in his current Trowel Occupations squad for about four years. With the prospect of the Construction Skills Certification Scheme (CSCS) card becoming a prerequisite to hold down employment in the construction industry, Joe found himself in the position of requiring to be registered for an SVQ in Trowel Occupations (Construction) to qualify him for his CSCS card. Joe was registered by his company as a candidate for this award which was to be delivered by the On-site Assessment and Training (OSAT) method. Joe was quite worried about this as he had not been in any formal training or education for over 20 years.

Joe attended an initial meeting with his appointed assessor from a local training organisation. This meeting was conducted on a one-to-one basis and Joe completed the Skill and Knowledge Scan for the following Units:

- ◆ Conform to General Workplace Health, Safety and Welfare
- ◆ Erect Masonry Structures
- ◆ Set Out Masonry Structures

The Skill Scan also identified that Joe should be able to generate evidence for some of the following Units:

- ◆ Erect Masonry Cladding
- ◆ Install Drainage
- ◆ Erect Thin Joint Masonry Structures
- ◆ Place and Finish Non-specialist Concrete
- ◆ Maintain Slate and Tile Roofing

After some consideration it was agreed that Joe would opt to gather evidence for option Units VR 42 *Erect Masonry Cladding*, and VR 44 *Erect Thin Joint Masonry Structures*.

The assessor gave Joe some initial guidance and advice on how to collect evidence and construct a portfolio to achieve the nine mandatory Units. However, providing opportunities to demonstrate competence for the two optional Units would require some planning, and there was the possibility that training might be required.

The assessor arranged to visit Joe at his current construction site to carry out some initial observations and assessment as appropriate depending on which site activity Joe was undertaking.

The assessor acknowledged that it would be very difficult to predict exactly what activity would be occurring on any particular site visit, and that assessment plans would have to be modified to accommodate this. Joe was working on a private housing development using timber-frame and traditional construction methods which would provide opportunities to generate evidence for the initial five Units identified in the Skill Scan.

The remaining Units were reviewed, and it was acknowledged that owing to the nature of the construction work he would most likely be doing, it was unlikely that Joe would get the opportunity to generate evidence for every aspect of these in the foreseeable future.

It was therefore agreed to draft an assessment and training plan which would include, where necessary, Joe's attendance at a local FE college and/or in-house training, in order to provide coverage of the full scope of Performance and Knowledge Evidence for the outstanding Units. This plan was agreed by all concerned and formally written up for Joe.

## 2 Preparing to assess the SVQ

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

### Your role and your candidate's role

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

#### Your role

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

#### Candidates' role

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

## Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers Unit(s) VR 41 *Set Out Masonry Structures*.

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	VR 41 Set Out Masonry Structures				
Activities	Performance Criteria (PC)	Method of assessment/ sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
<p>It is planned that Joe will be observed building cavity walls, including forming openings and returns, positioning DPCs and insulation, positioning wall ties and bedding lintels.</p> <p>During this practical activity observation, note will be taken of any other relevant integrated activities to include, for example: reading drawings, storing and stacking of building materials, methods used to lift lintels and other heavy objects, protecting surrounding areas, keeping working area tidy, using PPE and taking care of tools and equipment.</p>	VR 41 Set Out Masonry Structures (PC 2–6)	Direct observation and product evidence with questioning	10 Jan 2012	Foundation walling	VR 641, PC 1–3

<b>Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review</b>		Written Q & A may be used for this.			
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<b>Assessor's signature</b>	<u>William Campbell</u>	<b>1st review due</b>	<u>25 January 2012</u>
<b>Candidate's signature</b>	<u>Joe Heaney</u>	<b>2nd review due</b>	<u>7 February 2012</u>
<b>Date of agreement</b>	<u>10 January 2012</u>	<b>Date of completion</b>	<u></u>



# Selecting methods of assessment

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

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

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

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions 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:

- ◆ feeling at ease in the familiarity of the construction site
- ◆ being familiar with the candidate
- ◆ working at the candidate's pace of learning
- ◆ informality of the processes
- ◆ all resources being readily available

The challenges might be:

- ◆ candidates being too familiar in the context of a construction site
- ◆ pressure of work/productivity on the site
- ◆ candidates moving around sites, making it difficult to locate them
- ◆ timing visits for specific assessments
- ◆ candidates changing companies

## Example

You might agree with a candidate to visit his site when it is anticipated that he will be involved in building facing brick cavity walls around the superstructure of a detached house. This situation should allow you to observe the candidate's performance in a variety of skills, and allow him to demonstrate his knowledge. This type of observation is considered to be the best method of assessing candidates.

## Methods of assessment

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

### Observation

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

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

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

An assessor could observe a candidate preparing product evidence by setting out and measuring brickwork at the beginning of a job. This could include establishing and transferring levels; setting up lines; measuring out; dry bonding the first course; working out the various heights of sills, lintels and brick courses, etc.

- ◆ observation of candidate taking instructions, interpreting information, working as part of a team
- ◆ direct observation of candidate preparing the work area and storing tools and equipment on completion

### Product evidence

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

- ◆ a completed panel of facing brick around a window or door opening incorporating brick features such as soldier courses, etc
- ◆ a facing brick return corner to include location and positioning of wall ties and DPCs, etc
- ◆ this work being covered and protected on completion

## Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, Knowledge and Understanding is specified for each Unit. 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.

**Q** I overheard you asking the labourer to bring you up facing brick from three separate brick pallets. Why did you do that?

**A** To avoid what is known as 'banding' of the finished brickwork. This is like bands of separate colours of brick appearing on the wall.

**Q** I noticed you spent a bit of time, after you were finished building, cleaning up around the working area. Is this not the labourer's job?

**A** He was busy loading up for my next move, and anyway I am responsible for my own working area in terms of safety and hazards, etc.

## Other methods of assessment

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

## Personal statements

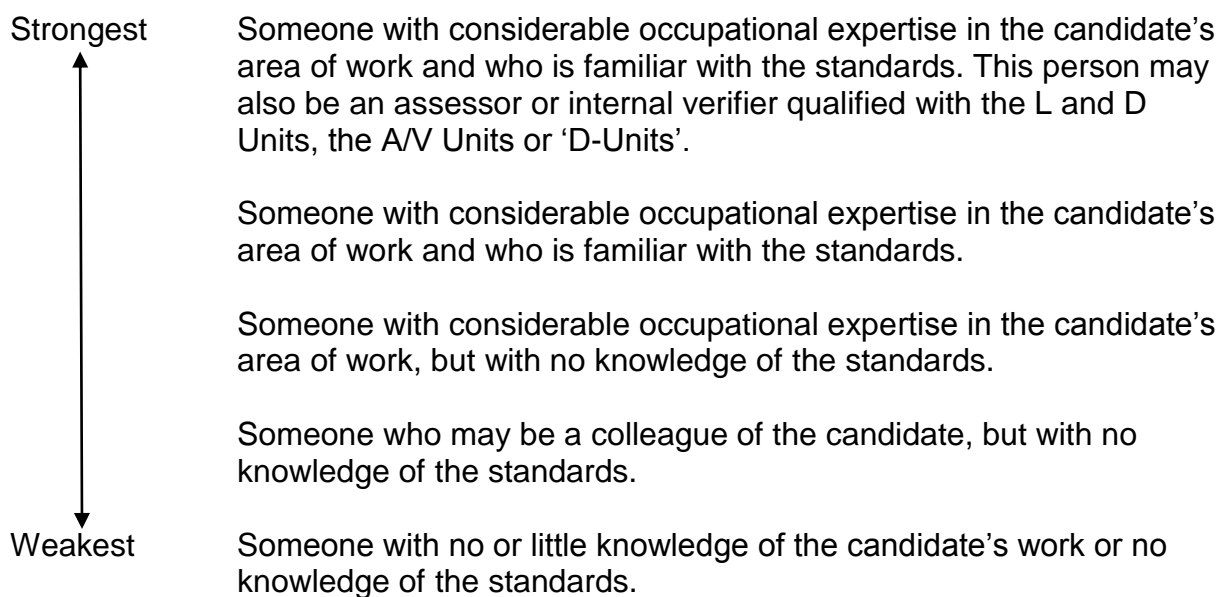
You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements,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

## Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be able to provide a statement on what your candidates have been doing or producing as part of their work.

Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

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



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

### Example

In Unit VR 641, *Conform to General Workplace Health, Safety and Welfare*, candidates are required to 'comply with all workplace safety legislation requirements at all times'. A witness testimony produced by the candidate's supervisor or employer would be very useful, as it could detail the ability of the candidate to conform to legislation in their work role.

## Photographic evidence

In Construction SVQs, evidence being generated by candidates is often authenticated by the use of photographic evidence. Established best practice is for photographs to be presented in a natural sequence of events with the candidate being visible in the assessment activity. Exact site locations of the activity should be clearly noted in the photographs with dates and a clear description of what aspect of the particular Unit the photographs are linked to.

## **Simulation**

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

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

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

For more details on simulation and what constitutes performance in the workplace, look at the Assessment Strategy on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

Bear in mind that only high quality simulation that reflects the reality of the true work environment with all the attendant constraints and pressures is acceptable.

## **Other sources of evidence**

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

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

### 3 Generating evidence

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

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

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

There are blank forms which you can 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)** VR 41 Set Out Masonry Structures  
VR 641 Conform to General Workplace Health, Safety and Welfare

**Candidate** Joe Heaney

**Evidence index number** 1

**Date of observation** 10 January 2012

Skills/activities observed	Performance Criteria covered
<p>The candidate showed good organisational skills when stacking bricks and blocks and locating mortar boards in preparation to start working, and had a full set of tools with him. He uncovered the facing brick from the previous days work, and cleaned off excess mortar from the wall face. He wore the standard PPE throughout <b>most</b> of the working activities (see candidate feedback) and also used eye protection when cutting bricks and blocks. He removed some broken brick and mortar from the working area prior to commencing work. He behaved in an appropriate manner most of the time.</p>	<p>VR 41, PC 2–5</p> <p>VR 641, PC 2</p>
<p>The candidate consulted the house drawing plans and elevations before starting work and marked out the position of the door and window openings from these drawings. At this point he asked the labourer to bring up 150mm DPC and about 20 wall ties. He also asked for two Catnic lintels to be made available — one at 2.5m and one at 3.5m. He started to lay the facing brick base course and at this point I went to observe other SVQ candidates on the site.</p>	<p>VR 41, PC 1</p>
<p>On returning towards the end of the working day, I observed a large section of completed work, including straight cavity walling with return corner in facing brick outer and blockwork inner leaf, doors and windows set out and sills bedded, damp-proof courses and cavity insulation fixed and in position. The work was being finished with a square recessed key. All of the brickwork was being covered for overnight protection (heavy rain was being forecast) and all tools were taken away to the site hut. The overall standard of the brickwork was excellent with only some minor mortar smudging apparent. During this final observation the candidate complied with all relevant current legislation.</p>	<p>VR 641, PC 3</p> <p>VR 41, PC 4</p>



**Knowledge and Understanding apparent from this observation**

The candidate demonstrated a high level of trowel skills, excellent organisational abilities and an awareness of health and safety matters most of the time. He organised the resources he required in an efficient manner, contributed to a safe working environment and left his workplace in an organised and tidy state in preparedness for commencing the following day.

During his working activities he demonstrated the ability to read and interpret drawings correctly, produce a high standard of brickwork in an efficient manner and showed good knowledge in the use of other walling components such as cavity insulation, wall ties, sills and lintels, etc.

**Other Units/Elements to which this evidence may contribute**

VR 211 Confirm the Occupational Method of Work

**Assessor's comments and feedback to candidate**

The candidate carried out his work in a very professional manner throughout. He showed good communication skills towards the labourers in attendance. The only aspect of this observation which must be improved was the occasional habit of removing his protective hard hat for short periods which contravened health and safety legislation. This was fully discussed and he agreed to avoid this habit in the future. This will be confirmed on future observations.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** William Campbell **Date** 10/1/12

**Candidate's signature** Joe Heaney **Date** 10/1/12

## **Questions and candidate responses**

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

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

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

Established best practice is to use a bank of questions to confirm evidence for the full scope of knowledge and understanding. These are normally used for each candidate under the direct supervision of the assessor.

## Record of questions and candidate's answers

<b>Unit</b>	VR 40 Erect Masonry Structures
<b>Evidence index number</b>	2
<b>Circumstances of assessment</b>	
Following observation of candidate performance, the following questions were asked to cover the scope of knowledge and understanding which was not confirmed from my observations.	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	What type of information could you find in the specification?
<b>A</b>	It could tell me information on the types of materials and other components I must use to do the job.
<b>Q</b>	How would you transfer a level over a long length, say about 35m?
<b>A</b>	A straight edge would be no use for that. I would use a laser level or my own cowley level.
<b>Q</b>	Why did you cover over all your brickwork when you finished?
<b>A</b>	Heavy frost is forecast for tonight. It could cause severe damage if we don't protect the work.
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	

**Assessor's signature** William Campbell      **Date** 14/1/12

**Candidate's signature** Joe Heaney      **Date** 14/1/12

## **Sample bank of oral questions for scope of knowledge and understanding**

VR 641 Conform to General Workplace Health, Safety and Welfare

### **Disposal of waste**

- Q Why do you think there are different skips on this site for all the different building materials to be put in?  
A It's to help the environment. There are lots of regulations and procedures about all of that now.

### **Emergencies**

- Q What do you think you should do if you saw a large fire starting on the site?  
A Raise the alarm right away to anyone nearby and then go and phone the fire service.

### **Fire extinguishers**

- Q Why are fire extinguishers different colours?  
A Because you have to use different types of extinguishers depending on the kind of fire that has started.

### **Hazards**

- Q What is a site hazard?  
A Something which might cause danger or an accident.

### **Methods of work**

- Q What is meant by manual handling?  
A It's the procedures explaining how to lift and carry heavy things safely, so that you don't hurt yourself.

### **Personal Protective Equipment (PPE)**

- Q Tell me which PPE you would wear if you were using a stihl saw.  
A All the usual basic stuff — safety boots, hi-vis vest, hard hat plus gloves, visor or eye protection, a mask and ear defenders.

### **Protecting work**

- Q Why do you think you need to protect your work after you have finished?  
A Well, it costs a lot of money to fix it if it gets damaged or vandalised or something like that — even the weather can cause problems for our type of work.

### **Resources**

- Q How can you make sure that the correct types of materials required for the job are delivered to the site?  
A A good reliable supplier who knows his job can save you a lot of bother. We always go to the same people who have been good for us in the past.

## Reporting procedures

Q If you see a problem on the site, what is the procedure for dealing with it?

A Well it depends on the type of problem. If it's a simple job-related problem I will deal just with it, but if it's above my level I would report it to the gaffer.

## Alternative method of questioning and confirming candidate's scope of knowledge and understanding

It has been demonstrated that the use of multiple-choice questions in OSAT is a very effective way of allowing candidates to demonstrate the full scope of knowledge and understanding. Candidates respond very well to this method. Here is a bank of such questions for Unit VR 641 *Conform to General Workplace Health, Safety and Welfare*.

## Emergency procedures

Q1 Someone working in a deep excavation has collapsed. What is the first thing you should do?

- A Climb into the excavation immediately and give first aid assistance.
- B Shout and let other people know what has happened.
- C Go and find your supervisor and tell him what has happened.
- D Phone the ambulance right away.

## Fire extinguishers

Q2 When you use a carbon dioxide (CO<sub>2</sub>) extinguisher the nozzle will:

- A get very warm
- B get red hot
- C become ice cold
- D stay the same

## Hazards

Q3 How can you tell if a product is hazardous?

- A The product will always be in a black container.
- B By the symbol on the container label.
- C By the shape of the container.
- D By smelling it carefully.

## Notices

Q4 You see a site safety notice board which has fallen off a scaffold lying on the ground. What should you do?

- A Replace it in a temporary position meantime.
- B Report the matter at your next tea break.
- C Report the matter to your supervisor immediately.
- D Ignore it because it has been lying there for days.

## **Personal Protective Equipment (PPE)**

Q5 You must wear head protection at all times unless you are:

- A in a safe area like the site office
- B working in extremely hot weather over a long period
- C a self-employed person or sub-contractor
- D only visiting the site briefly to deliver something

Q6 Do you have to pay for the PPE you need?

- A Only if you lose or damage it.
- B Yes, you must pay for it yourself.
- C No, your employer must pay for it.
- D It all depends on the size of the company.

Q7 When should you wear safety boots or shoes on the site?

- A If the risk assessment says so.
- B All of the time.
- C When you are working at ground level.
- D If there are nails lying about.

Q8 If your PPE gets damaged you should:

- A stop what you are doing and get it replaced immediately
- B make a temporary repair to it in the meantime till you finish the job
- C carry on wearing it in the meantime until you finish the job
- D throw it away, then finish off what you are doing

## **Reporting**

Q9 When must you record an accident in the accident book?

- A If the person is injured in any way at all.
- B Only when the person has been taken to hospital.
- C Only if the person has to stay off work.
- D Only if the person has been fatally injured.

Q10 Who should record an accident in the accident book?

- A Whoever is in charge of the site and no-one else.
- B The named first aid person and no-one else.
- C Any witness who has seen the accident and no-one else.
- D The injured person or someone who is acting for them.

Q11 Why is it important to report all near miss accidents?

- A To find out who was to blame for the incident.
- B To learn from the near miss and avoid it happening again.
- C It must be reported to the Health and Safety Executive.
- D So that the near miss can be reported to the safety officer.

**Security**

Q12 The main reason a site must be made secure overnight at the end of each working day is to:

- A prevent materials being stolen
- B avoid storm damage
- C make security easy
- D protect the general public

## **Candidate's personal statement**

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



## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
14/01/12	3	<p>About a month ago a load of facing brick arrived at the site. The gaffer was off work at a funeral that day so I checked the driver's delivery note and made sure that the correct number of pallets of brick were on the lorry. I then showed him where we needed the bricks placed. On checking the bricks I noticed one of the pallets had a lot of damaged bricks and I brought this to the driver's attention. As a result, these were left on the lorry to be returned to the brickyard. I also informed the site manager about this to make sure we did not get charged for them.</p> <p>I made sure the different colours of brick were stacked separately and were located as near as possible to the houses where they were required. I also made sure that none of the brick pallets was causing any obstruction on the site. After they were unloaded I signed the delivery note and handed it to the gaffer when he returned to work the next day. The gaffer says he will confirm this to you if necessary.</p>	Witness testimony by John Bain, Site Manager (4)	VR 210, PC 1–4

Candidate's signature Joe Heaney

Date 14 Feb 2012

## **Witness testimony**

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

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

## Witness testimony

<b>SVQ title and level</b>	SVQ3 Trowel Occupations (Construction) SCQF level 6
<b>Candidate's name</b>	Joseph Heaney
<b>Evidence index no</b>	4
<b>Index no of other evidence which this testimony relates to (if any)</b>	
<b>Element(s)</b>	VR 210, PC 1–4
<b>Date of evidence</b>	18 Jan 12
<b>Name of witness</b>	John Bain
<b>Designation/relationship to candidate</b>	Site Manager
<b>Details of testimony</b>	
<p>Joe has worked under my supervision on a variety of sites for about four years now. I can't remember him ever being off work and I can rely on him under all circumstances. He is one of the top bricklayers in our company.</p> <p>He recently had to deal with a situation which happened when the foreman bricklayer Davie Rice was off work attending a funeral. A large load of 12,000 facing bricks had arrived on-site that day. These bricks had been ordered by me some weeks previously. There were a variety of different colours and types of brick in the order.</p> <p>In Davie's absence Joe took full responsibility for taking delivery of the bricks and directing the driver to the various drop-off points. He checked the delivery line and confirmed one of the pallets had been badly damaged and many of the bricks had consequently broken. These were rejected and returned to the supplier. The remaining bricks were placed at the correct locations around the site and Joe signed the driver's line which I received from Davie the foreman the following day.</p>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature** John Bain                      **Date** 18 Jan 2012

**Witness** (please select 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

## Filling the gaps

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

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

- ◆ VR 209 *Confirm Work Activities and Resources for the Work*
- ◆ VR 210 *Develop and Maintain Good Working Relationships*

You may be able to overcome these by simulation and questioning or secondment to another part of the organisation. It may be necessary, in extreme cases, to find another organisation which can provide the relevant experience for candidates to generate the required evidence.

## Guidance and support to candidates

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

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

## Judging candidate evidence and making an assessment decision

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

Evidence must:

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

## **Insufficient evidence**

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

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

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

## **Authenticating candidates' evidence**

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

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

### **Example**

Authentication will be required when a candidate has produced a piece of evidence that could on the face of it have been produced by anyone else. For example, a candidate who was working as a member of a team could have claimed to set out the corners in a building, using datum levels and ranging lines to establish the position and heights of the corners. This could require a witness testimony or questioning, or some other form of authentication.

## 4 Recording achievement

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

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

In a Trowel Occupations (Construction) SVQ, it is strongly recommended that you use these nationally-devised recording documents. If you choose to use your own recording material, this has to be approved by us.

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

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

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

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

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

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

These forms are also used in SQA's portfolio.

## **Completing the Unit progress record**

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

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

## Unit progress record

**Qualification and level** SVQ3 Trowel occupations (Construction) SCQF level 6

**Candidate** Joe Heaney

To achieve the whole qualification, you must prove competence in 9 **mandatory** Units and 1 **optional** Units.

### Unit checklist

<b>Mandatory</b>	VR 40	VR 41	VR 48	VR 49	VR 209	VR 210	VR 211	VR 641
<b>Optional</b>	VR 42							

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
VR 40	Erect Masonry Structures	<i>William Campbell</i>	10/10/11
VR 41	Set Out Masonry Structures	<i>William Campbell</i>	3/11/11
VR 48	Set Out Complex Masonry Structures		
VR 49	Erect Complex Masonry Structures	<i>William Campbell</i>	1/12/11
VR 209	Confirm Work Activities and Resources for the Work		
VR 210	Develop and Maintain Good Working Relationships		
VR 211	Confirm the Occupational Method of Work		
VR 641	Conform to General Workplace Health, Safety and Welfare		
	Integrative Assessment in the Construction Industry		

### Optional Units achieved

Unit number	Title	Assessor's signature	Date
VR 42	Erect Masonry Cladding		



## Using the index of evidence

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

The index of evidence should be completed by entering:

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

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

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

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



## Completing the Element achievement record

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

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

If integrated assessment is used (linking PC 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 VR 41 Set Out Masonry Structures

Evidence index no	Description of evidence	PC/performance statements						Areas of Knowledge and Understanding/scope																
		1	2	3	4	5	6	1	2	3	4	5	6											
1	Direct observation of candidate building brickwork on-site by assessor	✓	✓	✓	✓	✓	✓																	
2	Written and oral questions							✓	✓	✓	✓	✓	✓											

**Unit** VR 41 Set Out Masonry Structures

**Notes/comments**

Joe carried out the work in a professional manner. He planned ahead and made sure he had the building material resources to hand before commencing work and communicated very clearly with the labourer in attendance. He kept the working area around him clean and tidy throughout and did a final tidy-up at the end. He covered and protected his brickwork with insulated material before leaving the scaffold.

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

<b>Candidate's signature</b>	<u>Joe Heaney</u>	<b>Date</b>	<u>26/03/12</u>
<b>Assessor's signature</b>	<u>William Campbell</u>	<b>Date</b>	<u>26/03/12</u>
<b>Internal verifier's signature</b>	<u>Jim McBride</u>	<b>Date</b>	<u>26/03/12</u>

## 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 Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Verification: A Guide for Centres*

*Guide to Assessment*

*Introduction to Assessment Arrangements for Schools and Colleges*

*SQA's Quality Framework: a guide for centres*

*Operational Help Centre*

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

# Appendix 1: Industrial tolerances and productivity times

Where industrial tolerances and productivity times are shown, these are for use with simulation and are for guidance purposes only. When carrying out simulated assessment the following guidance should be taken into account:

- ◆ the given industrial tolerances may vary depending on the type of material and quality of work required
- ◆ productivity times should be applied taking into account the size, scope and extent of the simulation or, if none is given, they should be provided by the assessor
- ◆ the requirements for tolerances and productivity times should be agreed by the candidate and assessor before starting the work

## Complex masonry structures

### Transferring horizontal datum heights

- ◆ Spirit level and straight-edge 5mm in 10.0m
- ◆ Optical level 6mm in 30.0m

### Positioning ranging lines onto profiles and marking wall positions

- ◆ Walls to dimensional tolerances indicated on detailed drawings

### Constructing solid and cavity walling to straight length, returns and junctions

- ◆ Overall height to be gauge  $\pm 5\text{mm}$  in 3.0m height with regular joint thickness
- ◆ Wall level within  $\pm 3\text{mm}$  in a 2.0m length, plumb within  $\pm 3\text{mm}$  in a 1.0m height
- ◆ No face plane deviation more than 5mm in 3.0m length
- ◆ Perpend thickness 10mm  $\pm 3\text{mm}$ , no deviation of perpend exceeding 5mm
- ◆ Facework clean, minimal smudging, no visual defects
- ◆ Damp-proof course correctly positioned at a minimum of 150mm above finished ground level and flush with face of wall +2mm
- ◆ Damp-proof course free from tears and punctures and uniformly bedded
- ◆ All DPC joins and angles to have a minimum lap of 100mm
- ◆ Vertical damp-proof course flush with reveal or +25mm
- ◆ Air bricks, cavity liner, DPC tray and weep holes positioned as indicated on the drawing

### **Frames and lintels**

- ◆ Frames to be positioned as indicated on drawings with permissible deviations to suit bond or thickness of perpend
- ◆ Frames to be correct height  $\pm 2\text{mm}$
- ◆ Frames to be plumb in both directions  $\pm 2\text{mm}$  in full height
- ◆ Wood pads/slips or patent fixings positioned as indicated on the drawing
- ◆ Lintel level  $\pm 2\text{mm}$
- ◆ Uniform bearing  $\pm 10\text{mm}$
- ◆ Lintel horizontal position uniform  $\pm 3\text{mm}$

### **Cavity wall items**

- ◆ Wall tie positions to conform to the Building Regulations
- ◆ Position of cavity insulation ties, slabs/batts to conform to manufacturer's instructions

### **Blockwork**

- ◆ Overall height to be to gauge  $\pm 6\text{mm}$  in 3.0m height
- ◆ Wall to be level within a tolerance  $\pm 4\text{mm}$  in 2.0m length
- ◆ Wall to be plumb within a tolerance  $\pm 4\text{mm}$  in any 10m height
- ◆ No face plane deviation more than 6mm in 3.0m length

### **Piers**

- ◆ Attached piers to be level across pier and wall  $\pm 2\text{mm}$
- ◆ Distance between attached piers to be as specified on drawing  $\pm 15\text{mm}$
- ◆ Position of detached piers to be as specified on drawing
- ◆ Detached piers to be level on all sides  $\pm 2\text{mm}$

### **Positioning horizontal brick reinforcement**

- ◆ Horizontal position of reinforcement to conform to drawing and specification
- ◆ Minimum lap of reinforcement 225mm on straight lengths

### **Extending a wall**

- ◆ Position of walling extension as indicated on the drawing
- ◆ Provision for walling extension plumb to within  $\pm 3\text{mm}$  in 1.0m height

### **Walling features**

#### **Rough arches**

- ◆ Skewbacks cut to correct angle to produce normal joint within 3mm
- ◆ Cut bricks over arch within 3mm of normal joint
- ◆ No face plane deviation more than 5mm over arch and joints



### **Soldier courses**

- ◆ Soldier courses to have uniform joints  $\pm 2\text{mm}$
- ◆ Soldiers to conform to gauge of brickwork  $\pm \text{mm}$
- ◆ Soldiers to be plumb in both directions  $\pm 1\text{mm}$
- ◆ Soldiers to be clean, with no major defects visible on bricks and matched to existing brickwork

### **Brick-on-edge**

- ◆ Brick-on-edge course to be level along length (front and back) within a tolerance of  $\pm 4\text{mm}$  in 3.0m length
- ◆ Regular joint thickness  $\pm 3\text{mm}$
- ◆ HDPC to be positioned as indicated on the drawing
- ◆ Quoin blocks or metal clamps positioned as indicated on drawing
- ◆ Joint finish to match existing wall
- ◆ Facework to be clean, a little smudging permissible, good selection of bricks essential

### **Oversailing course**

- ◆ Oversailing course projection to be uniform along length of wall  $\pm 3\text{mm}$
- ◆ Oversailing courses to be level and must not tilt forward
- ◆ Cross joints must be full

### **Constructing obtuse angles using special shaped bricks**

- ◆ Correct angle and no deviation more than 3mm (checked first course)
- ◆ Plumb to overall height  $\pm 3\text{mm}$

### **Bedding bricks to a rake**

- ◆ Raking cut to be in line  $\pm 3\text{mm}$  in 1.0m
- ◆ Face plane of raking cuts to match existing wall  $\pm 2\text{mm}$  in 1.0m length
- ◆ Raking cuts to be same as gauge of wall  $\pm 1\text{mm}$

### **Vertical and horizontal circular/radius work**

- ◆ Radius to be  $\pm 4\text{mm}$  of indicated line

### **Constructing basket weave and herringbone panels**

- ◆ Thickness of perpend to be uniform to maintain appearance
- ◆ Facework to be clean with careful selection of bricks to maintain appearance
- ◆ No face plane deviation more than 4mm in 3.0m length

### **Constructing a chimney breast, lined flue and stack and positioning a fireplace, surround and hearth**

- ◆ Length and projection of chimney breast to be set out accurately within a tolerance of  $\pm 5\text{mm}$  in 1.0m length
- ◆ Gauge to match adjoining wall
- ◆ Breast to be level to match adjoining wall
- ◆ Breast and stack to be plumb within  $\pm 3\text{mm}$  in any 1.0m height
- ◆ No face deviation more than 6mm in a 3.0m length
- ◆ Joints raked out as indicated in drawing for flashings
- ◆ Uniform depth of joint rake out 15mm  $\pm 3\text{mm}$
- ◆ Fireplace surround and hearth to comply with relevant regulations and manufacturer's installation information

### **Jointing, pointing, re-pointing walls**

- ◆ Joints full and to all arrises appropriate
- ◆ Joints finish to extend to all arrises as appropriate
- ◆ Bed joint continuity not interrupted

### **Apply chemical cleaning agent to remove mortar smudging/grout runs**

- ◆ Chemical cleaning agent applied to manufacturer's instructions

## **Productivity times**

### **English bond**

- ◆ Not less than 46 bricks/hour in common brickwork left rough from the trowel
- ◆ Not less than 39 bricks/hour in facing brickwork jointed to one side

### **Flemish bond**

- ◆ Not less than 43 bricks/hour in common brickwork left rough from the trowel
- ◆ Not less than 35 bricks/hour in facing brickwork jointed one side

### **Garden wall bond**

- ◆ Not less than 42 bricks/hour in facing brickwork jointed one side
- ◆ Not less than 38 bricks/hour in facing brickwork jointed both sides

### **Cavity walling**

- ◆ Not less than 30 bricks/hour in facing brickwork jointed on outer face
- ◆ Not less than 13 x 100mm blocks/hour left rough from the trowel
- ◆ Not less than 9 x 150mm blocks/hour left rough from the trowel

**Attached piers**

- ◆ Not less than 19 bricks/hour in facing brickwork jointed to face and rear of wall and pier

**Detached piers**

- ◆ Not less than 18 bricks/hour jointed to all faces

**Damp-proof courses**

- ◆ Not less than 13.0m/hour of horizontal DPC including cutting and lapping

**Door frame**

- ◆ 45 minutes to bed, plumb and stay door frame

**Window frame**

- ◆ 30 minutes to bed, plumb and stay window frame

**Horizontal brick reinforcement**

- ◆ Not less than 4 linear metres/hour of 75 mm wide reinforcement cut and built in
- ◆ Not less than 3½ linear metres/hour of 175 mm wide reinforcement cut and built in

**Bed to rake**

- ◆ Not less than 800mm/hour to cut and bed pressed bricks to a raking cut

**Rough arches**

- ◆ Not less than 22 bricks/hour in facing brickwork jointed on face only

**Axed arches**

- ◆ Not less than 20 bricks/hour (voussoirs pre-cut) in facing brickwork jointed on face only

**Soldier**

- ◆ The timescale will be applied according to the size, scope and extent of the work to be carried out

**Brick-on-edge**

- ◆ The timescale will be applied according to the size, scope and extent of the work to be carried out

### **Oversailing courses**

- ◆ The timescale will be applied according to the size, scope and extent of the work to be carried out

### **Copings**

- ◆ Not less than 5 x 900mm copings/hour

### **Obtuse angles**

- ◆ Not less than 32 bricks/hours in ½B facing brickwork, jointed one side (using standard specials)
- ◆ Not less than 42 bricks/hours in 1B facing brickwork, jointed one side (using standard specials)

### **Chimney breast work**

- ◆ Not less than 53 bricks/hour (chimney breast) in common brickwork left rough from the trowel
- ◆ Not less than 20 bricks/hour (chimney stack) in facing brickwork jointed to all faces

### **Dentil courses**

- ◆ The timescale will be applied according to the size, scope and extent of the work to be carried out

### **Dogtooth courses**

- ◆ The timescale will be applied according to the size, scope and extent of the work to be carried out

### **Circular/radius work**

- ◆ The timescale will be applied according to the size, scope and extent of the work to be carried out

### **Basket weave and herringbone panels**

- ◆ The timescale will be applied according to the size, scope and extent of the work to be carried out

### **Pointing**

- ◆ The output of pointing is affected by the bond and the condition of the mortar joints to be raked out. Therefore 1.0m<sup>2</sup>/hour is assumed with the joints previously raked out

# **Appendix 1: Blank recording forms**

## Unit progress record

Qualification and level \_\_\_\_\_

Candidate \_\_\_\_\_

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

### Unit checklist

<b>Mandatory</b>									
<b>Optional</b>									

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

### Optional Units achieved

Unit number	Title	Assessor's signature	Date







**Unit**

**Element**

**Notes/comments**

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

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

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

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

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

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

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

## Assessment plan

Units					
Elements					
Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (Performance Criteria and Range)
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review					

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

1st review due \_\_\_\_\_

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

2nd review due \_\_\_\_\_

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

Date of completion \_\_\_\_\_

**Personal statement**

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered

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

Date \_\_\_\_\_

**Observation record**

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

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

**Evidence index number** \_\_\_\_\_

**Date of observation** \_\_\_\_\_

<b>Skills/activities observed</b>	<b>Performance Criteria covered</b>

**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**

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

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

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