



Guide to Assessing Construction Craft Scottish Vocational Qualifications (SVQs)

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History of changes

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1. About this information

This guide offers practical advice on how to assess your candidates for a construction craft SVQ.

This assessment information contains some general examples of assessment practice that are typical to most Construction Craft job roles. This advice is offered as examples of good practice. You may develop your own approaches to assessing your candidates, as long as they adhere to the Assessment Strategy for the qualification you are assessing. This information also contains suggested recording documentation, which you may amend as appropriate. Throughout the document there are links to other SQA publications which may also help with the assessment and verification process.

Before assessing any candidate, you must read the Consolidated Assessment Strategy for Construction — Scottish Vocational Qualifications produced by The Construction Industry Training Board (CITB) the standard setting organisation (SSO) in conjunction with this document. These will be published on the SVQ subject page on SQA's website: [SVQs in Construction Craft](#)

This guide and the Consolidated Assessment Strategy outlines the following requirements:

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

Centres are reminded that it is their responsibility to ensure that assessments are appropriate and that quality assurance procedures are followed.

2. About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications that set the level of occupational competence for each sector of the economy. They are usually delivered and assessed in the workplace or in partnership with a college or training provider.

SVQs are designed by standard setting organisations which are made up of experienced practitioners who represent employers, professional bodies, trade unions, education organisations and voluntary organisations.

Each standard setting organisation is responsible for developing National Occupational Standards (NOS), 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.

SVQs are a means of recognising the skills and knowledge people need in employment — this is also known as ‘job competence.’ Having an SVQ provides clear evidence that a person works to nationally recognised occupational standards.

There are SVQs for many different occupations in Scotland and they range from SCQF level 4 to level 12. Some SVQs or SVQ units are incorporated into other qualifications or programmes, including Higher National Certificates, Diplomas and Apprenticeship Frameworks. SVQ units can also be taken individually without the need to complete a full SVQ.

SVQs attract Universities and Colleges Admissions Services (UCAS) tariff points, which are used by some higher education providers to set entry requirements for courses. More information about tariff points can be found on the UCAS website.

How are SVQs structured?

An SVQ is made up of a number of units that are formed from National Occupational Standards (NOS). Each unit defines one aspect of a job or work-role and what it is to be competent in that aspect of the job.

To be awarded a full SVQ, candidates must achieve each of the SVQ units that make up the qualification by demonstrating that they are competent in each aspect of the job.

The standard setting organisation develops the NOS and determines the structure of an SVQ in consultation with employers, professional bodies, trade unions, education organisations and voluntary organisations. Employers can provide feedback on the content and structure of the NOS directly to the standard setting organisation at any time.

The units that make up an SVQ are identified as mandatory or optional. The mandatory section will consist of units that employers consider to be crucial to the job role — meaning that all candidates doing the SVQ need to do them. The optional section provides candidates with an opportunity to choose units that are most relevant to their specific job role.

How are standards defined?

The units that make up an SVQ define the broad functions carried out in the sector and are made up of a number of performance criteria (PC) and knowledge and understanding (K) statements.

Performance criteria describe what the candidate has to do and how well they have to do it.

The knowledge and understanding statements describe what candidates must know and understand, and how this knowledge applies to their job.

Varying terminology may be used in different SVQs, depending on how the standard setting organisation has defined the NOS, but all will be recognisable as either a performance criteria or knowledge and understanding statement.

3. SVQs and the SCQF

What is the Scottish Credit and Qualifications Framework (SCQF)?

The SCQF provides a national framework for qualifications in Scotland by bringing together all Scottish mainstream qualifications, including SVQs, into a single unified framework.

How does the SCQF work?

The SCQF uses two measures: the level of a qualification or learning programme (level 12 is the most challenging) and the number of credit points awarded (the size of the qualification).

Each SVQ that a standard setting organisation develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

Individual SVQs sit at differing SCQF levels and have differing amounts of credit points, depending on the structure and context of the SVQ.

The level of a qualification indicates the level of difficulty, and the number of credit points indicates the typical length of time it takes to complete. One SCQF credit point represents an average of 10 notional hours of learning time.

Titling in SVQs

All SVQs are assigned a level on the SCQF. 'Credit rating' is the term given to the process for the allocation of an SCQF level and the calculation of SCQF credit points.

All SCQF credit rating must be confirmed and approved by an authorised credit rating body for the SCQF. SQA Accreditation is an approved SCQF credit rating body and is also the qualifications regulator for Scotland.

The titling of SVQs incorporates the SCQF level, to distinguish between SVQs at different SCQF levels in the same subject. For example, 'SVQ in Bricklaying (Construction) at SCQF level 6'.

For further information on the SCQF go to [Scottish credit and qualifications framework](#)

For further information on credit rating, go to the SQA Accreditation website:
[accreditation.sqa.org.uk](#)

4. Who is involved in SVQs?

There are several roles:

Candidate: The person who wants to achieve the SVQ.

Assessor*: The person who assesses the candidates and decides whether they are competent.

Internal verifier*: An individual nominated by the approved centre who ensures that assessors apply the standards uniformly and consistently.

External verifier*: An individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ.

Approved centre: An organisation approved by SQA to deliver, assess and quality assure SQA qualifications. Centres are responsible for registering candidates and the Assessors and Internal Verifiers that work for them.

Employers: An organisation that presents a candidate to an approved centre for assessment.

*Assessors and internal verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ Assessors and Internal Verifiers must provide evidence to confirm that they have:

- sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed.
- a relevant NVQ or SVQ, or vocationally related qualification.
- sufficient occupational expertise so they have up to date experience, knowledge and understanding of the aspects of work they are assessing. This could be verified by records of continuing professional development achievements.

- have a sound, in-depth knowledge of, and uphold the integrity of SQA certification and NOS, the Assessment Strategy and this document.
- participated in activities for their continued professional development to maintain their occupational competence.

Occupational competence will have been defined by CITB the standard setting organisation in the Consolidated Assessment Strategy for Construction SVQs see SQA's website: [SVQs in Construction Craft](#)

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — or an equivalent as recognised by SQA and the Consolidated Assessment Strategy for construction SVQs. In some instances, Assessor and Verifiers may have predecessor qualifications but can prove currency of practice by undertaking continued professional development. More information on Assessor and Verifier qualifications can be found in [Assessor and Verifier Competence \(Aug 2024\)](#)

5. Preparing to assess an SVQ

This section offers practical advice on how to assess your candidates for an SVQ. This advice is offered as examples of good practice — you may develop your own approaches that work just as well provided they are in adherence with the Assessment Strategy for the qualification you are assessing.

Your role and your candidates' role

Assessing an SVQ will involve several stages: planning for assessment, generating and collecting evidence, judging the evidence, making an assessment decision, and recording the assessment decision. Both you and the candidate should be clear on your respective roles in the assessment process before you begin.

Your role as an assessor:

- plan for assessment
- ensure candidates understand what is to be assessed and how it is to be assessed
- ensure candidates understand that English is the language of assessment for regulated qualifications, unless otherwise stated
- ensure candidates are entered onto the most appropriate level of SVQ for their job role

The Assessment Strategy requires that a 'pre-evaluation takes place for each candidate prior to the registration and commencement of an SVQ, to ensure that the selected route to competence for any given candidate is relevant, realistic, and achievable, and will result in the desired level of competence once complete'.

- ensure the conditions for assessment are appropriate and any required resources are available
- ensure that the assessment process is not discriminatory in any way and that assessments are as fair and accessible as possible

- maintain regular contacts with each candidate and keep a record of all contacts
- ensure candidates know how 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
- advise candidates on how 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
- participate in centre standardisation meetings and any other quality assurance practices as required by your centre

Candidates' role:

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

Planning for assessment

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. People will take an SVQ for a variety of reasons, including to prove job competence or for personal development. If anyone is acting as a coach or mentor to your candidates, they might help you provide this advice.

Candidates need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ they have selected. The Assessment Strategy requires a 'Pre-Evaluation' to be conducted and recorded for each candidate.

It does not have to be you as the assessor who carries out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities that are available to the candidate are also considered.

To ensure candidates are entered for the correct qualification in the first instance, these conversations should take place and be recorded before candidates are registered with SQA.

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.

While you are planning assessment, do not forget to make the most of opportunities to integrate assessment. This means planning to assess an activity that draws on the contents of different units, in full or in part. It can be a practical and cost-effective way of assessing your candidate's competence. Integrating assessment is often referred to as 'holistic assessment.'

To help you and your candidates plan for assessment, we have produced an example of an assessment plan that covers a typical health and safety unit. It is included as guidance only.

Examples relevant to this unit are used throughout the rest of this document.

Producing an assessment plan will help focus the discussion with your candidate around possible sources of evidence and assessment methods.

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.

Internal and external verifier roles in the assessment process

To support the assessment process and to ensure that standards are being applied consistently across your centre and others, internal and external verification are required.

Internal verifier's role:

- appointed by the approved centre
- guides and supports assessment teams and individual assessors
- monitors and develops assessors' practice
- conducts effective internal verification planning as outlined in SQAs [HNVQ Internal Verification Toolkit](#)
- monitors candidate records, progress, and achievements
- participates in the development of the centre's quality assurance systems, procedures and staff competences
- instigates and manages standardisation events and team meetings
- answers queries relating to assessment and verification practices and processes

- support assessors by providing guidance and support on:
 - effective observation report writing
 - conducting professional discussions
 - making and recording assessment decisions
 - holistic approach to assessing candidate evidence
 - using oral questioning approaches
 - cross referencing assessment decisions to unit outcomes and performance criteria
- ensures that awarding organisation and centre quality assurance requirements are adhered to, monitored and evaluated

External verifier's role:

- appointed by SQA
- prepares, plans, and carries out external quality assurance to SQA and subject specific requirements
- undertakes prior verification of centres' internally devised instruments of assessment
- provides the approved centre with feedback, advice, and support to help them maintain and improve their assessment practice.
- participates in approval, post approval and development visits to approved centres
- assists SQA and centre staff with subject specific inquiries
- delivers and participates in external verifier training events and standardisation

Extract from an SVQ unit

Unit number: HL7R 04

Unit title: Conform to General Workplace Health, Safety and Welfare

Unit overview:

This standard, in the context of your occupation and work environment, is about awareness of relevant current statutory requirements and official guidance; responsibilities, to self and others, relating to workplace health, safety and welfare; personal behaviour and security in the workplace.

Performance criteria set out the standard of performance you need to demonstrate consistently to claim competence.

Performance criteria (PC)

You must be able to:

PC1: Comply with all workplace health, safety and welfare legislation requirements at all times.

PC2: Recognise hazards, associated with the workplace, that have not been previously controlled, and report them in accordance with organisational procedures.

PC3: Accept responsibility for, and comply with, organisational policies and procedures in order to contribute to health, safety and welfare.

PC4: Comply with and support all organisational security arrangements and approved procedures.

The knowledge and understanding requirements state what you must know and understand, and how this applies to your job.

Knowledge and understanding (K)

You need to know and understand:

Performance criteria 1:

Workplace health, safety and welfare.

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

Assessment Plan

Unit title: Conform to General Workplace Health, Safety and Welfare

Outcomes: Add outcomes here

Activities	Performance, and knowledge and understanding statement	Method of assessment and sources of evidence	Date of assessment	Evidence already available	Links to other units
Observe candidate undertaking naturally occurring workplace activities while complying with general workplace health, safety and welfare legislation.	PC1, K1, K2, K3	Live face-to-face Observation Oral questioning	By 18/03/25 By 19/03/25		Erect Masonry Structures
Observe candidate undertaking naturally occurring workplace activities while using Health and Safety Control Equipment.	PC1, PC2, K3 and K4, K5, K6, K7	Observation by live video streaming and oral questioning.	By 19/04/25		
Changing circumstances (weather) can create hazards, method of reporting hazards in the workplace.	PC2, PC3, PC4 K5, K6, K7	Recorded professional discussion on changing conditions and reporting hazards.	By 21/04/25		

Activities	Performance, and knowledge and understanding statement	Method of assessment and sources of evidence	Date of assessment	Evidence already available	Links to other units
Observe candidate undertaking naturally occurring workplace activities while.	PC1 and PC2	Live face-to-face Observation and oral questioning.	By 28/05/25		
Progress Review	Informal review and discussion to confirm progress and achievement to date and identify future opportunities for assessment.	Informal review and discussion to confirm progress and achievement to date and identify future opportunities for assessment.	30/05/25		
Observe candidate maintaining welfare facilities, following safe systems of work, storing and using equipment, disposing of waste safely and securing the workplace.	PC3, PC4	Live face-to-face Observation and oral questioning	By 28/05/25		

Activities	Performance, and knowledge and understanding statement	Method of assessment and sources of evidence	Date of assessment	Evidence already available	Links to other units
Review and assess additional sources of evidence in the portfolio. Current company policy documentation and procedures to determine what existing control measures are in place, Drawings and Risk Assessment and Method Statements (RAMs).	PC1, PC2, PC3, PC4	Recorded professional discussions. Personal statement	By 30/05/25 By 30/05/25		
Oral questioning — what types of fire extinguishers and how and when they are used.	K11	Review of documentation (product evidence).	By 31/05/25		
Final progress review	Final progress review of achievement to date and unit sign-off if confirmed by IV.	Final progress review documentation.	06/06/25		

Assessor's signature: Peter Hoskins
First review date: 15/03/25

Candidate's signature: Paul Lee
Second review date: 24/02/25

Date of agreement: 05/01/25
Date of completion: 06/06/25

6. Methods of assessment

Selecting methods of assessment

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

- 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.
- By **equitable** and fair we mean that the assessment method should offer all candidates an equal opportunity to demonstrate their competence.

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, practicable, equitable and fair.

There are both benefits and challenges when you are assessing qualifications 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:

- Familiarity with working environment
- Familiarity between candidate and assessor

- Assessment supports valid work practices

The challenges might be:

- Staff co-operation to complete required documentation or to provide information
- Time commitments

Example:

You could agree with a candidate working in a Construction firm who has to ensure that relevant information and advice on health and safety is provided in a timely way, that this will be carried out by observation when situations arise. If you are an assessor who is working alongside the candidate you should be well placed to observe the candidate's performance, perhaps using a prepared checklist, and to question the candidate about the situation afterwards.

Methods of assessment

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

Qualification-specific Assessment Strategies will detail the most appropriate methods of assessment for the SVQ you are assessing.

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 methods of assessment, such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally occurring activities.

Should it not be possible to conduct face-to-face observations, video streaming or recorded evidence can be used — provided that the qualification specific Assessment Strategy does not prohibit this. The same principles of assessment apply to recorded evidence as they would to any other. Assessors must also gain consent from the candidate to make the recording and will need to authenticate that the person in the recording is who they say they are.

Example:

Observation can be used for assessment in a variety of ways, such as:

- The assessor could observe the candidate undertaking a formal Health and Safety risk assessment of the work environment. The assessor can note if the candidate ‘misses’ any key factors to support the assessment criterion and can use question and answer techniques alongside this observation to see what the candidate did or did not notice.
- The assessor could observe the candidate presenting the resulting plan to the responsible people. The structure and the clarity of this presentation would be important for the assessor to observe.

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. Examples of product evidence include:

Examples:

- Plan of areas to be inspected and potential hazards to look for
- Presentation to senior management team
- Risk assessment report for senior management team
- Emails relating to developing and communicating risk assessment
- A questionnaire for all staff to identify how information on health and safety instructions and regulations is currently communicated

Questioning

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

Questions can be asked in a variety of forms, such as oral questions on a face-to-face basis or via video call, 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 questions.

Written knowledge assessments are contained within each Construction Craft PDA at SCQF level 6. These are industry recognised training and assessment programmes (TAPs) derived from the national occupational standards and therefore the written

questions can be mapped to the underpinning knowledge contained within the SVQ at SCQF level 6.

Any potential gaps in knowledge and understanding generated from PDA units' assessment, can be demonstrated and evidenced through direct observation of performance and supplemented by oral questioning by the assessor.

Oral questions are generally used to:

- confirm knowledge and understanding where it is not apparent from performance
- address gaps in knowledge and understanding in PDA units
- authenticate evidence by asking candidates to explain part of the evidence and/or describe the process or work methods

Examples of oral questioning

Question: While observing you undertaking your review of the workplace, I noticed you referenced a trip hazard as a potential problem. Could you explain how you would go about controlling the risk?

Answer: I would talk to the staff about both short-term and long-term solutions to the problem, asking them why the trip hazard is there in the first place. If it needs to stay there, in the short-term they need to look at adequate signage, but in the long-term there needs to be a solution that removes the trip hazard. This may involve moving equipment, adding extra plug sockets, etcetera.

Question: Having completed your review; how adequate do you consider current control measures to be and how effectively are they being applied?

Answer: I'd say that on the whole, existing control measures throughout the workplace are adequate and staff are following them as required. I found examples of good practice in some areas and identified areas of current practice which could be improved upon.

Other types of evidence

Professional discussion

Professional discussion is a structured and recorded talk between the candidate and the assessor. A professional discussion between the candidate and assessor focuses on evidence already provided allowing the candidate to demonstrate skills, knowledge and understanding. The professional discussion will focus on real work activities. This allows the candidate to demonstrate the authenticity of the evidence, and for the assessor to confirm its reliability and validity. It can also provide evidence when gaps have been identified in a candidate's portfolio. It is seen as a more holistic approach than questioning.

Your role is to guide the discussion by using open questioning, active listening and knowledge of the standards so that the discussion stays focused on the competences and the knowledge being explored.

This is not an easy alternative to questioning — it requires careful planning to stay focused. It can be successful only when both assessor and candidate have a good knowledge of the standards. It is most appropriate when the level and scope of the work activities is complex and when the underpinning knowledge required to do the range of activities competently is interrelated.

As a method of assessment, it lends itself to audio or video recording but can be recorded by paper-based methods.

Personal statements (or 'reflective accounts')

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, practical, equitable and fair method of assessment.

Example:

A personal statement could be used as an opportunity for the candidate to say how helpful their research was in helping them prepare to carry out a formal Health and Safety risk assessment in their workplace. The candidate could be asked to explain how their research contributed towards their plan of areas to be inspected and potential hazards to look for. Similarly, following the formal risk assessment, a personal statement could provide evidence of a candidate's knowledge and understanding for example, explaining how recommendations for change or improvement of current control methods were derived.

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 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.

Strength of witness testimony (in decreasing order)

- 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 appropriately qualified assessor or internal verifier.

- 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.
- 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.

Alternative assessment methodologies

Live video streaming

Should it not be possible to conduct assessment in-person, conducting assessment remotely, via live video streaming is an option for all elements of the assessment process, as it can be considered as direct evidence. Information relating to the conditions required for this assessment method is contained in the Consolidated Assessment Strategy (CAS) Appendix C Alternative Assessment Methodologies.

Recorded video

Recorded video is an option for all elements of the assessment process, however, is not considered direct evidence. Information relating to the conditions required for this assessment method is contained in the Consolidated Assessment Strategy (CAS) Appendix C Alternative Assessment Methodologies.

The same principles of assessment apply whether conducting assessment in-person or remotely. The assessor must gain the candidate's consent if making a recording and may also need the employer's authorisation if the recording is taking place in the workplace.

Simulation

Simulation is a designed situation for producing artificially generated evidence in a Realistic Work Environment.

Simulation is a structured practical exercise with specific objectives involving the organisation, and completion of a product-based task which seeks to simulate real-life conditions. The use of simulation must not be the only evidence or assessment for a unit within a qualification and can only be used to complete specific individual performance or knowledge criteria where naturally occurring workplace evidence for those criteria is not available.

SQA require centres to have robust systems in place to prevent collusion between candidates by having enough scope in the simulation that allows variations in the task and allows for an assessment decision to be made.

In situations where the candidate has demonstrated that they have met the required knowledge for the unit through other practical assessments (such as NOS-based units used in teaching qualifications such as Progression Awards and Professional Development Awards) then this evidence can be used to supplement **only** the **knowledge criteria** and cannot be used as evidence of simulation for practical competence.

The Consolidated Assessment Strategy produced by CITB will define what it regards as simulation and will specify the standards (units) where simulation is and is not permitted and under what conditions the assessment should take place.

For more details on simulation and what constitutes performance in the workplace, look at the Assessment Strategy for the qualification being assessed on the SVQ construction craft subject qualification page on SQA's website:

[SVQs in Construction Craft](#)

There are three main categories of simulation

Pre-permitted simulation

Before any pre-permitted simulation takes place SQA will need to approve that the assessment centre's proposed methodology for simulation and that the assessment centre's proposed Real Work Environment meets the requirements defined by the National Working Group.

The assessment centre must detail in writing to SQA Awarding Organisation the following information:

- the candidate's details
- the assessment or work instruction including full methodology, context and specification to be undertaken and the method of assessment
- the performance and knowledge criteria that are being simulated
- the assessment location
- the rationale for applying Simulation
- any additional internal quality assurance arrangements
- internal verifier authorisation to use the planned arrangements

For further information and detail please refer to the current version of the Consolidated Assessment Strategy for Construction SVQs.

Ad-hoc simulation

Centres must explore all other assessment opportunities to obtain naturally occurring, direct evidence before considering the use of simulation.

This type of simulation and Real Work Environment must be approved by SQA prior to undertaking the simulation. The assessment centre is responsible for seeking and gaining this approval from SQA.

The assessment centre must detail in writing to SQA the following information:

The candidate's details:

- the assessment or work instruction including full methodology, context, and specification to be undertaken and the method of assessment
- the performance and knowledge criteria that are being simulated
- the assessment location
- the rationale for applying Simulation
- any additional internal quality assurance arrangements
- internal verifier authorisation to use the planned arrangements
- clearly map the activity and/or evidence to unit outcomes and PCs

The assessment centre must ensure that the employer and candidate are fully briefed, understand, and support the rationale for the use of simulation and Real Work Environment.

SQA may liaise with CITB the sector skills organisation and/or the regulator to seek additional guidance and approval regarding ad-hoc requests, if required.

Extraordinary events

Extraordinary events are highly exceptional circumstances in which a large volume of candidates is being disadvantaged and have included events such as the 2008 Economic downturn and recession, and the COVID-19 pandemic.

Methods of assessment and definitions

1.3 Other types of indirect or supporting evidence

In addition to naturally occurring, direct observations, candidates can present collected evidence from the workplace that supports their observation. This will be assessed by an occupationally competent and qualified assessor and includes, but is not limited to:

Evidence type	Information	Provides evidence of:
Photographs of work activities	Provides a visual record to augment the direct observation report.	Photographs with the candidate carrying out the observed work can assist with authenticating the evidence to the candidate.
Risk Assessments and Method Statements (RAMS)	Risk assessment and Method Statements can provide additional evidence to support the direct observation of compliance with legislation and work methods.	Supporting evidence to augment the direct observation.
Site drawings and specifications	For the work being undertaken during live observation.	Supporting evidence to augment the direct observation in terms of working to the required standards.
Toolbox Talk sign in records.	Record of the candidate being present at Toolbox Talk prior to the direct observation.	Supporting evidence to augment the direct observation.

Evidence type	Information	Provides evidence of:
Time sheets and Job sheets	Official record of the candidate completing activities related to the direct observation.	Supporting evidence to augment the direct observation in terms of authenticity.
Material Orders and Lists	Official record of the candidate planning work activities related to the direct observation.	Supporting evidence to augment the direct observation in terms of planning the work and working with others.

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 through 'what if' questions — either by questioning or professional discussion. You might also want to consider extending the time period for the overall completion of the unit, so that the candidate has adequate time to provide relevant information and advice when it is needed. If acceptable, evidence may be gathered through simulation or undertaking different or new opportunities or responsibilities within the organisation.

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 standards (units) by relating it to the evidence provided. Where there are any shortfalls in a candidate's competence or knowledge and understanding, you should discuss these with your candidate and make plans for re-assessment. In some instances, you may be required to provide some feedback to the candidate's employer.

7. Generating and collecting evidence

The methods of assessment used 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 to confirm that a candidate has carried out the previously observed or assessed work with the employer over time

Almost all centres use electronic portfolios to collate and map evidence to each unit's, performance criteria and knowledge and provide evidence of assessment decisions and internal verification quality assurance checks.

However, blank paper-based forms are available, and these can assist with the development of electronic portfolios and provide guidance on evidence requirements and content for specific assessment instruments.

Observation Record

Site or Workplace Location: Extension to Whisky Bottling Plant at 202 Cliftonhill Street, Coatdyke, North Lanarkshire.

Brief overview of work being carried out: Preparing to carry out colour pointing to a previously built 2-metre-high retaining wall, with feather-edge coping.

Unit title: Conform to General Workplace Health, Safety and Welfare

Candidate's name: Paul Lee **SCN Number:** 23992929

Evidence index number: 12

Date of observation: 18/03/25

Activities, skills and competences observed	Unit PCs assessed as competent
<p>Prior to carrying out any work you consulted the risk assessment and took note of potential risks, the listed control measures including personal protective equipment (PPE) that you needed to be aware of prior to commencing work. On arrival at the work area, you carefully inspected and noted potential hazards apparent from the recent inclement weather. This approach proved very effective as it helped you to focus on potential hazards, risks and control measures either currently in place, or required due to the effects of the recent severe weather.</p> <p>You discussed your visual risk assessment with your foreman to ensure a clear understanding of health and safety in general and any potential hazards they considered to be present. During this discussion you sought advice from his foreman on the risks and control measures you had identified to ensure that you and other operatives met you're your employers' Health and Safety requirements. The foreman agreed to complete a further risk assessment to address the risks identified by you following the inclement weather.</p>	<p>Performance criteria 1:</p> <p>Avoidance of risk by complying with given information relating to:</p> <p>1.2 briefings (foreman).</p> <p>1.3 application safe use of health and safety control equipment).</p> <p>Performance criteria 2:</p> <p>Adherence to statutory requirements and/or safety notices and warning signs displayed in the workplace or on equipment.</p>

Activities, skills and competences observed	Unit PCs assessed as competent
<p>You concluded your discussion with the foreman by asking about security of your work area, arrangements for disposal of waste and information regarding relating specifically to your work location and tasks to be completed. In terms of manufacturer's instructions for using coloured mortars, you interpreted the instructions and precautions effectively and ensured that you selected and used the required Personal Protective Equipment (PPE) throughout the coloured pointing work you undertook.</p>	<p>Performance criteria 3: Hazards created by changing circumstances in the workplace are reported.</p> <p>Performance criteria 4: Shows personal behaviour which demonstrates active responsibility for general workplace health, safety and welfare comply with organisational policies and procedures relating to the following:</p> <ul style="list-style-type: none"> 5.1 Consideration of others. 5.2 Interpretation of given instructions to maintain safe systems of work. 5.3 Contributing to discussions (offer and provide feedback).

Activities, skills and competences observed	Unit PCs assessed as competent
(continued)	<p>Performance criteria 4:</p> <p>Complied with organisational procedures for maintaining the security of the workplace:</p> <p>6.1 during the working day.</p> <p>6.2 on completion of the day's work.</p>

Knowledge and understanding apparent from this observation or Oral Questioning	Unit knowledge and understanding assessed as competent
<p>Recognition of hazards, consulting risk assessments, reporting hazards associated with the changing environment and control measures in accordance with organisational procedures for reporting these potential hazards.</p> <p>It was clearly evident Paul that you have a good understanding of the purpose and functions of risk assessment, potential hazards, and the importance of consulting your companies' risk assessment and control measures. You are also fully aware of the importance of checking any changes to environmental conditions to health and safety and how to go about carrying out further risk assessments to take account of the changes (severe inclement weather).</p>	<p>Performance criteria 1:</p> <p>Workplace health, safety and welfare:</p> <p>K3: How to comply with control measures identified by risk assessments and safe systems of work.</p> <p>K4: Why, when and how health and safety control equipment should be used.</p>

Knowledge and understanding apparent from this observation or Oral Questioning	Unit knowledge and understanding assessed as competent
<p>Method of reporting hazards in the workplace</p> <p>Through discussions with your foreman Paul, you were able to clearly identify potential hazards resulting from the inclement weather and reporting this to ensure compliance with the employers health and safety policies, procedures for reporting hazards.</p>	<p>Performance criteria 2:</p> <p>Recognition of hazards:</p> <p>K5: The hazards associated with the work environment.</p> <p>K6: How changing circumstances can create hazards.</p> <p>K7: The method of reporting hazards in the workplace.</p>
Other units to which this evidence may contribute	Not applicable

Assessor's comments and feedback to candidate

Paul, throughout the observation you conducted yourself in a safe and responsible manner complying with all legislation and control measures.

I can confirm that you have met the required standards for the units and PCs listed on this observation report. Your performance was excellent, and I have assessed you as competent for the units and/or PCs assessed during this Observation.

I can confirm the candidate's performance was excellent for the unit PCs assessed as competent during this Observation.

Assessor's signature: Peter Hoskins **Date:** 18/03/25

Candidate's signature: Paul Lee **Date:** 18/03/25

Internal Verifier's signature: _____ **Date:** _____

Questions and candidate's answers

Unit title: Add unit title

Outcomes: Add outcomes

Evidence index number: Add index number

Circumstances of assessment: Add text

List of questions and candidate's responses

Question	Answer
Where would you find information about hazards and risks?	You would refer the Risk Assessments and safe Methods of Work information provided by the employer
What should be done first. Remove the hazard or put in place a control measure?	Remove the hazard if you can.
What is the purpose of PPE?	PPE protects the operative from any identified hazard and risk.
If you see a hazard that has been caused severe weather (change of circumstance) what should you do?	Report this to the foreman or supervisor.
You don't need to use PPE provided by your employer (True or False)?	False, you must use the PPE provided at all times.

Assessor's signature:

Date:

Candidates' signature:

Date:

Internal Verifier's signature:

Date:

Candidate's personal statement (reflective account)

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

Unit number and title: HL7R 04, Conform to General Workplace Health, Safety and Welfare

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Performance criteria and knowledge and understanding statements covered
30/05/25	2	I was dreading doing this unit as the idea of carrying out a risk assessment of my workplace sounded really boring. However, I actually found it really interesting as it has made me aware of the importance of health and safety and how lucky we are to have such legislation in place as it protects the workforce. Not following the legislative requirements could result in an employee being needlessly injured or killed and the organisation being sued.	4 and 6	PC1 and PC2, K1, K3, K4

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Performance criteria and knowledge and understanding statements covered
		<p>I found the information on the Health and Safety Executive (HSE) website really helpful and very easy to read. Until I started this unit I had always thought of health and safety as being about hazardous substances, electrical or gas appliances and stuff like that. I never realised that health and safety covers things such as use of visual display units (VDUs), repetitive strain, stress, etcetera.</p> <p>Everyone has a legal and moral duty for ensuring the safety and well-being of employees and visitors. The Chief Executive has overall responsibility for the provision and maintenance of standards necessary to achieve compliance. As an operative, I have to be aware of the rules and regulations with regard to health and safety and know what the procedures are in the event of an accident or injury occurring in my area of responsibility and also what is available to staff to prevent any injuries. All employees have a responsibility to make themselves familiar with and comply with any control procedures in place; bring to the knowledge of his or her line manager any process, situation or other circumstances which in their opinion constitutes a hazard; take reasonable care for the health and safety of themselves and others who may be affected by their acts or omissions.</p>		<p>PC2, K1, K2</p> <p>PC3, K1, K2, K3, K4, K8, K9, K10</p> <p>PC4, K8, K9, K10</p>

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Performance criteria and knowledge and understanding statements covered
		<p>The HSE website had a really helpful leaflet that explained, in simple language, what a risk assessment is and how to go about assessing the risks in the workplace. I really appreciated the definition on what is meant by a hazard (anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer) and what is meant by the risk (the chance, high or low, that somebody could be harmed by these and other hazards and how serious the harm could be).</p> <p>The leaflet provided information on the five steps to follow when carrying out a risk assessment:</p> <ul style="list-style-type: none"> • Identify the hazards • Assess the risks, decide who might be harmed and how • Control the risks, evaluate the risks and decide on precautions • Record your findings and implement them • Review your risk assessment and update if necessary 		<p>PC2, PC3, PC4. K1, K2, K3, K4</p> <p>K8, K9, K10</p> <p>K3, K4, K5, K6, K7</p>

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Performance criteria and knowledge and understanding statements covered
		Having read the information in this leaflet I now feel I have the necessary knowledge and understanding of what a risk assessment is and how to go about it. I have gone from dreading doing this unit to cannot wait to get started!!		

Candidate's signature: Paul Lee

Date: 30/05/25

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 contact details, their relationship to the candidate (for example supervisor, client) and the date. There is space for this information in the form.

Witness testimony form	Details required
Qualification and unit title:	Unit No. HL7R 04 Conform to General Workplace Health, Safety and Welfare
Candidate's name:	Paul Lee
Performance criteria, and knowledge and understanding statements covered:	PC1, PC2, PC3, PC4
Evidence index number:	5
Date of evidence:	01/03/25
Name of witness:	Dave Mulvaney (on behalf of senior management team)
Address of witness:	SQA The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ
Telephone number of witness:	0141 666 9999
Email address of witness:	DaveMul@example.com
Designation and relationship to candidate:	Senior manager responsible for health and safety, line manager of Paul Lee

Details of testimony

Paul met with me to discuss identifying hazards and carrying out risk assessments. Paul wanted information on company approaches and standards risk assessment forms to be used.

We initially talked about what a risk assessment is and what is meant by a hazard, risk and control measures. He then handed us a blank risk assessment template he had produced. Paul had taken a picture of a flooded drainage trench and we identified potential hazards. This prompted a very interesting discussion as some hazards are much more obvious than others.

Having identified the hazards, Paul was then asked to consider who might be harmed by these hazards and in what way. Again, this prompted good discussion as it encouraged Paul to think about the consequences of what could happen to the individual and the organisation.

Paul then asked about the need for control measures or if removing the hazard was better. I asked Paul to think if there were any further measures we should take (reporting). Initially we thought we had it well covered however, Paul then suggested that more inclement weather that was due overnight may change the hazards.

Paul then went off and drew up a risk assessment using the:

- Company form
- Hazard list we had discussed and agreed
- Information gained on the difference between control measures and removing hazards if possible.

The completed risk assessment was acceptable but occasionally overlooked the use of PPE.

I can confirm the candidate's performance was satisfactory.

Witness's signature: Dave Mulvaney **Date:** 29/05/25

Witness: Please **indicate** Yes or No, (**Delete as applicable*)

Holds appropriate qualification and/or experience: *Yes or No

Is familiar with the units to which the candidate is working: *Yes or No

Judging candidate evidence and making an assessment decision

In judging candidate evidence, you must be satisfied that your candidates can work 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 current, valid, authentic, and sufficient

Assessments must be:

- valid, reliable, practicable, equitable and fair
- safe
- measured against specified criteria
- relevant to the qualification
- sufficient to help you form a decision about the candidate's current competence

Insufficient evidence

You must judge whether the candidate has produced enough evidence required by the standards (units) 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 them competence by questioning them or, if this is appropriate, asking them to produce a personal statement, using witness testimony, utilising the exemplar document included in in this guidance.

The candidate's portfolio should contain a declaration that confirms that the content of their portfolio is their own work.

8. 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.

Evidence may be physical or paper-based, or it may be electronic. Physical or paper-based evidence may be stored in a traditional portfolio. Electronic evidence may be stored in any appropriate and secure manner. You may wish to use e-portfolio software to help manage the storage of electronic 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.

There is no need to duplicate evidence for a portfolio, for example by making copies or printing out digital evidence. A clear explanation of where the original evidence can be found is sufficient for an external verifier.

There are various reasons why record-keeping is 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 SQA qualifications

If your candidates' evidence is incomplete or cannot be located, or if there is inaccurate cross-referencing to the standards (units), 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.

- Using the evidence index
- Completing the unit progress record
- Completing the achievement record

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 standard.

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 (example)

Qualification and level: _____

Candidate's name: _____ Paul Lee

To achieve the whole qualification, you must prove competence in four mandatory units and three optional units.

Unit checklist

Mandatory unit codes	Optional unit codes
HL7R 04	

Mandatory units achieved:

SQA unit code	Unit title	Assessor's signature	Date
HL7R 04	Conform to General Workplace Health, Safety and Welfare	Peter Hoskins	06/06/25

Optional units achieved:

SQA unit code	Unit title	Assessor's signature	Date

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 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 found. This is important because we suggest that anything that has been produced as day-to-day work is kept in its normal location, but anything that has been produced through assessment for the SVQ — for example observation checklists — is filed in the candidate's portfolio. In this way, your candidate can avoid having to replicate 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 (example)

Unit title: Conform to General Workplace Health, Safety and Welfare

SQA unit code: HL7R 04

Evidence number	Description of evidence	Date assessed	Sampled by the Internal Verifier (IV) (initials and date)
1	Live Observation Report Number 1 Observed candidate undertaking naturally occurring workplace activities while complying with general workplace health, safety and welfare legislation.	18/03/25	21/04/25
2	Oral Question responses Live Observation Number 1	19/03/25	21/04/25
3	Live Observation Report Number 2 Live Video Stream from the workplace Using Health and Safety Control Equipment.	19/04/25	21/04/25
4	Written Question responses Live Video Observation Number 2 Using Health and Safety Control Equipment.	19/04/25	21/04/25
5	Professional Discussion Changing circumstances, inclement weather conditions, identifying and reporting hazards.	21/04/25	06/06/25

Evidence number	Description of evidence	Date assessed	Sampled by the Internal Verifier (IV) (initials and date)
6	Live Observation Report Number 3 Observed candidate undertaking naturally occurring workplace activities while complying with general workplace health, safety and welfare legislation.	24/05/25	04/06/25
7	Written Question responses Live Observation Number 3	24/05/25	04/06/25
8	Progress Review	26/05/25	04/06/25
9	Live Observation Report Number 4 Observed candidate applying Safe Systems of Work, Safe use of Equipment, Disposing of Waste, Securing the Work area and the Site.	26/05/25	04/06/25
10	Oral Question responses Live Observation Number 4	26/05/25	04/06/25
11	Personal Statement Identifying hazards, drafting Risk Assessments, hazardous substances, electrical/gas appliances, repetitive strain, stress working at heights, control measures, PPE.	30/05/25	04/06/25
12	Witness Testimony	30/05/2025 Not used as assessed evidence, but to provide evidence of covering PCs over time.	04/06/2025

Evidence number	Description of evidence	Date assessed	Sampled by the Internal Verifier (IV) (initials and date)
13	Indirect Evidence Review Policies, RAMs, Existing standard control measures, Site drawings and Specifications.	30/05/2025 Used for context only.	04/06/2025
14	Final Progress Review and unit sign-off.	06/06/25	04/06/25

Completing the Achievement Record

To help you and your candidates cross-reference the evidence to the standards (units) of the SVQs, we have provided an example to show you how to use the record. Use one record for each unit. The grids should be completed by:

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

If integrated (holistic) assessment is used (linking performance criteria or knowledge and understanding statements across different units), the evidence should be cross-referenced back to the relevant units.

Achievement Record

Unit title: Conform to General Workplace Health, Safety and Welfare

Evidence index number	Description of evidence	Performance criteria (PCs) covered	Knowledge and understanding (K) covered	Comments
1 and 2	Live Observation Report Number 1 Oral Question responses	PCs: 1, 3, 4	K1 to K8	
3 and 4	Live Observation Report Number 2 Live Video Stream Oral Question responses	PCs: 1 to 4	K3 to K10	
5	Professional Discussion	PC: 2		
6 and 7	Live Observation Report Number 3 Oral Question responses	PCs: 1 to 4	K1, K2, K3, K5, K7, K8, K9, K10, K12	
9 and 10	Live Observation Report Number 4 Oral Question responses	PCs: 1 to 4	K1, K3, K5, K7, K9, 12	
11	Personal Statement	PCs: 1, 2	K5, K7, K11, K12	

Evidence index number	Description of evidence	Performance criteria (PCs) covered	Knowledge and understanding (K) covered	Comments
12	Witness Testimony		K10, K11	Could not be observed. Using fire extinguisher is not permitted unless in real life situation
13	Indirect Evidence Review		K1 to K9, and K12	
14	Final Progress Review and unit sign-off	PCs: 1 to 4	K1 to K12	

Assessor's notes and comments

Paul has worked conscientiously on this unit and produced some very good evidence that will benefit both himself and the organisation.

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

Candidate's signature: _____ Paul Lee

Date: _____ 06/06/25

Assessor's signature: _____ Peter Hoskins

Date: _____ 06/06/25

Internal verifier's signature: _____ Sharon Moore

Date: _____ 04/06/25

9. Further information

What else should I read?

SQA has developed a wide range of generic guidance on assessment, verification, quality assurance, etcetera. The following publications provide additional information which would be beneficial in implementing the qualifications. Details of these and other SQA publications are available on our website:

[Assessor/Verifier units](#)

[Quality Assurance Guidance](#)

[Guide to Assessment](#)

[Assessment Arrangements Resources](#)

[Choosing appropriate assessor and verifier qualifications](#)

[Advice for centres in using technology to support assessment remotely](#)

Digital assessment

Digital assessment can offer significant benefits to SQA, centres and candidates that take our qualifications. SQA has a digital assessment platform, SOLAR. Elements of some SVQs have mandatory or optional SOLAR assessments. Access further information on the [SOLAR website](#).

Appendix 1: Blank recording forms

On the SQA website there are downloadable versions of blank recording forms. These are generic forms that can be found on the SVQ subject page on SQA's website: [SVQs in Construction Craft](#), within the Candidate Guidance and Portfolio section.

This includes blank versions of the following forms:

- Unit Progress Record
- Assessment Plan
- Candidate Declaration
- Personal Profile
- Index of Evidence
- Achievement Record
- Observation Record
- Question and Answer
- Personal Statement
- Witness Testimony

Appendix 2: Industry Skills Test

An Industry Skills Test unit is included in the construction craft SVQ structures.

The Industry Skills Test is the final part of the assessment process for the SVQ.

Each craft occupation has its own assessment instructions which can be found on the SQA secure site. Centres assessing the industry skills test must comply with the requirements of this document which has been written to meet the skills test criteria as developed by CITB.

For more information on the Industry Skills Test please refer to Appendix D of the Consolidated Assessment Strategy for Construction — Scottish Vocational Qualifications which can be found on the SVQ subject page on SQA's website: [SVQs in Construction Craft](#)

Skills Test frequently asked questions:

What materials should be used in the skills tests?

New building materials must be used for all skills tests.

Over how many days should the skills tests be completed?

Each skills test has a specified time limit, which is detailed in each of the individual skills test SVQ units. For example:

- Carpentry and Joinery — Site Carpentry — 8 hours (one day)
- Plastering — 16 hours (split over two consecutive days)
- Painting and Decorating — 16 hours (split over two consecutive days)

Must the assessor be present for the full duration of the skills test?

Yes. The assessor must be present throughout the skills test, to assess if the candidate has carried out the test in a safe and sustainable manner.

As stated in the Industry Skills Test — Assessment Instructions, 'Achievement of the skills test will not be awarded unless all elements are carried out in a safe and sustainable manner — even if the other standards have been met'.

The instructions for conducting the skills test state that 'It is the responsibility of the candidate to work safely without danger to themselves or to others and therefore must complete a risk assessment and method statement, covering all parts of the skills test, prior to starting work. Candidates must work safely and keep a clean and tidy workstation at all times'.

Where can I access risk assessment and method statement forms?

These are available from the SQA secure website.

Is an invigilator required?

No. There is no requirement for an invigilator to be present.

What if a candidate runs out of time and has not completed the skills test by the end of the specified assessment period?

If the candidate is very close to completing the skills test at the end of the specified time period (for example Carpentry and Joinery is 8 hours, while Plastering is 16 hours), they should be allowed to complete it within a reasonable period of time (for example an additional 30 minutes). Centres should use their professional judgement and record any additional time given, along with the reasoning behind the decision. This will be checked at external verification.

If a candidate fails the skills test, do they need to do a full resit?

A candidate who fails the skills test is not required to do a full resit. The candidate can resit the part of the skills test that they have failed. This is in line with SQA's policy on assessments. Two attempts are allowed, with a third in exceptional circumstances. Further instructions for these will be provided in the Provider and Marking Instructions.

Which skills test should I result candidates against?

Centres delivering these SVQs must use the CITB Skills Test SVQ unit, along with the relevant Assessment Instructions produced by SQA, to provide the evidence required for successful achievement of the SVQ unit. These can be found on SQA's secure site. The evidence from the CITB Skills Test will be externally verified by SQA and regulated by SQA Accreditation.

Construction Crafts

The construction craft SVQs at SCQF level 6 referred to in this document are:

- Bricklaying
- Carpentry and Joinery
- Floorcovering
- Painting and Decorating
- Plastering
- Roofing Occupations
- Stonemasonry
- Wall and Floor Tiling
- Wood Machining