



# Assessor's Guidelines for the SVQs 3 and 4 in Built Environment Design

First edition: July 2011  
Second edition: June 2013  
Publication code: DB4748/2

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Published by the Scottish Qualifications Authority  
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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 SVQs in Built Environment Design.....	6
	Structure of the SVQs .....	6
	An Assessment Strategy for the SVQ .....	9
	Why would people be interested in the SVQ? .....	9
	How do candidates begin?.....	10
	Choosing the SVQ.....	10
2	Preparing to assess the SVQ .....	12
	Your role and your candidate's role .....	12
	Planning.....	13
	Assessment plan .....	14
	Selecting methods of assessment .....	15
	Methods of assessment .....	16
	Observation .....	16
	Product evidence.....	17
	Questioning .....	17
	Other methods of assessment .....	19
	Personal statements.....	19
	Witness testimony .....	19
	Simulation.....	20
	Other sources of evidence .....	21
3	Generating evidence .....	22
	Observation.....	23
	Questions and candidate responses .....	27
	Candidate's personal statement.....	30
	Witness testimony .....	33
	Filling the gaps.....	36
	Guidance and support to candidates .....	36
	Judging candidate evidence and making an assessment decision.....	36
	Insufficient evidence.....	37
	Authenticating candidates' evidence.....	37
4	Recording achievement.....	38
	Completing the Unit progress record.....	39
	Unit progress record.....	40
	Using the index of evidence .....	41
	Index of evidence .....	42
	Completing the Element achievement record.....	43
	Element achievement record.....	44
5	Further information .....	46
	What else should I read? .....	46
	Appendix 1: Blank recording forms.....	47

# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ3 in Built Environment Design** and **SVQ4 Built Environment Design SCQF level 9**. 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 Assessor/Verifier 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 SVQs in Built Environment Design

The SVQs in Built Environment Design have been developed by Construction Industry Council and Construction Skills and are intended for people in construction technician occupational sector.

These people may be working as engineers, site managers, quantity surveyors, buyers and planners and trade personnel. They will require specific skills and knowledge in health, safety and welfare, in addition to administrative and logistical skills.

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: contractors' offices, site accommodation and further education colleges or an appropriate combination of these.

## Structure of the SVQs

This section lists the Units which form the SVQs in Built Environment Design.

### SVQ3 Built Environment Design (GG8N 23)

Candidates are required to complete two mandatory Units and four optional Units.

#### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F50H 04	6	42	BED3/C01	Produce and Recommend Detailed Design Solutions
F50J 04	6	20	BED3/C02	Maintain Professional Relationships and Practices

#### Optional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F50K 04	6	12	BED3/O03	Investigate Factors Affecting Project Development
F50L 04	6	15	BED3/O04	Plan, Carry Out and Present Measured Surveys
F50M 04	6	16	BED3/O05	Carry Out and Present Condition Surveys
F50N 04	6	15	BED3/O06	Carry Out Tests and Present Reports



SQA ref	SCQF level	SCQF credit points	SSC ref	Title
F50R 04	6	13	BED3/O07	Report On and Prepare Applications to Secure Consents
F50S 04	6	15	BED3/O08	Prepare Drawings and Schedules
F50T 04	9	12	BED3/O09	Collate Project Information and Prepare Specifications
F50W 04	6	12	BED3/O10	Obtain and Assess Tenders
F50Y 04	6	15	BED3/O11	Prepare Tenders
F510 04	6	19	BED3/O12	Monitor Projects

### SVQ4 Built Environment Design (GC4J 24)

Candidates are required to complete four mandatory Units and five optional Units. At least one optional Unit must be chosen from each of the technical groups (Pre-design), (Design Development) and (Post-design). The final two optional Units may be chosen from any of the groups.

#### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FM6P 04	9	12	BED4/C01	Develop Design Team Programmes and Working Methods
FM6K 04	9	21	BED4/C02	Develop and Advise on Design Recommendations in Built Environment Design
FM6L 04	9	40	BED4/C03	Develop and Agree Detailed Designs
FM6N 04	10	23	BED4/C04	Develop and Maintain Professional Relationship and Practice

#### Optional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
<b>Pre-design</b>				
FM72 04	9	22	BED4/O05	Investigate and Assess Development Options
FM6G 04	7	14	BED4/O06	Confirm Project Requirements and Needs

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
FM78 04	10	14	BED4/O07	Manage the Brief, Development Programme and Project Risks and Opportunities
FM6Y 04	9	12	BED4/O08	Form and Induct a Project Team
FM6F 04	10	18	BED4/O09	Conduct Condition Surveys
<b>Design Development</b>				
FM73 04	9	14	BED4/O10	Investigate Development Factors and Solutions
FM7N 04	9	16	BED4/O11	Specify, Manage and Analyse Testing
FM6V 04	9	16	BED4/O12	Establish Regulatory Requirements and Secure Consents in Built Environment Design
FM76 04	7	12	BED4/O13	Manage Project Information
FM7L 04	9	14	BED4/O14	Prepare Specifications
<b>Post-design</b>				
FM7C 04	9	12	BED4/O15	Obtain and Select Tenders
FM7J 04	9	20	BED4/O16	Prepare and Submit Tenders
FM7H 04	9	13	BED4/O17	Prepare and Agree Forms of Contract
FM6J 04	10	22	BED4/O18	Control Projects
FM75 04	10	15	BED4/O19	Manage Project Completion and Handover

#### **Additional Unit**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
FM6R 04	7	12	BED4/O20	Develop Self and Other People and Contribute to Improving Design Services

## **An Assessment Strategy for the SVQ**

As part of their review of the SVQs, 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.

### Example

Jack has worked as a surveyor for five years, with William Williamson a firm of building and civil engineering contractors. He did not possess any formal management or supervisory qualifications. He wanted to do a qualification that would give him national recognition of the skills he already possessed. Jack had a lot of experience in working on Civil Engineering projects as a trainee and a chartered surveyor. He has two years' supervisory experience behind him.

The training and development manager in his company advised him to consider an SVQ in Built Environment Design at level 3. They both agreed that Jack could, in the future, aspire to be a contracts manager with the firm. The SVQ could be a significant landmark and the road to such a career progression. When the company manager matched Jack's job remit and existing skills and experience with the SVQ, it emerged that he should be able to generate enough evidence to meet the requirements of the following SVQ Units:

- ◆ C01 *Produce and Recommend Detailed Design Solutions*
- ◆ C02 *Maintain Professional Relationships and Practices*
- ◆ O03 *Investigate Factors Affecting Project Development*
- ◆ O08 *Prepare Drawings and Schedules*
- ◆ O09 *Collate Project Information and Prepare Specifications*
- ◆ O10 *Obtain and Assess Tenders*
- ◆ O11 *Prepare Tenders*
- ◆ O12 *Monitor Projects*

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

The assessor accompanied Jack to observe and assess him for the first of these Units. For this Unit, he would have to liaise more closely with Jack's line manager, client, other construction and installation team members and regulatory authorities, all of whom had a greater knowledge of Jack's skills and abilities. In addition, the firm's recently introduced staff development and appraisal system had focused its attention so far on senior management and contracts managers, and it was agreed that Jack should be given a comprehensive introduction to, and overview of, the SDA regime by the William Williamson manager.

For the second Unit, it was decided that Jack would play a more significant role in assessing drawings:

- ◆ Methods of production
- ◆ Purpose of documents
- ◆ Standard conventions
- ◆ Registers and records
- ◆ Checks and approvals
- ◆ Applying the firm's existing systems and procedures to new projects under consideration

This would require Jack to get involved with such planning at an earlier stage than he currently was. The manager would recommend such an approach to the line manager and site agent so that Jack could gain experience in the relevant Elements of the Unit and prove his competence against the standards.

Finally, since Jack's job remit would not cover all the areas of the SVQ, the William Williamson's manager arranged for him to shadow a line manager. This was to enable Jack to participate in observation and practice in relation to the company on how to monitor dealing with clients and regulatory authorities, enabling him to understand better the impact that presentation drawings have on a project and costs.

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

It was agreed that the manager would act as assessor and that the line manager, having already gained the necessary qualifications, would be the internal verifier.

## 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 A/V 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 BED3/O05 *Carry out and Present Condition Surveys*. 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

<b>Units</b>	BED3/O05 Carry Out and Present Condition Surveys				
<b>Elements</b>	O05.1 Inspect condition of structures				
<b>Activities</b>	<b>Performance Criteria (PC)</b>	<b>Method of assessment/ Sources of evidence</b>	<b>Date of assessment</b>	<b>Evidence already available</b>	<b>Links to other Units (PC and range)</b>
Inspection of the condition of a bridge: <ul style="list-style-type: none"> <li>◆ Scope of work</li> <li>◆ Organising materials</li> <li>◆ Obtaining necessary permission</li> <li>◆ Taking measurements</li> <li>◆ Recording results</li> </ul>	a, b, c, d, e	Direct observation	08/03/08	Scoping report	C01.2, C01.5, C02.2, O03.1, O04.1, O04.2, O04.3
<b>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review</b>	KU1–5	Oral questioning			

**Assessor's signature** William Simpson **1st review due** 01 June 2008  
**Candidate's signature** Jack Stewart **2nd review due** \_\_\_\_\_  
**Date of agreement** 08 February 2008 **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 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 in 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 their own working environment
- ◆ candidate's familiarity with assessor (this could also present a challenge)
- ◆ assessment progresses at candidate's own pace of learning
- ◆ proximity of resources in workplace
- ◆ relative informality of the processes

The challenges might be:

- ◆ candidates may change company regularly
- ◆ confidentiality, eg provide technical information and meeting the needs of clients
- ◆ pressure of work, eg company deadlines taking priority
- ◆ timing visits for specific assessments

## Example

A candidate working as a trainee site manager in a contractor's office has to demonstrate how they can obtain sufficient information from various sources to make relevant, accurate and timely decisions on appropriate materials. You might agree that this will be carried out by *observation* at appropriate times. 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 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.

### Example

An assessor could observe a candidate preparing product evidence when carrying out materials enquiries and compiling results of the enquiries. This could include logging of telephone calls, e-mails, researching manufacturers' product literature, checking websites and possibly visiting manufacturers' premises for samples. In addition, observation could cover how accurately the candidate records data and subsequently stores it in accordance with organisational and other necessary requirements for later use. The candidate can also be observed carrying out necessary checks on health and safety, implications for handling, storage and safety of materials when comparing for purposes of selection and use.

## 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:

- ◆ Drawings and schedules
- ◆ Project designs
- ◆ Tenders

## 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 Element. 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 tasked with carrying out a materials ordering schedule for the refurbishment of a disused mansion. The building is listed as part of an old hospital complex and it is in poor condition. The building has been deemed to have considerable development potential but there are specific requirements to ensure appropriate use of materials to meet various stakeholder interests and to stay within particular cost limitations.

Questioning the candidate will confirm that they know what appropriate actions are necessary before commencing a check on the nature, availability and costs of materials for sourcing in conjunction with the necessary documentation to complete an accurate and cost effective materials ordering schedule. Do you require any building/conservation area consent?

A discerning assessor would be seeking to reassure themselves that prior to commencing a materials schedule, that all appropriate actions had been taken into account before ordering any materials survey to avoid unnecessary purchase of materials that may not be reusable on other projects or returnable once purchased.

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

- ◆ Who would you need to contact in order to ensure that appropriate requirements for incorporation of materials on a listed building is complied with?
- ◆ Would it be appropriate for you to visit the site? Why?
- ◆ Who would you contact to ensure that you had accurate quantities for the purposes of ordering appropriate amounts of materials?
- ◆ How would you deal with inconsistencies in data between your observations and existing data?
- ◆ How would you ensure that materials you were ordering matched, where required, existing materials?
- ◆ What specific factors would you consider to protect the health and safety of others when investigating the materials to be used?

### **Example 2**

A candidate has been asked to devise a comprehensive programme plan for a prospective building project based only on drawings and specifications. 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. 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.

A personal statement may be used effectively as a source of evidence when, for example, an urgent request to process a variation 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 was otherwise involved with something which they could not leave at short notice. Direct observation would not be possible in this situation, making a personal statement from the candidate useful.

### **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.

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

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.

## 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.

The CIC Standards Committee 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).

Care must be taken to ensure that simulation is not used where it is not permitted. In situations where simulation is permitted the following guidance is provided. Where something is a relatively rare occurrence in the candidate's workplace and the organisation has its own standard paperwork to cover the situation for which an Element is required, it is possible to provide the candidate with a simulation to complete the necessary paperwork and use as evidence.

## **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

<b>Unit/Element(s)</b>	C01 Produce and Recomend Detailed Design Solutions
<b>Candidate</b>	Jack Stewart
<b>Evidence index number</b>	10
<b>Date of observation</b>	11 May 2008

Skills/activities observed	Performance Criteria covered
<p>Chair meeting to discuss Elements of the overall design and evaluate progress for waterfront retail development. Follow standing agenda and AOCB.</p>	<ul style="list-style-type: none"> <li>◆ Elements of the overall design brief requiring technical design are identified together with the interfaces between Elements.</li> <li>◆ Procedures are confirmed with interested parties for maintaining consistency and progress between technical design solutions and overall design content and programme.</li> <li>◆ Purposes of documents served by technical designs and associated information are confirmed with interested parties.</li> <li>◆ Critical and relevant technical design requirements are confirmed and prioritised appropriately with interested parties.</li> <li>◆ Construction and installation criteria, including potential opportunities and constraints, significant to the technical design requirements are investigated and confirmed.</li> <li>◆ Existing technical design solutions that respond to similar construction and installation criteria to those within the technical design requirements are confirmed and assessed realistically for their possible.</li> </ul>

### **Knowledge and understanding apparent from this observation**

Established from questioning the candidate or from valid evidence from industry-recognised education and training course assessment. A candidate's knowledge and understanding can also be revealed through presented performance evidence.

Theories, principles and methods to:

- ◆ Identify elements in the overall design brief and interfaces between them requiring technical design.
- ◆ Confirm procedures to maintain consistency and progress between technical design solutions and overall design content and programme.
- ◆ Confirm and prioritise technical design requirements.
- ◆ Investigate and confirm construction and installation criteria significant to technical design requirements.
- ◆ Confirm and assess existing technical design solutions that respond to similar construction and installation criteria to those within technical design requirements.

Facts and data about:

- ◆ Types of design programme.
- ◆ Purposes of documents served by technical designs and associated information.
- ◆ Types of technical design requirements.
- ◆ Types of construction and installation criteria significant to technical design requirements.
- ◆ Types of investigations.
- ◆ Types of existing technical design solutions.

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

C02, O08

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

Well prepared for the meeting. Initially nervous, thereafter more confident, especially when presenting progress of non-standard materials since last meeting, answered all questions thoroughly and clearly labelled action points for next meeting. Agenda followed quite rigidly. Overall clearly competent in obtaining and sharing information to monitor progress of materials supply with effective contributions as necessary. Watch out for items that stem from the meeting. Some of them might provide useful sources of SVQ evidence elsewhere.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** William Simpson **Date** 11 May 2008

**Candidate's signature** Jack Stewart **Date** 11 May 2008

## **Questions and candidate responses**

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

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

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

## Record of questions and candidate's answers

<b>Unit</b>	O10 Obtain and Assess Tenders O11 Prepare Tenders
<b>Element(s)</b>	
<b>Evidence index number</b>	12
<b>Circumstances of assessment</b>	
<p>In order to investigate the circumstances of some variations and deviations from planned progress of works affecting the efficient supply and storage of materials, the candidate has had to visit the site to make observations checking the suitability of systems and procedures for recording and storing information to make efficient use of resources, and how opportunities for team members to make suggestions for improvements to systems and procedures may be achieved. Questioning confirmed the candidate's knowledge and understanding of how to select appropriate communication methods, and assess the effectiveness of current methods of handling information, and procedures for making recommendations on improvements.</p>	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	Why is the progress of works critical to managing the purchasing plan effectively?
<b>A</b>	Space on site is limited. If materials arrive considerably earlier than needed, safe storage becomes a problem. There are also the added complications of damage due to various reasons related to prolonged storage and delayed payment from the client from our date of purchase.
<b>Q</b>	Things invariably change on sites for many reasons, how would you know about changes that could affect the purchasing plan?
<b>A</b>	The company has very clear procedures related to variations of work and how quickly someone should be informed. A verbal notification would be the first indication to check for the implications of a change, and would require discussions with relevant people; followed within the set time period by written confirmation via e-mail or fax to confirm any prior notified changes along with any additional information since first notification.
<b>Q</b>	You mention site storage and safety issues for materials that cannot be stored on-site, how would you deal with a situation where a site couldn't accept materials for safety reasons related to adequate storage due to earlier delays in a project?
<b>A</b>	This was potentially a problem on another project I was involved in where a suggestion from a colleague that was new to the company was helpful. We recognised the potential effects of delays in delivery or oversupply of the prefabricated units early on in the possible problem areas and secured a large warehouse very close to the site at a very reasonable rental rate for the planned project duration. We were ordering prefabricated shower and toilet units for a hotel project and the prefabricated units came from Germany that arrived at regular intervals from a set date. We took eight units early to allow for transport delays and allowing for potentially defective units and had practical, safe and affordable storage in the event of over-supply if our programme fell behind. The secure storage also provided other benefits.

**Assessor's signature** William Simpson **Date** 14 February 2008

**Candidate's signature** Jack Stewart **Date** 14 February 2008

## **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
11/02/08	3	<p>During the week commencing 04 January 08, I called two meetings with colleagues from the technical design team. The main subject of the meetings was the timetable for a retail project let on drawings and specs on a brownfield site as part of a waterfront redevelopment. We had already had one other minor project for an office building commence six months earlier and I wanted to learn from their experiences, particularly in relation to site constraints, safety, and programming and resourcing issues, as we all specialise in specific types of minor works contracts.</p> <p>We shared sources of information that we knew to be reliable on the basis of how work has progressed, and identified where costs were higher than expected and the reasons for such increases, and where opportunities to save costs could be made. It was identified that costs could be saved through the use of prefabrication, particularly as lessons had been learned from the office project. Prefabrication could provide opportunities to reduce the proposed programme and I decided to make this suggestion as a benefit for the company and the client.</p>	4	<p>C01.1 PCs (b), (d), (e), (f)</p> <p>C01.2 PCs (a), (c), (e), (h)</p> <p>C02.1 PCs (b), (f),</p>

		I had to ask colleagues some searching questions as the rationale for some decisions was unclear. I was mindful that this could be sensitive and tried to do so without causing colleagues to become defensive as I genuinely wanted to understand how they made some decisions, being more familiar with civil engineering works than building works.		
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**Candidate's signature** Jack Stewart **Date** 11 February 2008

## **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>	Built Environment Design level 3
<b>Candidate's name</b>	Jack Stewart
<b>Evidence index no</b>	4
<b>Index no of other evidence which this testimony relates to (if any)</b>	3
<b>Element(s)</b>	C01.1 (a), (b), (c), (d), (e), (f) and (h): C02.1 (b), (f), C01.1 (a–d), C01.3 (a–h) and C02.1 (a–d) C02 .2 (a–f)
<b>Date of evidence</b>	16 and 19 February 2008
<b>Name of witness</b>	Ms Diane McLean
<b>Designation/relationship to candidate</b>	Jack is a trainee site manager for our minor works contracts. I am the senior estimator for Scottish Centres Contracts.
<b>Details of testimony</b>	
<p>Jack has been assisting on a number of our minor projects for a year now, having moved from civil engineering related works as part of our plan to develop his knowledge and provide Jack with some building works experience. Jack has been with us for just over two years working exclusively on civil engineering works. Having proved himself capable on these, we agreed with Jack to give him some different areas to work on in order to broaden his experience. He is now working with our retail section and was given sole responsibility for this retail project, the largest project he has had so far. He knew that he could meet gaps in his knowledge by speaking specifically to those on an earlier office project which is part of the same waterfront development (an earlier phase in the redevelopment). He was proactive in calling two meetings to obtain as much practical information as was relevant from colleagues internally and learn from what they had done. As senior estimator I was also invited for my contributions.</p> <p>Jack managed both meetings effectively and ensured that by sticking to a clear agenda which he had drafted himself that all items were covered clearly. He ensured everybody had been properly briefed prior to the meeting to help him by providing useful information and feedback that would otherwise not have been available. Jack had to call a second short meeting to address issues arising from the first meeting that couldn't be dealt with there and then.</p> <p>Throughout it was clear that Jack had prepared himself properly, seeking advice and direction from colleagues as a trusted source of information. Jack asked his colleagues some challenging questions on their rationale for issues relating to the office project. However, he was mindful to do so in a professional manner that will maintain goodwill and trust for the future with his colleagues.</p> <p>I am satisfied Jack undertook all the work mentioned by himself and under his own initiative.</p>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature** Ms Diane McLean **Date** 20 February 2008

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

- Holds A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

I have been briefed on the SVQ standards applicable. I am familiar with SVQs, having achieved an SVQ 4 Construction Contracting (Estimating).

## 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.

You may be able to overcome these by ensuring that, where appropriate, the widest possible range of assessment methods is available to permit the candidate maximum potential to meet Evidence Requirements. For example, how to present a health and safety induction, check out health and safety, and welfare systems.

## Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, 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 may be required when a candidate has carried out checks on appropriate techniques for investigating, calculating, testing and determining technical design solutions and are consistent with current best practice and conform to relevant codes of practice. Some, but not all, of the candidate's performance may be evidenced by means of meetings with colleagues, e-mails and documentation such as manufacturers' published data from brochures and the internet. However, a large amount of data to establish any necessary techniques may arise from telephone calls.

Personal statements, witness testimony or peer reports may be valuable sources of authentication in such cases. It is not certain that external organisations would always be willing to provide peer reports for a candidate's qualification, particularly if there is no long-term working relationship. However, this should not prevent triangulation with other sources within the organisation to demonstrate that appropriate checks on resource availability and costs had been calculated as accurately as possible in the context of the project circumstances.

## 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.

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** Built Environment Design level 3

**Candidate** Jack Stewart

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

### Unit Checklist

<b>Mandatory</b>	C01	C02								
<b>Optional</b>	O03	O04	O05	O06	O07	O08	O09	O10	O11	O12

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
BED3/C01	Produce and Recommend Detailed Design Solutions	<i>William Simpson</i>	12/03/08
BED3/C02	Maintain Professional Relationships and Practice	<i>William Simpson</i>	02/04/08

### Optional Units achieved

Unit number	Title	Assessor's signature	Date
BED3/O03	Investigate Factors Affecting Project Development	<i>William Simpson</i>	23/04/08
BED3/O04	Plan, Carry Out and Present Measured Surveys	<i>William Simpson</i>	14/05/08
BED3/O05	Carry Out and Present Condition Surveys	<i>William Simpson</i>	
BED3/O06	Carry Out Tests and Present Reports	<i>William Simpson</i>	

## 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.

## Index of evidence

SVQ title and level		Built Environment Design level 3	
Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Drawings and specification notes for new retail project as sent by client.	No, office, ref 08/008/015	EG 21/01/08
2	Notes from meeting with senior estimator to discuss details of the project and candidate's responsibilities for this project.	Yes	EG 25/01/08
3	Personal statement — obtaining information for critical decisions.	Yes	EG 11/02/08
4	Witness testimony — provided by Diane McLean, senior estimator.	Yes	EG 20/02/08
5	Observation record by assessor.	Yes	EG 23/02/08
6	Questions and candidate's responses.	Yes	EG 28/02/08
7	Results of necessary enquiries for further information and decision for each enquiry.	Yes	EG 29/02/08
8	Materials costed for project taking into account appropriate requirements in specifications including health, safety and welfare matters and sustainability.	No, office, ref 08/108/023	EG 03/03/08
9	Copies of minutes meeting with senior managers and design team.	Yes	EG 05/03/08
10	Letters/e-mails to/from materials suppliers; particular attention to non-standard and imported materials.	Yes, copies only	EG 12/03/08
11	Enquiries to specialist suppliers as required. Copies of all replies from specialist suppliers and their conditions of supply.	No, see file 2008/2009	EG 15/03/08

## **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 (or statements of competence as they are sometimes known)
- ◆ entering the areas of knowledge and understanding the piece of evidence covers

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

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

## Element achievement record

**Unit** BED3/O08 Prepare Drawings and Schedules

**Element** BED3/O08.1 Prepare drawings

Evidence Index No	Description of Evidence	Performance Criteria							Areas of knowledge and understanding								
		a	b	c	d	e	f	g	1	2	3	4	5	6	7	8	9
1	Drawings and specification notes for new retail project as sent by client.	✓							✓	✓				✓			✓
2	Notes from meeting with senior estimator to discuss details of the project and candidate's responsibilities for this project.	✓	✓	✓		✓	✓	✓	✓		✓	✓			✓	✓	
3	Personal statement — obtaining information for critical decisions.		✓						✓	✓		✓		✓			✓
4	Witness testimony — provided by senior estimator.		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Observation record by assessor.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Questions and candidate's responses.		✓						✓			✓					✓
7	Results of necessary enquiries for further information and decision for each enquiry.																

**Unit** BED3/O08 Prepare Drawings and Schedules

**Element** BED3/O08.1 Prepare drawings

**Notes/Comments**

All Performance Criteria covered within the evidence submitted

Drawings, clearly covered in full

Methods of production, clearly covered in full

Purpose of documents, clearly covered in full

Standard Conventions, clearly covered in full

Register and records, clearly covered in full

Checks and approvals obtained, cover clearly covered in full

Notes: Some of this evidence is also suitable for cross-referencing with other Units/Elements; candidate advised to ensure rigorous checking of cross-referencing to avoid the need to identify unnecessary product evidence.

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

**Candidate's signature** Jack Stewart **Date** 05 March 2008

**Assessor's signature** William Simpson **Date** 05 March 2008

**Internal verifier's signature** E Gall **Date** 05 March 2008

# 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: 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



### Element achievement record

Unit

Element

Evidence Index No	Description of Evidence	PC/performance statements	Areas of knowledge and understanding/scope																				

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

Skills/activities observed	Performance Criteria covered

**Knowledge and understanding apparent from this observation**

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

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

I can confirm the candidate's performance was satisfactory.

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

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



## Witness testimony

<b>SVQ title and level</b>	
<b>Candidate's name</b>	
<b>Evidence index no</b>	
<b>Index no of other evidence which this testimony relates to (if any)</b>	
<b>Element(s)</b>	
<b>Date of evidence</b>	
<b>Name of witness</b>	
<b>Designation/relationship to candidate</b>	
<b>Details of testimony</b>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

- Holds A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

**Record of questions and candidate's answers**

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